



Safeguarding Policy

Introduction

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Child protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY! (Working Together to Safeguard children 2024)

This includes, but is not limited to safeguarding children in specific circumstances; examples are included but described in more detail within the document.

Neglect Lack of or poor clothing, food, housing, untreated injuries, poor parenting skills.	Physical Bruises, cuts, bites, burns and broken bones.
Emotional abuse Lack of love or affection, being shouted at, not giving child a voice and witnessing domestic violence	Sexual Urine infections, STD's, inappropriate language or knowledge for child's age and genital injuries
Children missing Education (CME) Children who regularly miss Pre-School, school etc.	Radicalisation. Extremist behaviour
Domestic abuse / violence Child being witness or victim of.	Gender based violence/ Female Genital Mutilation/ Forced Marriage/honour based violence Honour based violence against women and girls
E-safety. Online bullying, sharing of inappropriate images, risk of inappropriate online friends, grooming. Messages and use of videos, online gaming. The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery (sexting)	Munchausen syndrome by proxy Fabricated / induced illness

Child Sexual Exploitation (CSE) and trafficking Children hanging around with older people, gangs, receiving gifts, money or affection in return for sexual favours.	Gang / youth violence Risk of substance abuse, initiation / hazing
County lines Criminal exploitation in which criminals groom and manipulate children in to drug dealing. The 'lines' refer to mobile phones that are used to control a young person who is delivering drugs, often to towns outside their home county.	

Silsoe Pre-School will fulfil their local and national responsibilities as laid out in the following documents: -

- Working Together to Safeguard Children (HMG 2024)
- Keeping Children Safe in Education (2022)
- The procedures of Central Bedfordshire
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (2015)
- Prevent Duty Guidance: England and Wales (2023)
- Serious Crime Act 2015

Aims of the Pre-School

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff, volunteers and children;
- Contributing to the establishment of a safe, resilient and robust ethos in Pre-School.
- Introducing appropriate work within our programmes, activities and curriculum;
- Encouraging children and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the risks and vulnerabilities children face;
- Addressing concerns at the earliest possible stage in the least intrusive way; and
- Reducing the potential risks children face of being exposed to violence, extremism,
- exploitation, or victimisation

This policy will support Staff in their practice to:

- Identify the most vulnerable children and young people, through identifying their individual needs where possible and work with other professionals to support those needs identified.
- Identify types of abuse that children and young people may be experiencing.
- Identify families at risk or families who need support, such as Radicalisation, Domestic Violence or poor living conditions.
- Identify safer Recruitment procedures and appropriate working practice.
- Implement safeguarding procedures.
- Work in partnership with parents, children and other professionals supporting the family.

Key Principles

The key principle of safeguarding, as stated by the Central Bedfordshire Board is that safeguarding is everyone's responsibility. This is reinforced within the Statutory Guidance 'Keeping Children Safe in Education' (2024) and Working Together (2023).

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Central Bedfordshire Thresholds Framework.
- Have conversations, build relationships and maintain professional curiosity.
- Focus on securing improved outcomes for children.
- Build a culture of openness and transparency where all staff are able to demonstrate an understanding of their role and responsibility to safeguard and promote the welfare of children.
- Every child is entitled to a rich and rounded curriculum.
- When issues are raised, all staff should speak out, addressing them internally where possible and engaging the Designated Safeguarding Lead (DSL) with the multi-agency response when required in accordance with interagency procedures.

All staff should be aware of the guidance issued by Central Bedfordshire Board Threshold Framework, in order to secure the support and intervention for children and young people at the earliest possible opportunity in the least intrusive way.

Safeguarding Roles

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead.
- The Manager and Deputy are the designated person and back-up designated person, responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the setting should be reported to the designated person or the back-up designated person.
- The designated person ensures that all Practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified designated person at any time.
- The line manager of the Designated Lead is the Designated Officer.
- The Designated Lead informs the Designated Officer about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.
- If it is not possible to contact the Designated Officer, action to safeguard the child is taken first and the Designated Officer is informed later. If the Designated Officer is unavailable advice is sought from their line manager or equivalent.
- Issues which may require notifying to Ofsted are notified to the designated officer to make a decision regarding notification. The designated person must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) the Designated Lead immediately seeks guidance from the Designated Officer. There continues to be a

requirement that the Designated Lead and Designated Officer follows legislative requirements in relation to reporting to RIDDOR.

- All settings follow procedures of their Local Safeguarding Partners (Central Beds Children's Safeguarding Board (CBSCB) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.

EXPECTATION

All staff and visitors will:

- Be familiar with this safeguarding policy and implement it consistently in the course of their work with children
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, and volunteers
- Be alert to signs and indicators of possible abuse
- Record concerns and give the record to the Designated Safeguarding Lead (DSL) who is **Tahmina Haque** or **Jackie White** the Deputy Designated Safeguarding Lead.

What we do when we are concerned about a child

All concerns will be viewed alongside the CBSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The Pre-School also places due regard to the guidance contained in 'What to do if you are worried a child is being abused, 2015'.

If, in consultation with the CBSCB Thresholds Framework the level of concern sits at Level 2 or 3, an Early Help Assessment (EHA) should be completed with the consent of the parent / carer. Early help may also be provided on a single agency basis by the Pre-School, or additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team as a multi-agency response. In cases where it is not possible to obtain consent from the parent / carer the Pre-School will seek advice from the Early Help Hub.

The Pre-School will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.

In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the Pre-School will follow the step-up procedures published by the CBSCB Thresholds Framework.

In consultation with the CBSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of, or are suffering significant harm, a referral will be made to the Access and Referral Hub on 0300 300 8585. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.

In the event of a professional disagreement in relation to a specific concern, the Pre-School will follow the CBSCB procedures for resolution of professional disagreements, also known as escalation procedures.

Keeping Records

Whenever staff observe worrying changes in a child's behaviour, physical condition or appearance, staff will use the Local chronology format to record concerns, listing actions and follow-ups.

We will also note changes to the child's behaviour, as this may build us a clear picture of other issues that may arise.

When a child or family member makes a disclosure, the exact words spoken by the child; the date, name and signature of the recorder will be written on the appropriate paperwork. Such records will be kept in a separate file and will not be accessible to people other than the Pre-School Manager, DSL, or other appropriate professionals working with or supporting the child and family.

Parents are asked to sign Consent to share paperwork when their child starts at the Pre-School, giving us permission to talk to professionals who may be required to support their child or their family. Unless there is a significant risk to the child, we will always work with families and talk to families first before referring to any other professional

Responding to marks or injuries observed

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer on the safeguarding form, which is signed by the parent/carer.
- The member of staff advises the designated person as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated person decides the course of action to be taken.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the designated person.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated person decides the course of action required and a Safeguarding form is completed as above, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the designated person.
- If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the setting, this is raised with the designated person

Responding to the signs and symptoms of abuse

- Concerns about the welfare of a child are discussed with the designated person without delay.
- A written record is made of the concern on a Safeguarding incident reporting form as soon as possible.
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.

Responding to a disclosure by a child

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.
- The Practitioner listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying '*tell me more about that*' or '*show me again*'.
- After the initial disclosure, staff speak immediately to the designated person. They do not further question or attempt to interview the child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on a Safeguarding incident reporting form, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

Involving Parents/Cares

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency.

The staff member dealing with the concern will approach parents / carers after consultation with the Designated Safeguarding Lead (DSL), support will be given to staff from the DSL if required. However, there may be occasions when the Pre-School will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3*)

Parent / carers are made aware of the setting's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the designated person must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.
- If a parent / carer withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent / carer should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

**Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.*

Informing parents when making a child protection referral

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns

and make a referral. When a child protection referral has been made, the designated person contacts the parents (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The designated person makes a professional judgment regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the Designated Officer.

Parents / carers will be informed about our safeguarding policy through: our website and policy folder, which is available for parents to read on request. Should parents wish to have a copy of the Safeguarding policy, or any other policy we can supply a copy.

Our Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) is **Tahmina Haque** with **Jackie White** as the Deputy Designated Safeguarding Lead. The Designated Safeguarding Officer is the Chair of the Pre-School Management Committee, **Lucy Sahota-Gunner**. The DSL and Deputy will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. Health, police etc. This person has lead responsibility and management oversight for safeguarding.

When concerns about a child are raised or reported, the Designated Safeguarding Lead will decide what steps should be taken in accordance with the CBSCB Thresholds Framework and initiate a response accordingly. This may include providing a singly agency early help response, undertaking an early help assessment or referral to children's social care for a statutory social work assessment.

CBSCB Thresholds Framework:

- Level 1: Child's needs are being met. Universal support.
- Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
- Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
- Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.

The Designated Safeguarding Lead will:

- Support staff that make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- Refer cases to the Police where a crime may have been committed.
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- Liaise with the Designated Officer and Committee for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- Lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- Ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the CBSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- Ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the Pre-School will not keep family files.
- Ensure parents/carers are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers will be in line with any home school policies and give due regard to which adults have parental responsibility.
- **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children's Social Care.
- If a child moves from our Pre-School, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two settings may be necessary, especially on transfer from Pre-School to school. We will record where, and to whom, the records have been passed and the date. The practice guidance produced by Central Bedfordshire Safeguarding Children Board will be adhered to in relation to archiving child protection records.

Reporting a serious child protection incident

- The designated person is responsible for reporting to the Designated Officer and seeking advice if required prior to making a referral as described above.
- For child protection concerns at Tier 3 and 4** it will be necessary for the designated person to complete a confidential safeguarding form and send it to the Designated Officer.
- Further briefings are sent to the Designated Officer when updates are received until the issue is concluded.

*** Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. Tier 4: Children in acute need, who are suffering or are likely to suffer significant harm.*

Professional disagreement/escalation process

- If a Practitioner disagrees with a decision made by the designated person not to make a referral to social care they must initially discuss and try to resolve it with them.

- If the disagreement cannot be resolved with the designated person and the Practitioner continues to feel a safeguarding referral is required, then they discuss this with the Designated Officer.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns but this must not delay making safeguarding referrals.

Staff Support

We recognise the stressful and traumatic nature of safeguarding. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Safer Recruitment and Selection

Silsoe Pre-School pays full regard to 'Keeping Children Safe in Education' DfE 2022, Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to our commitment to safeguarding and promoting the wellbeing of children.

Tahmina Haque has undertaken Safer Recruitment Training; she will be involved in all staff and volunteer recruitment and will sit on the recruitment panel.

Please see our Safer Recruitment Policy

The Curriculum

We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.

British Values

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become

social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2024 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)

- As part of the focus on self-confidence and self-awareness, Practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.

Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.

- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and race
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy: Under the Counter-Terrorism and Security Act 2015, we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

Legal framework: Counter-Terrorism and Security Act 2015

Further guidance

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2023)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2023)

Safeguarding Children in Specific Circumstances: Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.

Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated persons should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. CBSCB guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the

procedure a younger sibling may be at risk; discussion about plans for an extended family holiday.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Mali	Guinea	Nigeria	Kenya
Indonesia	Liberia	Ivory Coast	Malaysia

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

NSPCC 24-hour FGM helpline: 0800 028 3550 or email fgmhelp@nspcc.org.uk

Government help and advice: www.gov.uk/female-genital-mutilation

Safeguarding Children in Specific Circumstances: Forced marriage / Honour based violence / Modern Day Slavery

Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that Practitioners ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: fmufco.gov.uk
- Email for outreach work: fmufcooutreach@fco.gov.uk

Further guidance

Accident Record (Early Years Alliance 2019)

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).
- Breaching a Forced Marriage Protection Order
- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the of which comes from the Palermo Protocol).

- These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of Human Trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- Forced marriage and illegal adoption (if other constituent elements are present)

Children and young people vulnerable to extremism or radicalisation

Risk of radicalisation means when children are exposed to extremist views and ideas and taught that, the view is the only acceptable way for them. Radicalisation does not just focus on a person's faith such as the Catholic or the Islamic faith's but also a person's views on lifestyle choices or attitudes to animals.

A person who holds a position of respect within a family or a community has the ability and power to influence a person's own opinions about things, however this may not always be a radical opinion but we have a duty of care to the children and their families to be aware of such possibilities. For example, if a child is exposed to extremist views they may disclose through comments made in role play such as children talking about a group that has recently been joined, talk about violence towards animals or certain groups of people and think that it is ok, child's behaviour may become more violent. Also if the way the family, child or a sibling dresses suddenly changes to what could be considered a uniform of a group, could also be an indicator.

Children may ask for books related to their family's faith only and displaying a strong view about it. Parents may also refuse to let their children be involved in activities about other cultures or faith.

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. CBSCB have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The designated person is required to familiarise themselves with CBSCB procedures, as well as online guidance including:
- Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
- Prevent Strategy (HMG 2011) www.gov.uk/government/publications/prevent-strategy-2011

- The prevent duty: for schools and childcare providers
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- The designated person should follow CBSCB guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The designated person must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.
- The designated person should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The designated person also ensures that all staff complete The Prevent Duty in an Early Years Environment and Understanding Children's Rights and Equality and Inclusion in Early Years Settings online courses.
- If available in the area, the designated person should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The designated person should understand the perceived terrorism risks in relation to the area that they deliver services in.

Safeguarding Children in Specific Circumstances: Peer on Peer abuse

The Pre-School recognises that children and young people can abuse other children and such behaviour is never viewed simply as 'Banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:

- Cyber-bullying
- Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
- Sexual assault
- Sexually harmful or problematic behaviour
- Gang initiation or hazing type violence

Safeguarding Children in Specific Circumstances: Gang related violence

Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. Designated persons should be familiar with their CBSCB guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

Safeguarding Children in Specific Circumstances: County lines

Children may be trafficked in England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coaster towns and/or other urban areas.

The Pre-School understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity

If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.

Safeguarding Children in Specific Circumstances: Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE, 2017)

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability

The Pre-School recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicator.

Where concerns are identified in relation to Child Sexual Exploitation the CBSCB Thresholds Framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.

An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub.

If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care.

Safeguarding Children in Specific Circumstances: Sexualised Behaviours

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care

In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the CBSCB Thresholds Framework.

Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures

Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police

Safeguarding Children in Specific Circumstances: Youth Generated Sexualised imagery

The Pre-School recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet (Sexting). We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:

- The incident should be reported to the Designated Safeguarding Lead as soon as possible.
- The Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

An immediate referral will be made to the Police and Social care in the following circumstances:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above applies the Pre-School may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and

disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren

The Pre-School will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice

Adults in the Pre-School will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.

CHILDREN IN SPECIFIC CIRCUMSTANCES

Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Children Board

- Child Sexual Exploitation
- Safeguarding Children vulnerable to Gang Activity
- Supporting individuals vulnerable to violent extremism
- Private Fostering
- Children missing from home or care
- Children missing education
- Children of Parents Who Misuse Substances
- Children of Parents with Learning Difficulties
- Working with parents/carers with mental health problems
- Working with parents/carers with disabilities
- Disabled Children
- Protocol for dealing with domestic violence when children are involved
- Online – Children Exposed to Abuse through the Digital Media
- Fabricated or Induced Illness
- Female Genital Mutilation
- Forced Marriage / Honour Based Violence
- Modern Day Slavery / Human Trafficking
- Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- Safeguarding children who may have been trafficked
- Protocol & Guidance; Working with Sexually Active Young People
- Working with hostile, non-compliant clients and those who use disguised compliance

Children with Additional Needs

Pre-School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

Involving parents/carers

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency.

Staff member dealing with concern will approach parents / carers after consultation with the Designated Safeguarding Lead (DSL), support will be given to staff from the DSL if

required. However, there may be occasions when the Pre-School will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through: Parents information board in Reception and the children's room, policy folder is available for parents to read on request, should parents wish to have a copy of the Safeguarding policy, or any other policy we can supply a copy.

Multi agency work

We work in partnership with other agencies in the best interests of the children and families. The Pre-School will, where necessary, liaise with the Access and Referral Hub where we can talk to them for further advice if we are unsure of the best next step in make in a disclosure situation. We will if necessary initiate an Early Help Assessment, and make referrals to children's social care and work closely with those agencies in the best interest of the child and family. Referrals and contacts should be made by the Designated Safeguarding Lead to either the Early Help Assessment team (EHA) or the Access and Referral Hub depending on the level of need IF THE CASE OF Domestic violence we would contact Multi Agency Risk Assessment Conference (MARAC) and independent Domestic Violence e advisor (IDVA).

- Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.
- We will co-operate with any child protection enquiries conducted by children's social care: the Pre-School will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the CBSCB interagency procedures. If the Pre-School is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the Pre-School will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, OR CHANNEL the school will contribute to such arrangement

Children living outside of Central Beds catchment

Where a child resides outside of Central Bedfordshire, we will contact their local Safeguarding Board to seek further advice should we feel a referral is to be made.

Whistleblowing Policy

It is important to Silsoe Pre-School that any fraud, misconduct or wrongdoing by employees, or people engaged in the organisation's business, is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in the early years setting or the way in which the early years setting is run.

We recognise that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistleblowing relates to all those who work with, or within, the early years setting, who may from time-to-time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the organisation, then you should use the procedure outlined below.

Procedure

- All employees and those involved with the early years setting should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- You should be watchful and report any wrongdoing. Wrongdoing could include:
 - abuse of a child or vulnerable person
 - a child, parent, employee or volunteer being put at risk of harm
 - unsafe working practices
 - a failure to comply with statutory or legal obligations
 - a criminal offence which has or is about to be committed
 - the use of unsafe equipment
 - falsification of financial records
 - bribery and/or corruption which has taken or is about to take place
 - covering up wrongdoing or malpractice
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualifying disclosure (something that it is in the public interest to disclose) will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure the early year's setting's disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a malicious, vexatious or false allegation then this will be considered a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to the Chair of Silsoe Pre-School Committee, Lucy Sahota-Gunner, who can be contacted via the following email address - silsoepreschool.chair@yahoo.com

Responding to all allegation or concern about a member of staff

The Pre-School will comply with the CBSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances, this

procedure should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in Pre-School to abuse or mistreat children. All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Pre-School Manager unless the concern relates to them and then it must be reported immediately.

Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care.

- The LADO in Central Bedfordshire can be contacted on 0300 300 8142 or call the National Whistle Blowing Number - 0800 028 0285. Details of both external organisations are displayed in the Staff Room)

The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day. The Pre-School will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2022) and the local procedures published by the CBSCB. In this regard, the Pre-School will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.

Should the Pre-School dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is a qualified teacher, the Pre-School will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.

The Pre-School will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2022) with regard to record keeping, references and compromise or settlement agreements.

The Pre-School will contact Ofsted within 14 days of an allegation against a staff member and inform them of the allegation and that LADO is investigating that allegation and that we will keep them informed of all findings and final steps taken.

Domestic abuse is defined as being:

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass but is not limited to the following types of abuse:

- Psychology

- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinated and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independent, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition includes so called 'honour' based violence, female genital mutilation (FGM) and force marriage, and is clear that victims are not confined to one gender or ethnic group.

Dealing with a disclosure of domestic abuse

- Offer the DASH risk assessment
- Offer sources of support
- Make a referral to MARAC if 'High Risk'

Online safety

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

As Designated Safeguarding Lead, Tahmina Haque is the person designated to manage online safety.

Information Communication Technology (ICT) equipment

- Staff and children only use ICT equipment belonging to the setting.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- Second hand equipment is not used in the setting.
- All computers have virus protection installed.
- All devices are password protected.
- All ICT equipment for use by children is located in an area clearly visible to staff.
- All ICT equipment must be kept safe and secure. Staff must report loss or damage to the Manager immediately.
- All ICT equipment is PAT tested annually.
- USB devices are not used to store personal data.

Internet access

- Parental permission is obtained for children to have supervised access to the internet for learning activities and parents are made aware of this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are not allowed to access social networking sites.
- The designated person ensures that safety settings are in place to ensure that inappropriate material cannot be accessed. Our computers and laptops are

protected by FortiGate web filtering and our iPads are set to block inappropriate content.

- If staff discover an unsuitable site, it must be reported immediately to the designated person responsible for online safety and recorded in the CIF Summary Record.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Staff must not access personal accounts whilst in Pre-School or change any of the settings.
- We will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of internet content it is not possible to guarantee that unsuitable material will never appear on a Pre-School computer, laptop or iPad.
- The Pre-School cannot accept liability for the material accessed, or any consequences of internet access, however any incidents will be reported to the designated person responsible for online safety and recorded in the CIF Summary Record. The person responsible for online safety in conjunction with the person responsible for managing the network will decide upon the appropriate action to be taken to prevent the situation arising again.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
 - only go on line with a grown up
 - be kind on line
 - keep information about me safe
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk and to the designated person for online safety.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they follow safeguarding procedures and discuss this with their parent/carers and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.

Email

- Children are not permitted to use email in the setting. Parents/carers and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents/carers as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work.
- Staff should not share information they would not want children, parents/carers or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents/carers with whom they act in a professional capacity. If a Practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed.
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

NSPCC and CEOP Keeping Children Safe Online training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

Use of mobile phones and cameras

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of mobile phones and cameras in the setting.

Personal mobile phones & camera watches

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in a locked drawer until the parent/carer collects them at the end of the session.
- During working hours' staff, students and volunteers are not permitted to use personal mobile phones or wear watches with cameras in any of the classrooms, outdoor learning environments, toileting areas or during outings.
- During working hours' staff, students and volunteers should store their mobile phones, camera watches along with any other personal belongings securely in a locked cupboard.

- If staff, students or volunteers have a personal emergency they are free to use the setting's phone or make a personal call from their mobile phone, with the Manager's permission, where no children are present within the setting.
- Members of staff, students and volunteers should ensure that immediate family and other people who need to contact them in an emergency know the telephone number of the setting.
- If personal mobile phones are taken on outings, for use in case of emergency, staff, students and volunteers must not make or receive personal calls, as this will distract them.
- Parents/carers and visitors are requested not to use their mobile phones whilst on the premises and will be asked to either put them in their bag or pocket or store them in a secure area.
- Parents/carers and visitors wearing camera watches will be asked to remove them and will be asked to either put them in their bag or pocket or store them in a secure area.
- There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their phone, where there are no children present.

Cameras and videos

- We ask parents/carers for permission to use the photos/video of their children for the purpose of displays, publicity and in learning journeys/developmental files. We also ask parental permission for their child to be photographed by a professional photographer or by parents/carers for special events.
- Only photos taken by staff with a setting camera, iPads or video camera will be used in the setting, newsletter or for publicity.
- Staff, students and volunteers will never take photos on their own personal cameras, wrist cameras or mobile phones either within the setting or during outings.
- Memory cards remain on the premises when they are not in use.
- Pre-School cameras and iPads are locked away in the designated area at the end of the day.
- If there are outside photographers attending the setting for any reason other than that of school photos, we will notify parents and ask for their permission separately for their child to be photographed.
- At events and fundraising activities where parents may take photographs, parents/carers are requested not to publish images on social media or the internet.
- We discuss with parents/carers any concerns they have with any of the photography occurring in the setting. We hope that an understanding can be reached in all situations.

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