

Nursery Safeguarding



GLEBE HOUSE
SCHOOL & NURSERY
HUNSTANTON

This policy was updated in September 2025.

Review is due for the beginning of September 2026.

All changes from previous documents and sections have been highlighted yellow.

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This policy initiated - MD, ABS
Policy written by - MD, ABS
Policy to be updated on an annual basis.
*(Delete if not applicable) **This policy is currently under review***

Change Log – for 2025/2026

This is a new format for 2025/2026

This consolidated Safeguarding & Child Protection Policy 2025 for Glebe House School and Nursery integrates statutory requirements from:

- Keeping Children Safe in Education (KCSIE) 2025
- Norfolk County Council Safeguarding Framework
- Early Years Foundation Stage (EYFS) Framework 2025

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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1.1 Children's Rights and Entitlements

- We promote children's right to be strong, resilient and listened to by creating an inclusive, respectful environment.
- We help children develop autonomy, independence, resilience, and self-confidence to resist inappropriate approaches.
- We work with parents to support safeguarding principles and positive relationships.

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

To be **strong** means to be:

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

To be **resilient** means to:

- **be sure** of their self worth and dignity.
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;

- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

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

1.2 Safeguarding Children and Child Protection

- Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is primarily based upon Safeguarding Training which is regularly updated by Lead Practitioners and nursery nurses within our setting to ensure we are up to date with current legislation and of "Keeping Children safe in education (KCSIE 2025)
- DSL Team:
 - DSL: Julie Ashby.
 - Deputy DSLs: Mandy Pooley, Marie Day
 - School DSL: Felicity Hancock.
 - Governor Safeguarding Lead: Richard Desborough.
- Procedures align with Norfolk CADS, LADO, NSPCC, Ofsted, and statutory frameworks.

Staff

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- All staff have an up to date knowledge of safeguarding issues.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applications:
 - Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
 - Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure & Barring Service before posts can be confirmed.
 - Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
 - We abide by Ofsted/ISI requirements in respect of references and Disclosure & Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers and students do not work unsupervised.

- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - The Disclosure & Barring Service (DBS) reference number;
 - The date the disclosure was obtained; and
 - Details of who obtained it.
 - We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- Each day staff sign in, they simultaneously sign that they have nothing to disclose
- We abide by the Safeguarding Vulnerable Groups Act 2006 Requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- No personal mobile phones, cameras, videos, smart watches, glasses etc are to be used within the setting where children are present.
- Suitable people
 - Safer recruitment – references
 - Glebe House School and Nursery always obtain a reference before employment. Glebe House School and Nursery should:
 - not accept open references e.g. to whom it may concern
 - not rely on applicants to obtain their reference
 - ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
 - not accept references from a family member
 - obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
 - secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting
 - ensure electronic references originate from a legitimate source
 - contact referees to clarify content where information is vague or insufficient information is provided
 - compare the information on the application form with that in the reference and take up any discrepancies with the candidate
 - establish the reason for the candidate leaving their current or most recent post, and
 - ensure any concerns are resolved satisfactorily before appointment is confirmed
 - References should be provided for previous employees upon request in a timely manner. When asked to provide references, Glebe House Nursery will ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold*. They should not include

information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

- The harm test is explained in the Disclosure and Barring service Guidance: Making barring referrals to the DBS and Section 35(4) of the Safeguarding Vulnerable Groups Act 2006.
- Glebe House School and Nursery will record information about staff qualifications and the identity checks, and vetting processes and references that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

Incidents/Concerns

Our setting is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (March 2015). This book can be found in the Nursery Office, as guidance if required, along with CADS contact details in each room and the Keeping Children Safe in Education (2025) Document.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual, as well as neglect, domestic abuse, including controlling or coercive behaviour: exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism to radicalisation. Whatever the form of the abuse or neglect, practitioners should put the needs of children first when determining what action to take.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect in any of the above forms, this may be demonstrated through:
 - significant changes in their behaviour;
 - Deterioration in their general well-being;
 - Their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexpected bruising marks or signs of possible abuse or neglect; and
 - any reasons to suspect neglect or abuse outside the setting.
- We take into account factors effecting parental capacity, such as social exclusion, domestic violence, parents drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and female genital mutilation etc; that may affect, or may have affected children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young

children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

- Where we believe that a child in our care or that is known to us maybe affected by any of these factors we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting manager or DSL who is acting as the 'designated person'. The information is stored on the child's personal file, in a separate locked cabinet from other general information on them.
- EYFS (Reception) record safeguarding concerns in the same way as the school - through the use of our Smoothwall 'Safeguard' secure software. Any paper copies or written notes of concerns are also uploaded to this system for Reception.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.

For professional concerns

- Call Children's Advice and Duty Service (CADS) customer service centre – 24 hours – 0344 800 8021
- For parent/carer or members of the community call Norfolk County Council's Customer Services on 0344 800 8020
- N.B. In some cases this may mean the police or another agency identified by the Norfolk Safeguarding Children's Partnership.

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

- We take account of the need to protect young people aged 16-19 years as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- We use Norfolk CADS consultation service or LADO when making a referral to children social care or other appropriate agencies, or call police direct in an emergency.
- Police – line 9, 999; CADS – 9, 0344 800 8021; LADO –9, 01603 223473 (email is the preferred method of referral <mailto:LADO@norfolk.gov.uk>)
- NSPCC – 9, 0808800 5000

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child;
- makes a written record that forms an objective record of the observation or disclosure that includes (this pack can be found in each room of the setting): :
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially
- The member of staff acting as "Designated Person" is informed of the issue at the earliest opportunity that day.
- Where the Local Safeguarding Children Partnership stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Partnership.

Making a referral to the local authority social care team

- At Glebe House School and Nursery we refer all concerns direct to the CADS Team, within each room the NSCP packs are on the walls and contain detailed procedures for making a referral to the Local Social Care Team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (March 2015) and Keeping Children Safe in Education (2025).
- We keep a copy of these documents and follow the detailed guidelines given.
- All members of staff are familiar with the NSCP/LADO records and follow the procedures for recording and reporting.

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have had with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform parents.

Liaison with other agencies

- We work within the Norfolk Safeguarding Children Partnership (NSCP) guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' and "Keeping Children Safe in Education" (2025) for parents and staff and all staff are familiar with what to do if they have concerns, all staff have to read Part One and Annex A of the "Keeping Children Safe in Education" (2025) Document and sign they have read it.

- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- The Designated Safeguarding Lead also attends termly meetings with our onsite team and our cluster setting to discuss safeguarding as peer support to each other for continual professional development support, with other agencies attending periodically as an added enhancement such as Pandora, ECFS, Early Help etc
- A DSL within the Glebe House School and Nursery also attends Termly ISI Safeguarding Forums to help ensure we are up to date with legislation and Early Help network meetings to gain a deeper knowledge about safeguarding and how to support families better in difficult circumstances.
- DSL's and Nursery Manager provide reports for the governing body on a termly basis to discuss quality and effectiveness within safeguarding.
- Termly DSL supervisions are carried out by DSL team to support wellbeing and monitor good practice.
- DSL's are responsible for ensuring that all staff within their setting have the necessary checks and records to ensure the Single Central Register details are accurate and safe for those staff to be able to work within the setting, this should be done in close liaison with the School Business Manager whose office collates the information.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:
 - Inappropriate sexual comments;
 - Excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Norfolk Safeguarding Children Partnership when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's designated officer (LADO) to investigate: 01603 223473 or via email as listed above. We also report any such alleged

incident to Ofsted and ISI, and what measures we have taken. We are aware that it is an offence not to do this within 14 days of the allegations being made. NSPCC can also be consulted if necessary, as another channel for concerns.

- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the senior management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay or the volunteer, for the duration of the investigation. This should be done in writing within one working day; however, it is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- The chairperson will nominate the person who has been suspended a name contact within the organisation to support them during the process.

Whistle Blowing Procedure (confidential method of reporting concerns about colleagues)

- All staff have a duty to report concerns/allegations about colleagues' inappropriate behaviour towards children to the senior member of staff on duty, or if they prefer direct to the Nursery Manager or Head.
- All staff must remember not to take the matter in to their own hands, do not tell any members of staff other than the Nursery Manager, Head or Deputy Nursery Manager, only clarify and record what is alleged to the lead person.
- Staff are reassured that if they speak to either the Nursery Manager, Deputy Nursery Manager or Head that their allegations will remain confidential within the setting, however the incident will need to be reported to Children's Services to protect the child/ren
- The nominated senior staff are either the Head, Nursery Manager, or Deputy Nursery Manager and it is their responsibility to reassure the reporting member of staff that their disclosure will remain confidential between them
- They should then in liaison with each other collate dated, detailed records of the allegations
- Either the Nursery Manager, Deputy Nursery Manager or Head will then report the incident to Children's Services and seek advice from either the LADO Team or NSPCC before taking the matter further
 - Interagency strategy discussion will begin and there will either be:
 - **Substantiated:** there is sufficient evidence to prove the allegation;
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - **False:** there is sufficient evidence to disprove the allegation;
 - **Unsubstantiated:** there is insufficient evidence to either to prove or disapprove the allegation. The term, therefore, does not imply guilt or innocence.
- Which will result either in Management Action, Disciplinary Process or Legal Process, or all three
- Finally the case would be reviewed and necessary changes may have to be made to protect children from this happening again, such as change in policies, more guidance in child protection for all staff and most importantly appropriate support would need to be set up for children, parents and staff, in close liaison with Children's Services.

- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other channels are open to them:
 - NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
 - Ofsted provides guidance on how to make complaints about a childcare provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).
 - General guidance on whistleblowing can be found via: Whistleblowing for employees.

Disciplinary action

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

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

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We also ensure staff are trained and aware of the “Prevent Strategy” please see whole school Prevent Policy.
- Staff are aware of the Mandatory reporting of Female Genital Mutilation.
- We ensure that designated persons update their DSL training every two years and attend regular Safeguarding forums in accordance with that recommended by the Local Safeguarding Children Board, or update their training annually if they cannot attend the forums.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- Senior staff within Glebe House School and Nursery are trained to act as Domestic Abuse, Neglect, Mental Health and Prevent Champions

Planning

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

Curriculum

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

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Norfolk Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Norfolk Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act
- General Data Protection Regulation (May 2018)
- The Children Act (Every Child Matters)
- Safeguarding Vulnerable Groups Act (2006)
- Early Years Foundation Stage
- Independent Schools Standards
- Prevent Strategy
- Mandatory reporting of Female Genital Mutilation
- Early Years Inspection Handbook for Ofsted registered provision

- Awareness of the Graded Care Profile (Neglect) – see Norfolk Safeguarding Children Partnership www.norfolkscb.org
- Safeguarding children and protecting professionals in early years settings: online safety considerations - [Safeguarding children and protecting professionals in early years settings: online safety considerations](https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations) - GOV.UK (www.gov.uk)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- GDPR

Further Guidance

- Working Together to Safeguard Children updated Dec 2023
- NCC Safeguarding in Early Years and Childcare Guidance available at <https://www.schools.norfolk.gov.uk/early-learning-and-childcare/early-years-safeguarding/safeguarding-guidance-and-reporting>
- What to do if you're Worried a Child is Being Abused (HMG 2006) March 2015.
- Early Help – www.achievingforchildren.org.uk local contact <https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>
- Norfolk Continuum of Needs 2023 – Norfolk Safeguarding Children Partnership www.norfolkscb.org
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007) updated Dec 2023 (Working together to Safeguard Children)
- Child Missing in Education Aug 2024
- Information Sharing Advice for Safeguarding Practitioners – GOV.UK May 2024 - <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Disclosure and Barring Service - <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>
- Keeping children safe in education updated September 2025.
- NSCP – www.nscb.norfolk.gov.uk (NSCP formerly NSCB)
- NCC – www.norfolkearlyhelp.org.uk
- Please refer to Main School Prevent Policy and the “revised Prevent Duty Guidance

1.3 Looked After Children

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being. Most local authorities do not place children under 5 years with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children where their carer stays with the child, unless the child's social worker thinks it is safe to do so, then we would be led by their recommendations.
- We offer places to two-year-old children who are in care, but only if the child's social worker says it is in the child's best interests. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded children who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision where possible for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child as long as children's services think it is in the child's best interests.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is either a professionals meeting that will determine the objectives of the placement to draw up a care plan and or a meeting using Norfolk's electronic Personal Education Plan (ePEP) via the Virtual School for Children in Care which incorporates the child's learning and emotional needs, to enable them to make expected progress and fulfil their potential, this is reviewed termly. Regular meetings are held between professional and other appropriate adults monitored by Norfolk Local Safeguarding Partnership to monitor appropriate care during their placement with us.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity – how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.

- See 1.6 regarding uncollected child and written notice etc
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Promoting the education of looked-after children and previously looked-after children – February 2018
- Looked after children/NSPCC Learning
- Statutory Guidance on promoting the Health and Wellbeing of Looked After Children
- Protecting Looked after children guidance Department of Health updated August 2023
- What does Looked After Children mean-Norfolk County Council –
<https://www.norfolk.gov.uk/children-and-families/children-in-care/norfolk-in-care-council/new-to-care/what-does-looked-after-children-mean>

1.3A Collection of a Child in Foster Care Policy

In some circumstances the parents have the right to collect their children, even if you are not expecting them, the difficulty is what to do if you don't recognise them or you are concerned regarding the child's safety on the day, due to the parent being on drugs etc. Therefore please follow the following procedure to protect everyone.

Procedures

- Politely ask who they are through the closed window or door, if they say they are parents but you don't recognise them, explain that it is our procedure to get a member of staff who may recognise them and ask them to wait outside, apologising profusely!
- If you are concerned that these people could be a threat to the child in question pick up a phone and go the relevant year group to ascertain if the parent is known
- If they are not known and you are concerned for the child's safety, pass the phone to another member of staff to make the following calls:
 - Police – line 9, 999
 - Children's Services on line 9- 01553 669330 or the individual child's soc workers mob on file
 - Adrian Stewart (Head) ext 202, if no reply call Head's PA on ext 201 and ask her to get a senior member of staff ASAP, then ask them to go to the staff car park to divert other parents to an agreed area till the problem is resolved
 - Meanwhile go back to the window and explain that unfortunately no one recognises them, so please could they contact their Social Worker who can notify us that you are who you say you are. Again, sincere apologies for this, but hopefully being a parent you will understand the importance of not sending your child off with someone we don't know! Continue to keep being friendly at a safe distance, till help comes or Children's Services call.
- If they are recognised the senior member of staff on duty will have to hand over the child to the parent, while another member of staff phones the above people, it is paramount that staff and other children are not put at risk by making the handover awkward, be as polite as possible
- It may be necessary to move all year groups into the 0-2 year group Wobbler area or a safe place in pre prep which cannot be seen from outside, as a safety precaution or to another safe area in the school.

Further guidance

- Promoting the education of looked-after children and previously looked-after children February 2018
- Also see policy 1.3

1.4 Confidentiality and Client Access to Records

- We comply with GDPR 2018 and Human Rights Act 1998.
- Parents with Parental Responsibility may request access following a structured process.
- Records are stored securely, shared only on a need-to-know basis, and respect child safety as paramount.

Policy

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in*

a relationship where the person giving the information understood it would not be shared with others. Information sharing advice for Practitioners providing Safeguarding Services to children, young people, parents and Carers.

At Glebe House School Trust, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulations (May 2018) and the Human Rights Act(1998).

We abide by the GDPR main principles being

- Having a lawful reason for collecting personal data, and which is collected in a fair and transparent way.
- Only use the data for the reason it was originally obtained.
- We do not collect any more data than necessary.
- Data must be accurate and we have mechanisms in place to keep it up to date
- We only keep it for as long as necessary.
- Personal data is protected and stored in locked cabinets or appropriately.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not, for example "All About Me Books" or "Transition processes" etc.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all personal records securely locked in the nursery/school office and children's "All About Me Books" are kept where children and parents or anyone with Parental Responsibility (PR) can help themselves within each year group/class (see our record keeping procedures).
- In EYFS (Reception) the Tapestry software is used to assist with assessment and tracking. When parents sign up to this app, they are given various security and confidentiality options and the school abides by these requests.

Client access to records procedures

Parents with “PR” may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the Headmaster or nominated Governor and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting’s leader or manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- ‘Third parties’ include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and Head or relevant member of the Governing Body will go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.
- The ‘clean copy’ is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on safeguarding children and child protection.

Legal framework

- General Data Protection Regulations (GDPR) 2018. ICO’s Code of Practice on Privacy Impact Assessments & Article 29 Working Party).
- Human Rights Act 1998

Further guidance

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf

- Staff handbook
- General Principles for schools and local authorities relating to PR
- <https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>
- Information sharing advice for safeguarding practitioners -
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

1.5 Information Sharing

- We follow the 7 Golden Rules of information sharing (DfE guidance).
- We share information with consent where possible, but may override where a child is at risk of significant harm.
- All decisions to share (or not share) are recorded with rationale.

“Practitioners need to understand their organisations position and commitment to information sharing. They need to have confidence in their continued support of their organisation where they have used their professional judgment and shared information professionally.”

Information Sharing: Advice for Practitioners providing Safeguarding Services to children, young people, parents and carers

Policy

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances when, and reasons why, we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. 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 decision should never be made as an individual, but with the back-up of management committee team. 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.

Procedures

Our procedure is based on the 7 golden rules for Information Sharing as set out in *Information Sharing: Advice for Practitioners providing Safeguarding Services to children, young people, parents and carers*.

- *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

- *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*
 - In our setting we ensure parents:
 - receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Forms to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care (CADS Team) for advice where they have doubts or are unsure.
- *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*
 - Our guidelines for consent are part of this procedure.
- *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*
- In our setting we
 - record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
- *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
 - Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
- *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
 - Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.
- *Consent*

- When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:
- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts and include this in various forms throughout the EYFS.
- Parents sign our various Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- *Separated parents*
 - Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
 - Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.
 - All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

- General Data Protection Regulations (May 2018)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

1.6 Uncollected Child

- Children not collected remain with two vetted staff and cared for appropriately.
- If parents/carers cannot be contacted within one hour, CADS and Social Care are contacted.
- Children are never taken home by staff. Ofsted and Early Years Team may be notified.

Policy

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Forms:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines, individual file in filing cabinet regarding who is permitted by parents/carers to pick up their child or by checking with the Head's PA.
 - If no information is available, after approximately 10 minutes parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the various Registration Forms - are contacted.

- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Forms or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority CADS team: 0344 800 8021 – 24 hour service
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

- Ofsted may be informed: 0300 123 1231
- Our local Early Years Team may also be informed: Early Years Advice Line 01603 222300 option 3

1.7 Missing Child

- Procedures cover missing child on premises, on outings, or away from premises.
- Immediate search, alerting of senior staff, police notification within 10 minutes, and parental contact.
- Incident investigations involve Head and Governors. Outcomes recorded under RIDDOR if necessary.

Policy

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

Procedures

Child absences

Glebe School and Nursery has an attendance policy that they share with parents and/or carers. This includes expectations for reporting child absences and the actions Glebe House School and Nursery will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
- The setting leader will carry out a thorough search of the building and garden, and alert colleagues from the main school to join in with the search

- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found after a maximum of 10 minutes, the setting leader calls the police and reports the child as missing, and then calls the parent.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the Head, who will then contact the Chair of Governors and reports the incident. The chairperson, Head and or Setting Leader carries out an investigation and may come to the setting immediately.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader or manager is contacted immediately and the incident is reported.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting leader contacts the Head and reports the incident. He will then report the incident to the Chair of Governors, and the Head in liaison with the setting leader will carry out an investigation and may come to the setting immediately.
- The setting leader, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with the Head and chairperson or representative from the management committee, speaks with the parent(s).
- The chairperson and management committee, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
 - A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's

Social Care may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

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

Child going missing away from the premises

- If a child does not attend the setting parents/cares would usually call/email to explain why they are not attending and this information would be recorded.
- If they do not call then the setting's relevant head of room/admin support will call to establish why they are absent and record their findings.
- In either of the above situations if staff are concerned for the wellbeing of the child or we cannot contact the family, then staff should follow Safeguarding procedures from Policy 1.2 or call local Police on 101 to establish where the child and family are, thus hopefully ensuring the child is not missing and is safe and being cared for appropriately.
- Once reasons for absence have been established and the child is safe, if staff and the DSL feel confident it is a valid reason for absence then no further action will be required. However, if it is becoming a regular occurrence for a funded child then parents must be informed by the nursery that the nursery will need to contact Norfolk County Council Early Years Finance to notify them of the child's absence as per funding regulations.
- If the absence is regular and effecting the child's possible safety or funding/early education entitlement, then the DSL will suggest raising an Early Help Assessment Plan (EHAP) for the family to help improve the child's long-term attendance and any constraints the family may have to previously restricting the attendance.

- If the EHAP fails to improve attendance and staff are concerned for the child's wellbeing staff should go back to Policy 1.2 or Early Years Finance as appropriate and take necessary steps to ensure the child's safety and education is the priority, being aware that it is not a statutory requirement for children in nursery to attend unless they have chosen to be funded or are part of a Protection Plan.
- When children leave the 3-4 Year Group, Nursery complete an Off Roll Notification Form notifying Norfolk Children Missing Education Team where children are going to school if they are leaving Glebe House School and Nursery, their contact number is 01603 307716 and email cme@norfolk.gov.uk

1.8 Supervision of Children on Outings

- All outings are risk assessed. Staff ratios are high (usually 1:2).
- Parental consent required for major outings. Named children are allocated to staff.
- At least one Paediatric First Aider accompanies every trip.

Policy

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We are fortunate to have direct access to outdoor provision on our premises, so only need to go off site for trips/outings.

Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Additional consent is gained for specific outings
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- At least one member of staff will hold a current paediatric first aid certificate during every trip
- Outings are recorded in a Risk Assessment folder in the Nursery Office or within the Pre Prep stating:
 - The date and time of outing.
 - The venue and mode of transport.
 - Names of staff assigned to named children.
 - Time of return.
- Staff take a mobile phone (please see policy 1.11 regarding the safe use of phones) on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack (inc appropriate medication such as epi pens as appropriate), accident books, incident books, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- We will apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- Staff take a list of children with them with contact numbers of parents/carers, and a copy of our missing child policy.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover. Children always wear seat belts and boosters if applicable.

- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

1.9 Maintaining Children's Safety and Security on Premises

- Enhanced DBS checks are required for all staff.
- Children are supervised at all times, with secure access systems in place.
- Personal possessions are safely stored; only authorised individuals may collect children.

Policy

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

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service
- Adults do not normally supervise children on their own and are always within sight or sound of others in the setting.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children; a buzzer/bell/keypad system is in place and only staff are allowed to open the door.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded in a blue file in the nursery office/school office, and visitors are asked to show ID.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed; all doors are double locked for the very young children within the EYFS and can only be opened by adults, with the exception of fire doors which are closely monitored by staff throughout the school.
- Notices are on all doors/gates asking adults to close them
- We only release children into the care of individuals named by the parents. Never to anyone under the age of 16(unless they have parental responsibility), or to those who are not authorised to collect a child in writing by the parents.
- Children are counted in and out of rooms and outside, at least every 5 minutes
- The personal possessions of staff and volunteers are securely stored during sessions.
- Visitors, parents and staff cannot use personal cameras, video equipment, phones, smart watches etc, where children are within the setting (please see policy 1.11 with reference to safe use of cameras).

1.10 Making a Complaint

- Complaints are welcomed and handled promptly through a 5-stage process.
- Summary log of all Stage 2+ complaints is kept and shared with Ofsted/ISI on request.
- Parents may contact Ofsted, ISI, or NSCP directly if concerns persist.

Policy

Glebe House School believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. Parents/carers are signposted to our policies via newsletters and our welcome packs so they are fully aware of how to make a complaint if they wish to by knowing where to access this policy either via our website or asking for a hard copy from the nursery office.

Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way as set out in our policies and in the Early Education and Childcare Statutory Guidance for the local authorities, complaint can be submitted to the manager.

Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond and their outcome, this is kept in the Nursery/School Office. This is to be made available to parents as well as to Ofsted/ISI inspectors on request. A procedure is set out in the guidance produced by Norfolk County Council based on Ofsted Daycare and Childminding: Guidance to the National Standards – October 2005 and updated in line with the EYFS .

https://dera.ioe.ac.uk/5458/1/dcandc_guide_ns.pdf

Current EYFS

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader
- A confidential area to discuss concerns will be offered to the parent
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and Head or chair of the governing body.

- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication (link seen above); the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or Head meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record in either the Nursery/School Office and are available for the necessary authorities to read.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the Head or chairperson of the governing body present, or another colleague from within the setting.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and Head/chair of the governing body) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and Head/chair of the governing body is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Partnership.

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: 0300 123 1231/0300 1234 666 or ISI – 02076000100, but you can also register complaints on line <https://contact.ofsted.gov.uk/online-complaints> or via email to complaints@isi.net
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Norfolk Safeguarding Children Partnership in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Norfolk Safeguarding Children Partnership to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.
- The record of complaints should be kept for at least 3 years

1.11 Protecting Children from Inappropriate Use of Technology

- Personal phones/cameras are prohibited in children's areas. Only school devices may be used for photos/records.
- Consent is obtained for photographs. Looked After Children require social worker consent.
- Online safety is embedded in curriculum. Staff and parents are trained in filtering/monitoring protocols.
- School filtering: Open DNS Family Shield with logs reviewed weekly. Escalation follows safeguarding procedures.

Policy

- Our settings works together with parents, carers and visitors to ensure that children are protected from the misuse of cameras, mobile phones, video cameras, social media etc, by

staff seeking parental permission as to whether photo's etc can be taken of their children. Also, staff are given strict guidance on the use of all forms of IT, so that photos and videos are only used in a positive, safe way to record children's milestones and achievements, which may be shared with their friends and family. The nursery also recognises the importance of not talking on mobile phones whilst with children, unless in an emergency situation, due to the fact that staff may not be as vigilant at spotting potential risks.

- We believe our staff should maintain a professional approach at all times and during their hours of working be completely attentive to ensure all children in the setting receive good quality care and education. This policy focuses on the use of mobile phones and cameras, retractions placed on staff when accessing social networking sites and parents requests for babysitting. The setting has a high reputation to up keep and comments on sites such as "face book" could have an impact on how parents using the nursery view the staff and how staff view the parents. This may affect decision making in ensuring that all children are kept safe from a safeguarding point of view.

Procedures

- Working with children may involve taking or recording images. It is important that this is done in ways that are legal and that safeguard the privacy, dignity, safety and wellbeing of children. It is important that adults are sensitive to any child who appears uncomfortable about being photographed or filmed, whatever the reason.
- On enrolment to nursery/reception parents/carers are asked to sign consent forms stating if they are happy for photos to be taken of their children, and displayed in various ways, please refer to Registration Forms, for further information. Informed written consent for looked after children must be obtained from the child's social worker and not their carer.
- Once parents have signed their Registration Forms the information is collated and stored in a file for each year group, so key persons and all staff within the EYFS are aware if individual children are allowed to have their photos taken or not
- All staff must respect parental/carers choice and not take photos without permission using cameras and tablets that are owned by the setting for recording images of children's activities and achievements. The equipment must all be stored confidentially in a locked cabinet at all times.
- Recording of images must always be appropriate and proportionate to the activity undertaken. It is not considered good practice to remove images from the setting or complete learning stories away from the setting due to data protection security of children's records and confidentiality.
- Staff must also ensure that if a parent has requested that other parents can not take photos of their child at EYFS functions such as sports days etc, that all parents are made aware that photos can not be taken at any functions whilst the nominated children are attending-this should be done verbally and by program if appropriate for the event
- Photos taken for the purpose of All About Me Books and wall displays should only ever be used to evidence children's enjoyment, learning and development. This evidence should only be taken using the nursery/school camera.
- Staff are not permitted to use their own cameras, mobile phones, smart watches or video cameras etc, all personal equipment must be left in the nursery office or staff will be issued with a verbal warning, which could lead to formal enquiry.

- Only mobile phones used by managers to ensure the effective operation of the EYFS and the out of schools club can be used within working hours. If phones are accidentally brought into the setting, then photos have to be viewed by the senior member of staff on duty, as there is a strict no photos or recording of children on personal phones within the EYFS.
- There is a work labelled mobile phone to be used by all staff during trips out or walks around the school
- All parents/carers and other visitors are permitted to take calls on their mobile phones in the office or outside away from children but must not use their mobile phone in any other part of the nursery/school in the presence of children.
- Personal mobile phones and other electric devices are not to be used during working hours without the expressed permission of management.
- Phones, cameras, smart watches and smart speakers etc are banned in areas where children are changed, and in toilets and bathrooms.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- Personal mobile phones, smart devices or other electronic recording devices must never be used to contact children or their families, nor should they be used to take videos or photographs of children.
- During outings, staff will use mobile phones belonging to the nursery wherever possible; if they have to use their own phone in a case of an emergency they must not make or receive personal calls as this will distract them.
- Photographs must not be taken of the children on any phones or other electronic devices, either personal or nursery owned, unless they are specified for that use for All About Me Books etc
- Equipment with images on such as laptops, cameras and memory sticks must not be removed from the nursery without specific management permission.
- It is extremely important for relationships between parents and staff to remain professional at all times, therefore the nursery recommends that staff make access to their social networking pages private and avoid accepting "friend requests" from parents.
- Staff must not post anything onto social networking sites such as "face book" e.g. comments or photos that could be construed to have any impact on the nursery's reputation or their own professional position, or offend and must adhere to the confidentiality policy at all times.
- It is never appropriate for adults to name or otherwise identify any child or family that they work with on a social networking site and it is never appropriate to post pictures of, or to discuss or comment on, a child or family they work with.
- In social situations, including babysitting, staff need to understand the requirement for professional boundaries and be able to make a division between home/social situations and their professional duty to safeguard children.
- If any of the above points are not followed then the member of staff involved may face disciplinary action, which could result in dismissal.
- Personal staff mobile phones or devices (e.g. iPad or iPhone etc) should not be used for any apps which record and store children's personal details, attainment or photographs. Only setting issued devices may be used for such activities, ensuring that any devices used

are appropriately encrypted if taken off site. This is to prevent a data security breach in the event of loss or theft

Children's use of ICT

- All staff have a shared responsibility to ensure that children are able to use the internet and related technologies appropriately and safely as part of the wider duty of care to which all adults working with children are bound.
- If using an outside contractor for technical services, it is the responsibility of the setting to ensure that the managed service provider carries out all of the safety measures including being provided with this policy.
- Laptop, ipad or tablet use must be supervised by an adult at all times and any games or apps used must be from a pre-approved selection checked and agreed by the Provider/Manager. Timing on these appliances should be limited to 5 minutes maximum.
- Online searching and installing/downloading of new programmes and applications is restricted to authorised staff members only. Children should not be able to search or install anything on a setting device.
- Before purchasing or accessing any apps for staff or children's use, Providers/Managers must have a clear understanding of where and how children's data will be stored, including who has access to it and any safeguarding implications.
- Staff must report any concerns around unsafe use of the internet or social media to the senior member of staff on duty.
- Managers share information with parents/carers in our newsletters as to how we can work together to safeguard children from online safety considerations, some of the links shared with them are below.

Filtering and Monitoring

- In line with changes to Keeping Children Safe in Education 2025 the School DSL will make all staff aware of the school's filtering and monitoring systems related to IT use/online activity and will ensure that all staff are aware of their particular responsibilities pertaining to online safety.
- The School has a filtering system with open DNS family shield. This is pre-configured to block adult content. Inappropriate/harmful content is immediately blocked. This is monitored by the Systems administrator. Internet use is logged automatically and this log is analysed weekly. The Systems administrator will then review any concerns raised and respond in line with the School's safeguarding and child protection procedures.
- The governors will ensure the school has appropriate filters and monitoring systems in place and will regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Further guidance

- Please refer to previous policies on Safeguarding Children for further guidance

- <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers>
- <https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings>
- Childnet: For a range of educational materials and resources for use with children, parents and teachers, including '[Social networking: a guide for teachers and professionals](#)' and '[Keeping young children safe online](#)'
- [DfE Data Protection Toolkit for Schools](#): For information on what schools need to do in order to comply with data protection regulations
- Information Commissioners Office (ICO): For information around data protection and GDPR https://icosearch.ico.org.uk/s/search.html?query=GDPR&collection=ico-meta&profile=_default
- Internet Matters: For a range of materials for parents and teachers, including for [pre-school](#) and [0-5](#)
- NCA-CEOP: Education resources for use with children, parents and professionals and advice on safeguarding children from sexual abuse, including www.thinkuknow.co.uk and the [CEOP Safety Centre](#)
- [NSPCC online safety](#)
- [Parent Zone](#): For a range of education materials and resources for use with children, parents and teachers
- [UK Safer Internet Centre](#): For a range of education materials and resources for use with children, parents and [teachers](#), UK SIC helpline for professionals who are working with children and young people
- The National Cyber Security Centre (NCSC): <https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings>

1.12 Well-being in the Nursery

- Well-being covers physical, emotional, social, and spiritual areas.
- Provision includes healthy meals, hygiene routines, rest areas, and emotional regulation activities.
- Positive behaviour and inclusion support resilience and self-regulation.

Policy

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development.

Physical well-being

- Covers everything physical to do with the body:
- Growth and development

Nursery Safeguarding

- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being

- Value and beliefs held
- Personal identity and self-awareness.

Procedures

- We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.
- Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.
- Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.
- Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.
- Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation this consistent practice supports the process of children building the capacity for self-regulation to manageable, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming

strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

- Staff use the promoting positive behaviour policy to ensure a consistent approach.
- Staff are able to recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations to do this throughout their life.

1.12a Well-being for Staff

- Staff well-being is prioritised through induction, supervision, mentoring, and reflective culture.
- Regular check-ins and supervisions include well-being discussions.
- Managers ensure confidentiality, mutual respect, workload balance, and access to support.
- Reasonable adjustments are made where needed; bullying/harassment are not tolerated.

Policy

This policy links to the Health and Safety, Well-being in the Nursery, Suitable People and Safeguarding and Child Protection and Prevent Duty and Radicalisation policies.

- At Glebe House School and Nursery we promote the good health and well-being of all our staff. As a School, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.
- Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly up skilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.
- We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

Our ethos

- We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.
- In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the work place but as a whole person.
- The Managers and Deputy Managers (SMT) of each setting are the named members of staff who lead our setting's well-being practice. They offer support on staff well-being and know where to access external support.
- The SMT is also committed to keeping their well-being and mental health knowledge up to date and is responsible for reviewing our practices; supporting the developing knowledge of

the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

Procedure to minimise work related stress:

- To ensure staff are supported within the setting, new staff will receive a full induction so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular supervisions take place every term and twice a term ideally, in which staff well-being is discussed and recorded and we also have an open door approach for staff to speak to SMT on a daily basis if necessary.
- Safeguarding Leads and Deputies have half termly meetings as a group to discuss any personal concerns and well being.
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery managers and deputies/well-being representative are available for staff to come and discuss any issues or concerns as a group or individual as mentioned above
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a need to know basis when legally permissible to support the facilitation of open and honest conversations.
 - However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day may be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (**See Supporting Staff Members Individually Section**)

- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination is not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

Supporting staff members individually

We include well-being as part of our discussions at staff supervision sessions and appraisals and send regular emails out to the team with well-being links.

- During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs.
- Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan; this includes may include looking at the workload and any stress triggers.
- With the needs of the nursery also in mind, reasonable adjustments may be made for the member of staff.
- If a member of staff is returning to work after a period of absence, a back to work interview is carried out.
- We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

1.18 Nappy Changing/Intimate Care

- Well-being covers physical, emotional, social, and spiritual areas.
- Provision includes healthy meals, hygiene routines, rest areas, and emotional regulation activities.
- Positive behaviour and inclusion support resilience and self-regulation.

Policy

- No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.
- We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.
- We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.
- Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of, the sexual parts of the body'

Intimate care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use a potty or toilet
- Changing nappies
- Cleaning/wiping/washing intimate parts of the body

Definition of Personal Care:

'Although it may involve touching another person, it is less intimate and usually has the function of helping with personal presentation' Personal care tasks specifically identified as relevant include:

- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting going to the toilet
- Offering appropriate physical comfort for emotional needs of children

Procedures

Toileting/nappy changing

- Key persons have a list of personalised changing times for the young children in their care who are in nappies or 'pull-ups', these children's nappies/pull ups are checked for being soiled or wet hourly but changed only when required.
- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Key persons undertake changing young children in their key groups; back up key persons change them if the key person is absent.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Children are never left unattended on a changing unit, so staff must always ensure they have everything they need to change each child prior to placing them on the unit
- Each young child has their own basket to hand with their nappies or 'pull ups' and changing wipes.
- Gloves and aprons are put on before changing starts and the areas are prepared.
- Staff must ensure they follow correct lifting procedures for placing children on changing units and if children are older or prefer to be changed on the floor level then safe and hygienic procedures should be made to accommodate individual needs to keep all children and staff as safe as possible.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children, talking them through what is happening next at every stage.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used for young children, young skin is quite delicate and antibacterial products kill off certain good bacteria which children need to develop their own natural resistance to infection.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies ▪ Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. The nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed/sluiced in the toilet and bagged for the parent to take home.

- N.B. If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. All staff have a 'duty of care' towards children's personal needs.
- An intimate care record is kept recording who changes nappies and soiled clothes, noting any concerns staff may have regarding sore bottoms etc, which would be fed back to parents if appropriate or discussed with the Lead Safeguarding Practitioner. This is also used for recording the application of sun cream in all rooms.
- Staff always ensure they are within sight or sound of others

Intimate and Personal Care tasks

- Children's intimate care needs cannot be seen in isolation or separated from other aspects of their lives. Encouraging them to participate in their own intimate or personal care should therefore be part of a general approach towards facilitating participation in daily life.
- Staff should always be within sight or sound of other staff when caring for children's needs
- Staff should talk to children about what they are doing e.g., "your trousers are wet, we need to take them off to stop you from getting sore" offering them a chance to help if they are old enough so they understand what is happening.
- Whilst washing children's hands etc staff should position themselves at the side of the child asking them if they would like help and offering advice and role modelling, if necessary, about effective cleanliness.
- When feeding children, offering comfort or administering medication on a member of staff's lap staff should ensure a sideways lap sitting e.g. the child sits with their side to the adults front
- If a child's hair bobble has fallen out staff may replace the bobble with the consent of the child to keep it out of their eyes or out of food etc, but they are not to play with hair.
- During toilet training and after, if necessary, staff should always prompt children to use the toilet in a positive way
- If children are upset or ask for a hug, staff should offer sideways hugging and lap sitting, always checking with the child first if they would like a hug and if they do want support talk them through what you are doing ensuring you are always within sight or sound of other adults.

Providers must ensure:

- There is an adequate number of toilets and hand basins available – there should usually be separate toilet facilities for adults.
- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

1.25 Safer Sleep Policy

Policy

- At **Glebe House School and Nursery** we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.
- The safety of babies sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of sudden infant death syndrome (SIDS).
 - We make sure that:

- Babies are placed on their backs to sleep. If a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies and toddlers are never put down to sleep with a bottle to self-feed
- Babies and toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Sleep times are recorded and baby checks occur every 5 - 10 minutes whilst babies and toddlers are sleeping
- Babies and children are never left to sleep in a separate sleep room without staff supervision at all times.

We provide a safe sleeping environment by:

- Monitoring the room temperature is always between 16 – 20 °C
- Using clean, light bedding or blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots and other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations
- Using a firm and flat mattress and waterproof mattress covers in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lie flat and we have written permission from the parent
- Enabling babies to sleep outdoors, where appropriate and with parent permission
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby and toddler is provided with clean bedding labelled for them and working in partnership with parents to meet any individual needs e.g. if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home
- Cleaning all bedding as required and at least weekly
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a No smoking/vaping policy.

We ask parents to discuss their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we would ask parents to sign to say they have requested we adopt a different position or pattern via email so we have the information in writing.

We recognise parent knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children that do not require a

sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

Staff will discuss with parents any changes in sleep routines at the end of the day and share observations and information about children's behaviour if they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins while working with parents to maintain sleep routines and well-being.

Further information can be found at: <http://www.lullabytrust.org.uk>
<https://www.lullabytrust.org.uk/professionals/publications/>

NHS Guidance: <https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>

Annex C: Criteria for effective safeguarding training

1. Training is designed for staff caring for 0-5 year olds and is appropriate to the age of the children being cared for.
2. The safeguarding training for all [practitioners/childminders and assistants] must cover the following areas:
3. What is meant by the term safeguarding.
 - a. The main categories of abuse, harm and neglect.
 - b. The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
 - c. How to work in ways that safeguard children from abuse, harm and neglect.
 - d. How to identify signs of possible abuse, harm and neglect at the earliest opportunity. These may include:
 - e. • Significant changes in children's behaviour.
 - f. • A decline in children's general well-being.
 - g. • Unexplained bruising, marks or signs of possible abuse or neglect.
 - h. • Concerning comments or behaviour from children.
 - i. • Inappropriate behaviour from [practitioners/childminders and assistants or household members], or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
 - j. • Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
4. How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
 - a. The setting's safeguarding policy and procedures.
 - b. Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
 - c. Roles and responsibilities of [practitioners/childminders and assistants] and other relevant professionals involved in safeguarding.
 - d. Training for the DSL should take account of any advice from the local safeguarding partners or local authority on appropriate training courses. In addition to the areas set out in paragraph 2, training for the DSL must cover the elements listed below:
 - e. How to build a safe organisational culture.
 - f. How to ensure safe recruitment.
 - g. How to develop and implement safeguarding policies and procedures.
 - h. If applicable, how to support and work with [other practitioners/assistants] to safeguard children.
 - i. Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
5. How to refer and escalate concerns (including as described at paragraph [3.8/3.9] of the EYFS).
6. How to manage and monitor allegations of abuse against other staff.
7. How to ensure internet safety