

Safeguarding and Child Protection.

Policies and Procedures:

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Introduction

In practice, **Safeguarding** is the policies and practices that nurseries, schools and Governing Bodies employ to keep children safe and promote their well-being.

Child Protection is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

Statement of Intent

Everyone who works with children has a responsibility for keeping them safe., For us to ensure that children and families are to receive the right help at the right time, we need to make sure that everyone who comes into contact with children carries out their responsibility in identifying concerns, sharing information and taking action swiftly. We need to understand that not one single practitioner or person who comes into contact with the children has the sole responsibility to protect children, we all play a part.

The welfare, safety and protection of children is of utmost importance and is clearly communicated with our families from day 1.

Our policy has regard for the Children Act 1989 & 2004 & 2006

Our policy has regard for 'The Safeguarding Vulnerable Groups Act 2006'

Our policy has regard for 'Working Together to Safeguard Children' - August 2018

Our policy has regard for What to do if you're worried a child is being abused

Our policy has regard for Statutory Framework for the EYFS Sept 2014 & April 2017

Our policy has regard for Prevent Duty Guidance

Our Policy has regard for The revised EYFS (Feb 2018)

Our Policy has regard for Information sharing advice for safeguarding practitioners (July 2018)

Our Policy has regard for The handling of DBS certificate information (July 2018)

Our Policy has regard for Keeping children safe in education (September 2018)

Our Policy has regard for The Early Years Inspection Handbook (April 2018)

Our Policy has regard for Inspecting Safeguarding In Early Years, Education and Skills Settings (September 2018)

Our Policy has regard for Criminal Record Checks for Childminders and Childcare Workers (May 2018)

Our Policy has regard for Disqualification Under the Childcare Act 2006 (August 2018)

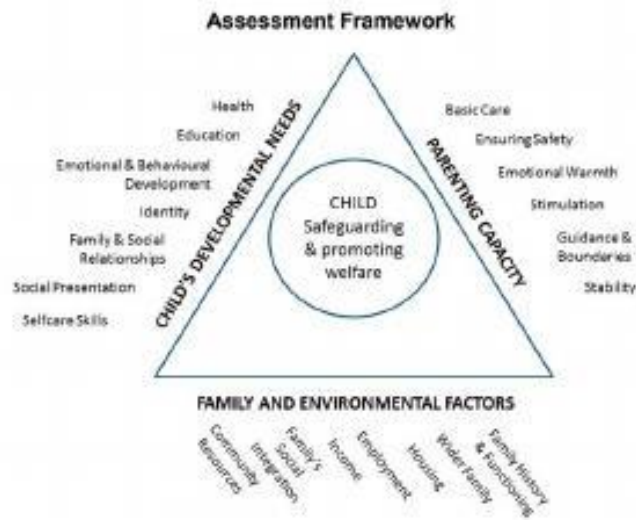
Voice of the children

Children are clear about what they want from an effective safeguarding system. These asks from children should guide the behaviour of practitioners. (Working Together To Safeguard Children pg10)

Children have said that they need

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans

- *Explanation:* to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- *Support:* to be provided with support in their own right as well as a member of their family
- *Advocacy:* to be provided with advocacy to assist them in putting forward their views
- *Protection:* to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee



Mission

Our mission is to provide an environment where children are and feel safe, valued and comfortable regardless of race, language, religion, culture, gender or geographical background.

We make it our priority to build children's confidence and self esteem to help them feel part of their society.

We work with parents/carers to build their understanding of and commitment to the welfare of their children.

We aim to build good professional relationships with other agencies concerned with children and families so that there can be free exchange of information regarding the welfare of children.

We have an open and honest relationship with our families and children.

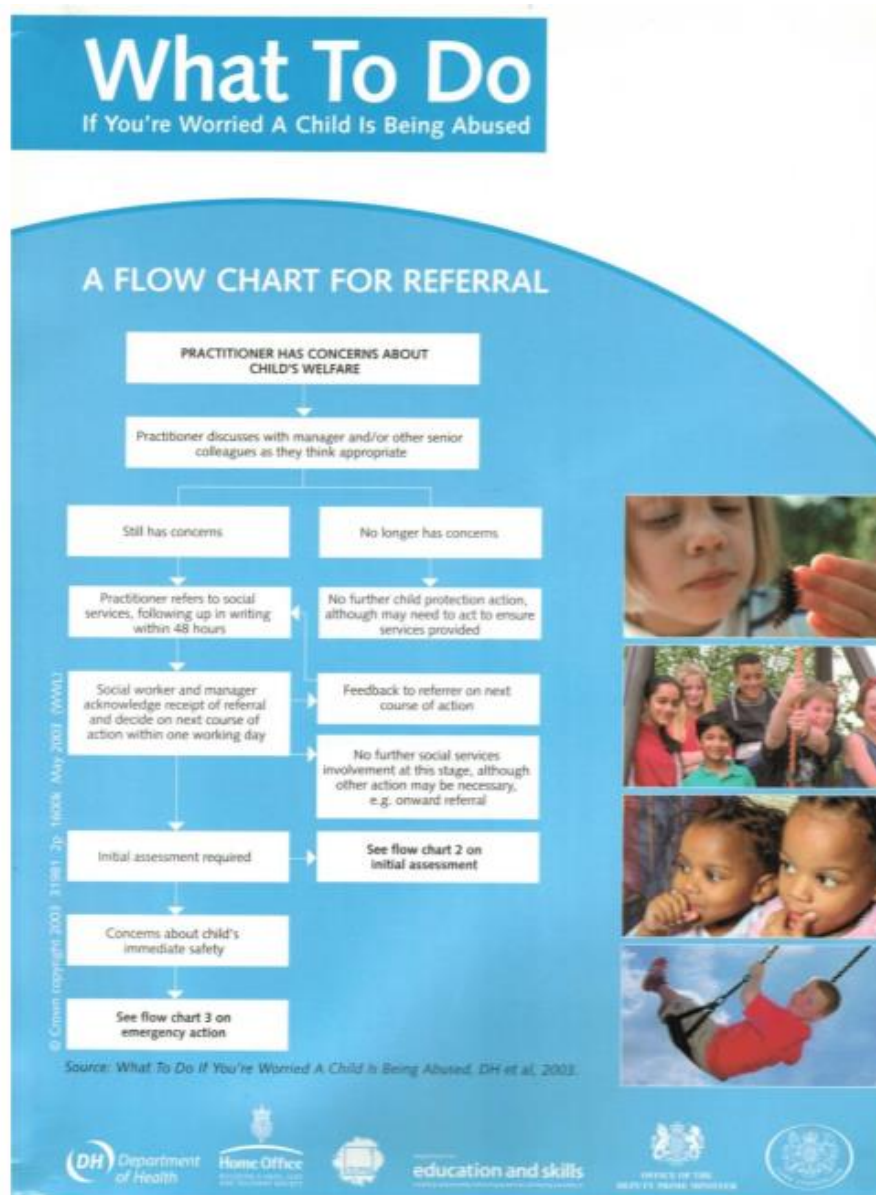
Our Procedures.

- We have a named person at our setting who co-ordinates safeguarding issues.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- We have rigorous vetting procedures for new staff including an enhanced DBS checks.

- Whilst checks are being processed staff are carefully supervised and volunteers and trainees are never left unsupervised and a risk assessment is put in place.
- We check ID and record the details of visitors to our setting.
- We ensure that our rooms are secure so that we have control over who comes into the setting in and that no unauthorised person has access to children.

Responding to suspicions of abuse

Staff are fully trained in Safeguarding children and are aware of all areas of abuse, including Domestic abuse. They are trained to look for signs of abuse and what to do if they suspect any type of abuse is occurring.



Investigations are carried out sensitively, and in most cases parents / carers will be asked for explanations of injuries or for their interpretations of the child's behaviour. We will also investigate every case of bruising in babies & children who are not independently mobile. These will be recorded and the parent / carer asked to sign as a true record. If concerns still remain then the DSL or Deputy DSL will contact **Childrens Single Point of Access (CSPA)** 0300 470 9100 wherever possible, parents/carers will be kept informed of any action unless advised not to do so by CSPA. In an absolute emergency, where a child is thought to be in immediate danger the police will be informed.

We will continue to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation. The care and safety of the child is paramount, we do all in our power to support and work with the child's family

It is imperative that parents/carers contact us if your child is not attending nursery, for whatever reason, when they are expected. Explanations of non-attendance are necessary and persistent non-attendance may be further investigated.

Children with disabilities are more vulnerable to neglect. They are more likely to be neglected for various reasons, including the demands placed on the family's capacity to care and children and young people not being able to communicate their own needs. We are an inclusive setting and we endeavour to support all families, in particular families with a child who had additional needs. We also aim to support parents with additional needs, learning difficulties and/or mental health problems.

Staff are also trained to spot parents (or children) using drugs or alcohol. We would not allow a child to be collected by anyone we suspect is under the influence of illegal substances. If we have concerns we would report them to CSAP or to the Police if it was deemed necessary.

If a parent/carer comes to drop off or picks up a child and they smell of alcohol and we know they are intending to drive, we will not allow it and request that they call an emergency contact. Should the parent/carer refuse we will call the police and the child's safety could be in immediate danger

If we had any concerns around fabricated or induced illness we would report it to CSPA or to the Police if it was deemed necessary.

0300 470 9100



Training

New staff and volunteers are inducted into our Safeguarding Children Procedure during their first day of employment. All staff undertake professional 'Safeguarding Children' training within their first term of employment and they will update their training every 3 years. It is the duty of all to share any suspicions they may have with Designated Safeguarding Lead (DSL), (In their absence the Deputy DSL) The DSL and the Deputy DSL update their training every 2 years. The DSL's will have up-to-date information on how to deal with safeguarding concerns including how to make referrals. All nursery staff are trained within the setting in the methods of reporting and recording their concerns.

Curriculum

- Each child has a key person who aims to build a trusting friendly relationship with the child and family and through planned observations is well placed to notice any concerns regarding the child and their relationship within the family and with other adults. The key worker will always offer a home visit prior to the child's start date.
- We incorporate key elements of child protection into our curriculum so that children can develop an understanding of why and how to keep safe.
- We always make sure that there is a culture of value and respect for everyone in our setting, and a caring attitude for all living things, this will always be carried out in a way that is appropriate for the ages and stages of our children.

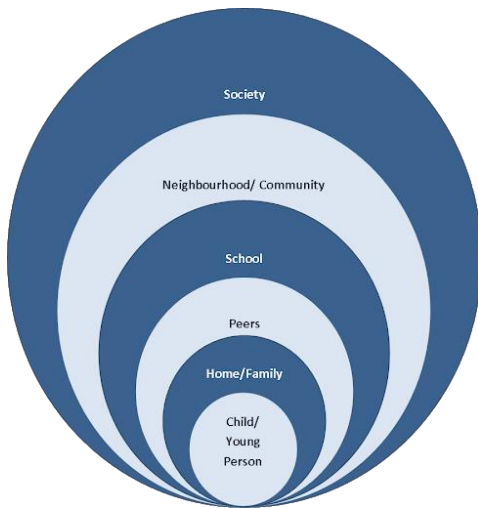
'Disguised compliance' involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, this is a form of Neglect and if staff had any concerns of this we would report it to MASH or to the Police if it was deemed necessary.

'County Lines'

County Lines is a term used to describe drug crimes. Gangs and or individuals are known to target vulnerable groups which include young children/ adolescents and they are used to carry out their drug crimes. These gangs are known to move from county to county to avoid getting caught. It is our responsibility to find out where the children have been before attending our setting. We need to be vigilant to any families that have moved areas in quick concessions and to question why.

'Contextual Safeguarding'

When looking at Safeguarding and Child Protection we must as practitioners and professionals look at the whole picture surrounding the child/family. We must look beyond what we want to see or what is deemed to be obvious. We must make sure we are looking the child's wider world.



Confidentiality

All matters regarding child protection issues will be kept confidential but information will be shared between colleagues and with other agencies who have a concern for the child and family. At Little Hearts Preschool we understand that any information or experiences we have with the children and their families will be kept confidential. We do not discuss any matters regarding staff or children or families with anyone outside of the setting. The only exception will be if we feel a child in our care is in immediate danger. In which case we will follow our safeguarding procedure.

CONCERNS OR COMPLAINTS PROCEDURE

Little Hearts Preschool Cranleigh mission is to provide the highest standards of care and education. Any complaints received from parents/carers or any other professionals are dealt with as a serious and urgent matter. If you have a complaint or concern about any aspect of the services provided, it is imperative that you bring this to our attention in order for us to resolve any issues as soon as possible.

It is a requirement of Ofsted that all complaints received, in writing or by email, that relate to one or more of the National Standards are investigated fully and the complainant must receive a written account of the findings within 28 days.

But we will respond to all complaints including verbal.

Our procedures for dealing with complaints are as follows:

- If you feel able to, talk to the nursery Manager/Owner or in her absence the Deputy Manager.
- The staff member concerned will be advised of the nature of the complaint and their full co-operation, with any investigation, will be sought. If deemed necessary the staff member will be suspended, or moved to another room to work until the investigation is complete
- The manager/deputy manager will seek advice from our Local Authority Designated Officer (LADO) and the local safeguarding children's board, who will investigate the allegation. (if the complaint is safeguarding related)
- If the matter is not resolved to your satisfaction or if you do not feel able to talk to the manager/deputy then alternatively, you may wish to contact Ofsted. The address can be found below.
- In the event of a member of staff being dismissed (or would have been had they not left the setting first) because they harmed a child or put a child at risk of harm, the DSL will notify the Disclosure and Barring Service

We will keep a written record of all complaints received; details of any action taken and an outcome of the investigation will be provided on request to parents in a summary form. Ofsted will also be notified as soon as is practicable, but at the latest within 14 days of the allegations being made. All records will be retained for a period of 10 years.

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Telephone Number: 0300 123 1231

INTERNET SAFETY

Technology can provide endless learning opportunities for the children and can be a great tool to obtain information. We also use it to communicate with parents/carers/staff. We take e-safety very seriously.

We aim to create a safer online culture in our setting by:

- Including e-safety within our staff induction procedure and ensuring that staff receive appropriate training and guidance.
- All staff having a clear understanding of what is considered acceptable and unacceptable.
- All staff understanding that the use of social networking sites in their recreational time on their own computers must not compromise professional integrity or bring the setting into disrepute.
- All staff understand the risks of adding parents, children and young people as 'friends' on social network sites or using their personal IT equipment to communicate with parents, children or young people. Adding children under 18 is prohibited whilst under employment of Little Hearts Preschool Cranleigh.
- We use an encrypted email to share confidential information.
- We have and adhere to a strong Mobile Phone/Camera procedure.
- We meet the Data Protection Act legal requirements and are registered with the Information Commissioner's Office.
- We ask permission to share pictures on social media and our online learning journals.
- If we are using the internet to research purposes with the children the pages are screened beforehand.
- Children are not left unattended with the internet at any time.

MOBILE PHONES AND CAMERA (images of Children) PROCEDURE

Use of personal mobile phones and cameras in our setting when working with children or when on outings is strictly not allowed. This is simply to make sure that the safety and welfare of the children who are attending our setting is of paramount importance.

Any adults in our setting are included in the above

The above will be achieved by:

- *All personal mobile phones will be stored in the cupboard during working hours. With the exception of the owners mobile phone (07536066781) which is stored in the kitchen and only used out of sight of children, and the setting mobile (07522639585) which is located in the room but it is a designated setting phone which **DOES NOT** contain a camera of any sort.
 - *Mobile phone calls may only be taken at designated breaks or in practitioners own time, but never when there are children around.
 - *If a personal emergency occurs, staff, volunteer helpers and visitors are requested to use the setting's phone.
 - *During group outings the manager or deputy will have access to the group's mobile phone.
 - *No personal cameras will be brought into the nursery setting.
 - *The only cameras allowed in the rooms are the school camera and the devices which are used for the purpose to record children's achievements, to record observations/evidence for the children's assessments. When not in use this will be stored securely in the lockable cupboard.
- We have a durable child friendly camera for the children to use to take photos of each other and the environment.
- *Parents/carers are requested to sign relevant documentation before their child starts the setting, they give their permission to photograph their child/ren for assessment and observation purposes. They have the option to opt out of this and their wishes are respected
 - *Failure to adhere to this policy will result in immediate, disciplinary action.
 - *All mobile phones/cameras whether personal or the settings are open to scrutiny at the request of management at any time.
 - *Parents are asked to share images of their children via mobile phones, but to use the online learning journal to share updates instead.

SUITABLE PEOPLE, SAFER RECRUITMENT, APPOINTMENT AND RETENTION OF STAFF PROCEDURE

Aim

At Little Hearts Preschool Cranleigh our recruitment procedure is very thorough, this is because as always safeguarding children is at the forefront of what we do. We also make sure that all potential employees and employees receive fair and equal treatment and that consistent and equal opportunity criteria are implemented in the selection of employees and that the provisions of the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 2001 are adhered to.

The following steps are taken:

1. Short-listing will be based only on the information contained on the application form.
2. Candidates should refer to both the job description and the person specification when completing the application form.
3. The interview will be conducted by the owner and at times the Deputy Manager also. We will do the following:
 - Introductions.
 - Explanation of Interview process.
 - Identical list of initial questions, which will be as specific as possible.
 - Questionnaires will be kept in the staff files.
 - Follow-up questions will be allowed in order to ensure that candidates have the opportunity to share their experience and identify their skills.
 - We have written questions which applicants must fill in.
 - Discussion of portfolios, presentation etc. as appropriate
 - All interviewees will be contacted by phone or email for acceptance and non- acceptance.

Three written References will be sought, one to be from a current or most recent employer, the 2nd from a previous employer and the 3rd from a personal referee and in all instances an Enhanced DBS check will be made and a Safeguarding Declaration signed.

Any staff that fall under the Disqualification Under Childcare Act 2006, will be immediately suspended pending investigation and our LADO will be immediately informed, or any potential recruits which fall under this act will not be employed. A full DBS check is carried out on each staff member and these are reviewed regularly. If a staff member is waiting for their DBS to come through whilst they are working on site, they will never be left unsupervised, nor can they carry out any intimate care routines.

We take regard to the following policies

[Disqualification Under the Childcare Act 2006 - Appendice List](#)
[Disqualification Under Childcare Act 2006- Statutory Guidance](#)

An Induction development plan will be drawn up and monitored by the manager over the first six months. From October 2020 we have introduced a training package that all staff must do within their probation period, this includes but isn't exhaustive to:

Working Together To Safeguard Children
Advanced Child Protection
Health and Safety in Work Place
Sustained Shared Thinking
Training for working with Under 2's
Food Hygiene
Paediatric 1st aid (if not already obtained)

All staff, volunteers, students will be expected to be fully aware, and understand, our Safeguarding Policy.

Students and volunteers will also be given an induction and development plan

Supervisions will be held, at least, every term. During Supervisions staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings, of themselves and any family member, which may affect their suitability to work with children. Supervisions will give feedback and identify any areas for development and an action plan will be made to support the staff's Continual Professional Development (CPD). Pathways to progression are discussed and actively encouraged and supported to enhance professional development, team working and the setting. Staff training and qualifications, and their CPD details are kept updated. These are used to feed into appraisals and action plans.

Staff records are kept in secure files and contain: phone numbers, DBS number, address, emergency contacts, recruitment information, health declarations, supervisions and appraisals.

WHISTLE BLOWING PROCEDURE

Definition:

'Whistleblowing' is raising a concern about malpractice within an organisation.

As a setting we are committed to delivering a high quality service, promoting organisational accountability and maintaining public confidence.

An employee who makes a disclosure in good faith will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about child protection, misconduct or malpractice within the setting.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the Manager/Owner or DDSL who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns will be investigated and resolved as quickly as possible. If the complaint is against the Manager/Owner you can report the matter to the DDSL (Deputy Safeguarding Lead) or if you feel you can not talk to either of these people you can contact LADO on 0300 1231650

The Ofsted's dedicated Whistleblower number is 0300 123 3155 or you can email them on whistleblowing@ofsted.gov.uk or write to them at the address below.

A disclosure in good faith will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the setting.

British Values and Prevent Duty

Mission Statement; We truly believe in every child being part of our community, that is in the whole sense of the word. We want our children to feel part of our setting community, local community and the wider community. Part of our beliefs is to develop a child's sense of belonging and security. To develop the skills and characteristics to have their own opinions and thoughts but to also accept those of others around them.

We promote British Values, through play, as part of our normal day-to-day play-based curriculum. We incorporate British Values and Prevent Duty as part of our Safeguarding training and we ensure that all staff by the end of their 1st week (if they haven't already upon starting) have taken relevant training to understand the importance of British Values and Prevent Duty and how to most effectively promote these within the Early Years sector.

Democracy:

- We encourage the children to understand their importance in our setting, we show children that their views count and that we take on board each other's views and values and talk about our feelings. We actively seek out the children's opinions and thoughts about the setting; we discuss how we can set the room out, what they would like to learn about and helping them make choices and role modelling how to compromise with each other.
- We provide activities that involve turn taking, sharing and collaboration. Children's questions are always valued and encouraged.

Rule of law: Understanding our own and others' behaviour and actions and their consequences and impact is extremely important and essential as it develops our understanding of right and wrong.

- We talk to the children about the rules and the codes of behaviour, we role model our rules and boundaries and demonstrate exemplary expectations.

Individual liberty:

- We want our children to develop a positive sense of self. Developing their self-knowledge, self-esteem and increasing their confidence in their own abilities is key to a happy and smooth learning journey and personal, social and emotional development.
- We don't hide our feelings and responsibilities; we allow time to reflect on the differences we have come across and we understand we are free to have different opinions. We have a compassionate 'Supporting Children's Needs' policy which also promotes this.

Mutual respect and tolerance:

Teaching children to treat others as they want to be treated is a difficult but realistic goal. With patience and guidance there is no reason why this cannot be achieved.

- We are dedicated to maintain our ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- We install tolerance, respect and appreciation for all cultures; explore similarities and differences between families, faiths, communities, cultures and traditions we share and discuss practices, celebrations and experiences. Including those who are not yet part of the setting • We role model tolerant behaviours such as sharing and respecting other's opinions. We ensure our families respect our expectations too.
- We promote diverse attitudes and always challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that promote a whole community. Failure to challenge gender stereotypes and routinely segregate girls and boys • Isolating children from their wider community • Failure 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 is not tolerated and dealt with immediately.

The Prevent Duty

Early Years providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Here at The Acorn Nursery School we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty, we will;

Provide appropriate training for all staff. Part of this training will enable staff to identify children who may be at risk of radicalisation

We will build the children's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)

We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology

We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way

We will be aware of the online risk of radicalisation through the use of social media and the internet

As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly

We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly

We will work in partnership with our Early Years and Childcare Service for guidance and support

We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation)

We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms

We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively

As part of the government's Prevent agenda, early years settings are asked to actively promote British values, which are implicitly embedded within the EYFS.

More recently, the government has reinforced the need "to create and enforce a clear and rigorous expectation to promote fundamental British values" within education, as part of their strategy to overcome radicalisation and terrorism.

The Counter Terrorism and Security Act (2015) places a Prevent duty on early years settings "to have due regard to the need to prevent people from being drawn into terrorism".

Preventing extremism in schools and children's services

If you, as an individual, are concerned about extremism in any school or organisation that works with children, or if you think a child might be at risk of extremism, contact the helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Telephone; 020 7340 7264 Email: counter.extremism@education.gov.uk

Cultural Concerns

- **Genital mutilation/female circumcision**
- **Forced Marriage / Under-age Marriage**
- **Ritualistic Abuse**
- **Honour Based Violence**
- **Trafficked Children / Slavery**
- **Breast Ironing**

Genital mutilation/female circumcision (FGM)

FGM is a crime and is child abuse, and no explanation or motive can justify it. Yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of mutilating her. If any of the above areas of concern is brought to our attention or staff have any suspicions that FGM might be taking place, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Forced Marriage / Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships. We do not support the idea of forcing someone to marry without their consent, if we were to be made aware of any families contemplating this we would inform the appropriate agency.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child. We will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Honour Based Violence

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children /Slavery

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. If we are made aware of a child which is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Breast Ironing

This is the pounding and massaging of a pubescent girls breasts, using hard or heated objects to try and make them disappear or stop developing. Where it is suspected that a child/young person is at risk from Breast Ironing we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Emergency Lockdown Procedure

There may be situations when a threat from outside of the setting requires us to go into an emergency lockdown rather than evacuating the building to ensure the safety of all those on the premises at the time. Such threats may come from:

- Industrial accidents;
- Chemical and/or radiological incidents;
- Terrorist threat and/or attack;
- Intruder in the grounds of the setting.
- Dangerous animal in the grounds of the setting

This list is not exhaustive and during any incident which may affect the safety of the children and anyone else in our building we will follow the direction and advice of the emergency services leading the incident.

Procedure

We use a code word to clearly identify that an emergency lockdown procedure is required. In our setting this code word is **She******. These words are known to all staff, volunteers and students and the following procedure will be implemented:

- We will follow the guidance of the relevant emergency services and take direction from them at all times. The manager and/or senior person on the premises will be the point of contact and liaise with the emergency services.
- All doors and windows will be locked and where available curtains or blinds drawn.
- Where possible we will continue with normal activities so as not to alarm the children.
- Depending on the expected time period of the lockdown it may be necessary for us to inform children that they will be staying at the setting for longer than normal. This will be done sensitively and in age appropriate way with children receiving the support of their key person.
- If necessary other parts of the building, such as rooms which face away from the incident, may be used to protect the safety of children and staff.

- Ignition sources and ventilation systems will be switched off.
- The manager and/or senior person on the premises at the time will discuss and put into action an agreed plan based on the information available from the emergency services.
- In extreme circumstances it will be possible for us to provide overnight care.

Any emergency situation which requires us to lockdown rather than evacuate will understandably be a frightening time for parents and guardians and therefore communication with them is paramount. In a lock down situation we will do this via mobile telephone if safe to do so. If not safe, and in agreement with the emergency services, we may use other forms of electronic communication such as email or social media sites to communicate with parents/guardians.

- Parents/guardians will be informed that we are in lockdown and reassured that their child(ren) is safe.
- Where possible we will inform them of the expected time period of the lockdown, information that is available to us from the emergency services and our plans.
- Parents will be kept informed of the current position at agreed periods relevant to the situation. Parents are asked not to call the setting as this could jam telephone lines meaning we miss vital information from the emergency services and as it will also take staff away from caring for the children.
- Parents are requested not to attempt to collect their child as to do so may put increase strain on the emergency services or themselves at risk.
- Once the all clear has been given or the emergency services inform us to evacuate to a safe area parents will be contacted to collect their children.
- In situations where we are unable to communicate directly with parents/guardians the advice is to tune to local radio for information or to contact incident helplines which are set up.

When any danger has subsided, the incident will be recorded in our major incident record. Details of the incident, the staff and children involved and the action taken will be recorded. If necessary, the incident will be reported to Ofsted and other relevant agencies as required.

INFORMATION SHARING

At Little Hearts Preschool Cranleigh we have take information sharing seriously and follow all relevant data protection principles which allow us to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively: • all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data' • where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

We always follow Surrey Multi-Agency Information Sharing Protocol (MAISP)

The principles set out in the protocol are based on good practice and the legal and professional requirements relating in particular to Surrey's public bodies. They are summarised under the Golden Rules .

Golden Rules

1. Confirm the identity of the person you are sharing with
2. Obtain consent to share if safe, appropriate and feasible
3. Confirm the reason the information is required
4. Be fully satisfied that it is necessary to share
5. Check with a manager/specialist or seek legal advice if you are unsure
6. Don't share more information than is necessary
7. Inform the recipient if any of the information is potentially unreliable

8. Ensure that the information is shared safely and securely
9. Be clear with the recipient how the information will be used
10. Record what information is shared

For further information regarding MAISP please refer to the link below
<http://www.surreycc.gov.uk/yourcouncil/organisations-we-workwith/partnership-services-forfamilies/information-sharing-forprofessionals/information-sharing-protocolfor-multi-agency-staff>

Our Data Protection Officer is Natasha Dhall

Wellbeing

Wellbeing is a term we hear a lot when discussing adults and young people – but people don't often think about it so much for young children. It is understood that rates of teenage mental health problems are rising alarmingly and we are aware that young children can feel stressed at times.

At Little Hearts Preschool we all believe that if we work hard to support our children's wellbeing, we are setting them off to a great start in in life.



At Little Hearts making sure that the children know that they are loved for being the unique individuals is one way to ensure that their wellbeing is being promoted.

We demonstrate to children that they are valued through the words we use and the way we interact with them. They are always welcomed with a warm greeting and never made to feel unwanted.

To make sure we look after our children's mental health we ensure that they have plenty of outdoor play, for most of the day this is a free flow access to the garden.



Updated 14/12/2020

Research shows that children have a need to be outside, taking opportunities to explore, discover, climb and run. Our outdoor space is not predetermined in what the children can do outside. We provide resources for the children to access and give them the freedom to use them as they wish, thus developing their imaginative and creative skills.

Use of emotional language

By helping children understand their feelings and using emotional language it will develop their vocabulary so they can understand their own feelings, as well as other people's. Even when children are babies we can start talking about their feelings. For example, when a baby is crying to be fed, we can say: "I know you are feeling hungry. I am going to feed you now."

When a toddler is crying because their parent has left them at nursery, we can say: "I can see that you are really sad that Mummy has gone. But I am here for you now, when she comes back, we can tell her all the fun things we have **done**"

Slow Down!

Our lives are often very busy, and our children's lives can often be busy too. We need to help children find the time to rest and experience moments of stillness. We have created a quiet area where the children can go to so they can relax. We have also created a quiet area outside for the same reason.

Being creative



Creativity is an essential part of wellbeing. We give children the space to be creative and join in the process with them. Singing and dancing with children is embedded into our routine. Our children have the opportunity to experiment with a wide range of materials and mark-making tools. We fully understand

and support that creativity should be about enjoying the activity and not about having a finished product.

Children have a passion for learning and discovering. Sometimes they need adults around them who want to learn and explore with them. We see ourselves as co-explorers and adventurers with. As early years educators we express our own interests and support our children by learning alongside them, allowing their natural interests to shape our daily activities and learning moments.

Wellbeing Post COVID-19

We understand that returning to nursery after a pandemic, can be an extremely anxious time. We also appreciate that the parents need as much support as the children. This is why we ensure we are always here for the parents to ask and question our processes.

We have kept the environment as familiar as possible and have taken on the responsibility of extra cleaning and hygiene practises. We have avoided COVID-19 activities with the sole purpose of establishing a safe, nurturing and exciting environment for the children. We do not want our young children to constantly be reminded about a topic which may make them feel nervous.

We ensure that they carry out hygiene practises as suggested by our government and our children who are at the development stage to understand know why.

We answer any questions that the children have and re assure them that they are safe.

We also make sure the staff are positive and always promote a happy atmosphere.

Staff have had a supervision prior to the wider opening of schools, to make sure that they were in a good place mentally to return to work, any worries have been discussed and dealt with.

For the families deciding to stay home we regularly meet up virtually via Zoom, for either a story or show and tell, this is to ensure that the children maintain familiarity.

Contact numbers

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Ofsted

Children Single Point of Access
Email: cspa@surreycc.gov.uk
CSPA Emergency Duty Team (EDT)
Surrey Safeguarding Children's Board
(SSCB) (LADO)
Email: LADO@surreycc.gov.uk

0300 123 1231
0300 470 9100

01483 517898

0300 200 1006 Opt 1

Early Help Assessment
Early Years Children's Service
Early Years Safeguarding Advisor
Ofsted's Whistleblower
Email: whistleblowing@ofsted.gov.uk

01483 519722
01372 833833
01372 833826
0300 123 3155

Prevent Duty Help Line

02073407264

NSPCC

08001111

Police Emergency

999

Where there are concerns for the child's immediate safety