



Safeguarding / Child Protection Policy

Pack 4

Designated Safeguarding Lead: **Tonoya Khan & Sayma Begum**

In their absence the Deputy Safeguarding Lead is: **Nursery Manager Shelena Begum**

This policy is subject to annual review and was reviewed in September 2021. It is due for review in September 2022.

It was re- adopted by the Shelena Begum on 1st September 2021

Signed: _____

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4.0. Safeguarding/Child Protection

This policy is based on guidance given by Tower Hamlets Local Safeguarding children's board.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our nursery we expect you to take care of our children and follow our procedures.

If you are concerned for a child's health, welfare or safety in any way you must speak to the:

Designated Senior Safeguarding lead: [Tonoya Khan & Sayma Begum](#)

In her absence the Deputy Safeguarding Lead: [Nursery Manager Shelena Begum](#)

A copy of our Safeguarding Policy is available free of charge to all parents/carers and visitors to the Nursery.

Aims of Policy

- To ensure that all children are effectively safeguarded from the potential risk of harm and that the safety and wellbeing of the children is of the highest priority in all aspects of the nursery's work (in situations where child abuse is suspected, our paramount responsibility is to the child).
- To help the nursery maintain its ethos whereby staff, children, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To ensure that systems are in place so that children with special educational needs/disabilities are able to articulate their concerns for example via alternative/augmentative means of communication such as symbols (PECS) or sign language.

Purpose of Policy

The purpose of the Child Protection Policy is to inform staff, parents, volunteers and governors about the nursery's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

To ensure that all members of the nursery community:

- Are aware of their responsibilities in relation to safeguarding and child protection.

- Know the procedures that must be followed if they have cause for concern.
- Know where to go to find additional information regarding safeguarding and child protection for example, children missing from education, child sexual exploitation, honour-based violence, preventing radicalisation and online safety.
- Are aware of the key indicators of child abuse.
- Fully support the nursery's commitment to safeguarding and child protection.

Policy Principles

- The welfare of the child is paramount
- All children have an equal right to protection
- All staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All students and supply staff will be inducted in child protection procedures.
- Children and staff involved in child protection issues will receive appropriate support
- Safer children make more successful learners.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.
- Training for all staff including the DSL will be updated annually and the Designated Senior Lead and Deputy will complete the additional training necessary to fulfil the responsibilities of the post every three years.

Child Protection Statement

At Little Miracles Nursery we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children and families are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. The procedures contained in this policy apply to all staff including managers, deputy manager, team leader, nursery practitioner, nursery assistants, office staff, agency staff, volunteers, students and visiting early years services, are consistent with the local safeguarding children board procedures (LSCB). Child protection is a joint responsibility. Concerned parents may also contact the manager or deputy manager about any issue relating to the protection of a child. Or the LBTH Child Protection Line **020 7364 3444** or the **NSPCC** www.nspcc.org.uk

Statutory Framework

In order to safeguard and promote the welfare of children, the nursery will act in accordance the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157) Outlines that Local Authorities and School Governing Bodies have a responsibility to “ ensure that their functions

relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its children”.

- LBTH Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Working Together to Safeguard Children (DfE 2015) requires each nursery to follow the procedures for protecting children from abuse which are established by the LBTH Safeguarding Children Board. Nurseries are also expected to ensure that they have appropriate procedures in place for responding to situations in which: (a) a child may have been abused or neglected or is at risk of abuse or neglect (b) a member of staff has behaved in a way that has or may have harmed a child or that indicates they would pose a risk of harm.

These documents, circulars and guidance for good practice govern Child Protection at Little Miracles Nursery. All staff have received a copy of the DfE statutory guidance “**Keeping Children Safe in Education 2021**”. And have signed that they have read and understood the guidance. This should be read **alongside** “**Working together to Safeguard Children**” and “**What to do if you are worried a child is being abused**” and the LBTH “**Child Protection Procedures 2017 for staff working in Children’s School and Family Settings**”.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances.

Safeguarding also applies to everyone working or visiting the nursery. Everyone has the right to a safe environment.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of significant harm.

Staff refers to all those working for or on behalf of the nursery, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Designated Senior Person (Safeguarding Lead) The designated senior person with responsibility for Safeguarding and Child Protection is **Tonoya Khan** and in her absence the Deputy Safeguarding Lead: **Shelena Begum**

Child Protection Procedures:

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

What is Abuse and Neglect?

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as, kissing, rubbing and touching outside of clothing. They may also include non-contact

activities, such as involving children in looking at, or being involved in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to twelve child suicides each year.

At Little Miracles nursery we have a zero-tolerance approach to bullying and work with both the bully and the victim to ensure that the child who is bullying understands and changes their behaviour and the child who has been bullied is properly supported. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All parents are signposted to anti-bullying procedures on joining the nursery and the subject of bullying is addressed at regular intervals in the personal, social and emotional development (PSED) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the manager/DSP will consider implementing child protection procedures.

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or

- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.
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If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the nurseries anti-bullying procedures where necessary. However, there will be occasions when a children's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the nursery will work with other relevant agencies to maintain the safety of the whole nursery. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Advice from the Child Protection Advice Line should be sought for incidents of sexually harmful behaviour; staff can offer information and guidance to help practitioners distinguish between age appropriate and abusive behaviour.

All staff duty

At Little Miracles nursery, we comply with all the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.

- All members of staff are registered with OFSTED and have undergone enhanced DBS checks.
- All students are supervised at all times (see policy on student).
- Written parental permission will be obtained before children are taken on outings.
- Staff will keep record/observations of all children in the setting.
- Staff will inform the Local Authority Designated Officer for Allegations (LADO) and OFSTED without delay, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place.
- Staff will also notify local children's services (the Child Protection Advice Line) and, if appropriate, the police of any allegations as above.
- All concerns will be kept confidential.

All staff in Little Miracles nursery has an up-to-date understanding of safeguarding children issues and is aware of how to respond to:

- Significant changes in children's behaviour
- Deterioration in their general well-being
- Unexplained bruising, marks or signs of possible abuse
- Neglect
- Comments children make which gives cause for concern.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss nursery or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go lucky to withdrawn
- challenge authority
- become disinterested in their nursery work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will

help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Taking action

Key points to remember for taking action are:

- Discuss with the DSL for child protection
- Record what you were told or what you saw
- The DSL will be the person to decide an appropriate course of action based on the Tower Hamlets Child Protection Procedures unless the allegation involves the DSL in which case the concerns should be reported first to the nursery manager.

The nursery manager is available to discuss initial concerns with parents/carers and offer support and assistance. If the manager or designated safeguarding officer still has concerns about the child, we contact the Child Protection Advice line and for out of hours we contact Social Services or the police and take advice.

All members of staff have a responsibility to ensure that appropriate steps are taken.

Where staff suspect, sexual abuse has occurred the Lead Officer for Safeguarding Children and the nursery manager may contact the Child Protection advice line and speak to a Duty officer or contact Social Services without first speaking to parents. For all other concerns, parents will be consulted immediately.

We also discourage the children in keeping secrets from minor information to major information. The children are encouraged to refer to such things as surprised instead.

Only Children’s Social Care (Social Services), The NSPCC and the Police can carry out Child Protection Investigations. Staff working in our setting will not attempt to investigate a child protection matter as it may compromise any possible legal proceedings. There is a need only to establish sufficient details and information for a decision to be made about making a referral.

We understand it is vital that any concerns are reported as soon as possible and that unnecessary delays it avoided.

We will inform Ofsted of any allegations of serious harm or abuse, (weather the allegations relate to harm or abused committed on the premises or elsewhere) and the action taken in respect of the allegations. This notification will be made soon as is reasonably practicable, but at least within 14 days of the allegations being made.

In all instances we will record:

- the child’s full name and address
- the date and time of the record
- factual details of the concern, for example bruising, what the child said, who was present
- details of any previous concerns
- details of any explanations from the parents
- Any action taken such as speaking to parents.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour may have changed, their play could be "bizarre", they may say things that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the child if they are OK or if you can help in any way.

Use the Child Protection record of concern form to record these concerns and pass it to the designated senior lead for child protection.

Procedures to follow if a child discloses to you

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Listen carefully to the child; allow them to speak freely, if you are shocked by what they tell you try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet revulsion or disbelief
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Accept what the child says
- Do not be afraid of silences – remember how hard this must be for the child
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this
- At an appropriate time tell the child that in order to help them you must pass the information on
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong

- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the designated person and then write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.
- Record of concern forms are provided in each classroom and in the appendix of this policy

Notifying parents

The nursery will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the nursery believes that notifying parents could increase the risk to the child or exacerbate the problem, and then advice will first be sought from children's social care.

Referral to Children's Social Care

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. In nursery a child will be told "I am going to tell someone who can help you"

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, manager (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy or the manager are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety

Child Protection Advice Line

0207 364-3444

Integrated Pathways numbers /

Multi Agency Safeguarding Hub (MASH)

(screening and duty numbers)

020 7364 2972

020 7364 2904

020 7364 5601

020 7364 5606

Children Social Care Out of Hours Team (5pm onwards)

020 7364 4079

Police Child Abuse Investigation Team (CAIT)

020 8217 6484 (or 999 if not available)

LADO (allegations against professionals, including childminders)

Fiona Anderson

020 7364 0677

Early Help Hub

**Early help hub 0207 364 5744 (Monday / Friday 10am - 1pm) Children's services
hotline- 0207 364 5006 (all other times)**

Abuse of Trust

All nursery staff are aware that any inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.

Physical Restraint

There may be times when adults, in the course of their duties have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. Adults involved in any such incident must record this and report it immediately to the DSL or the Manager.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our children receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- affected by parents who have a mental illness
- asylum seekers
- living away from home/looked after children
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- do not have English as a first language.

Children with Special Educational Needs including but not limited to those with communication difficulties.

At Little Miracles Nursery we recognise that many children will not be able to tell us if they are worried or are being harmed. We operate a key person system and staff are vigilant to any changes in a child's behaviour that could indicate a risk of harm. We have a culture of listening to and observing children. Children are encouraged to talk about their feelings and children with communication difficulties have alternative/augmentative systems which help them to express themselves these systems include signs and symbols.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

Complaints procedure

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the manager. An explanation of the complaints procedure is made available to all parents during settling in procedures.

Complaints from staff are dealt with under the nursery's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

We recognise that staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The nursery's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the manager. Complaints about the manager should be reported to the Directors.

Keeping Children Safe in Nursery

All staff working in Little Miracles Nursery have an enhanced DBS check. Additionally, students, and permanent parent helpers and volunteers will equally be required to have an enhanced DBS check; before working in the nursery. Parent volunteers who come in for the occasional day will be required to be supervised at all times. Students

and volunteers are never to be left alone with children. When a staff member takes a small group into the book rooms the window must be uncovered and the door opened. When a child is being changed in the bathroom, the door needs to be open. When children need to be changed because they have soiled themselves and need to be cleaned, two members of staff need to be involved. For whatever reason when a child needs to be changed, staff must record this on the appropriate room form and discuss with parent/carer and ensure parent/carer signs the form.

Working with Parents

- The Nursery makes it clear to parents that it has a duty to keep children safe, and that we need to work in partnership with them to promote children's welfare.
- At the pre-admission meeting for parents, the manager explains the procedure for changing children who have wet or soiled themselves and parents are asked to sign a form to give written permission for their child to be changed in the nursery.
- At the pre – admission meeting for parents, the manager talks through the Child Protection Policy and all parents informed that the policy is on the nursery website or they can find a copy next to parent's information board.
- The nursery informs parents/carers of any injury to their child which takes place in the nursery (provided staff see the incident or the child tells staff). We also expect parents to inform key workers about any significant accidents that occur outside nursery; a body map is completed and signed by the parent and given to the manager.
- Volunteers and visitors are asked to inform staff if a child says or does anything that they find worrying and are given and asked to read and sign a summary of the child protection policy.
- Staff will challenge a parent/carer treating their child inappropriately on the premises (This is included in the nursery's behaviour policy).
- We share concerns with parents/carers where appropriate.
- Any adults collecting children must be sixteen or more years of age.
- The parent/carer must inform the nursery if any adults who are not known to the nursery are collecting a child.

4.1. Role of Designated Safeguarding Person

The Designated Senior Person responsibilities:

- to have an understanding of LSCB procedures
- is appropriately trained and has knowledge of the signs and symptoms of child abuse, the referral procedures, the roles and responsibilities of other agencies, and child protection plans
- acts as a source of support and expertise to the nursery
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the child's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- to work with parents and carers for the protection of children
- notifies children's social care if a child with a child protection plan is absent for more than a day without explanation
- ensures that when a child with a child protection plan leaves the nursery, their information is passed to their new school/nursery and the child's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the nursery's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents, students and volunteers as well as visiting staff
- ensures that staff are aware of procedures and that they receive regular Child Protection Training
- is available for discussion with staff on suspected abuse
- ensures that child protection procedures are followed

The Designated safeguarding lead and the nursery manager will also ensure that the child protection policy and procedures are implemented and followed by all staff and will ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures. The manager will also ensure that child's safety and welfare is addressed through the curriculum.

The Management:

The management will ensure that the nursery has:

- A designated senior person for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- A child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations against the manager.
- Safer recruitment procedures that include the requirement for appropriate checks.

- A training strategy that ensures all staff including the Manager, receive child protection training, with refresher training at three yearly intervals.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the Nursery's arrangements for child protection.

4.2. Children's right and entitlements

Policy statement

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

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

To be strong means to be:

- Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on; safe and valued as individuals in their families and in relationships beyond the family, such as nursery or school.
- Self-assured and form a positive sense of themselves – including all aspects of their identity and heritage; Included equally and belong in our setting and in community life;
- Confident in their own abilities and proud of their achievements;
- Progressing optimally in all aspects of their development and learning;
- Part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens,
- respecting the rights of others in a diverse world; and able to represent themselves and participate 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 themselves and others;
- Develop a sense of responsibility towards themselves and others; and
- Be able to represent themselves and others in key decision-making processes.

To be listened to means:

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

Good Practice at Little Miracles nursery in order to meet and maintain our responsibilities towards children we have the following standards of good practice:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decisions that affect them
- encouraging positive and safe behaviour among children including teaching them how to stay safe in a way appropriate to their age and stage of understanding
- being a good listener
- being alert to changes in children's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the nursery's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing making this policy available to all staff and all adults working in the nursery including volunteers, who will be given a summary as part of their induction to the nursery
- informing parents of safeguarding procedures at the new parents meeting
- asking the child's permission before doing anything for them of a physical nature, such as assisting with dressing or administering first aid
- maintaining appropriate standards of conversation with children
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of abuse
- ensuring that all staff are alert to risks of bullying/cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, FGM, gangs, hate crimes, mental health, neglect, peer on peer abuse, private fostering, sexting and trafficking

4.3. Looked after Children

Policy statement

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

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

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

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 two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of 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.

Procedures

- The designated person for looked after children is the Designated Safeguarding Lead.
- 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 ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's

learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

The care plan needs to consider issues for the child such as:

- their emotional needs and how they are to be met
- how any emotional issues and problems that affect behaviour are to be managed
- their sense of self, culture, language(s) and identity – and how this is to be supported
- their need for sociability and friendship
- their interests and abilities and possible learning journey pathway
- 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 at 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
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.

Settling in Process

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 sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.

- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. 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.

4.4. Uncollected Child

Policy statement

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

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

Procedures

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

- home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative
- place of work, address and telephone number (if applicable)
- mobile telephone number (if applicable)
- names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent
- who has parental responsibility for the child
- information about any person who does not have legal access to the child.
- on occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the session/day, we follow the procedures below:

- the child's file is checked for any information about changes to the normal collection routines
- if no information is available, parents/carers are contacted at home or at work

- if this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted
- all reasonable attempts are made to contact the parents or nominated carers
- the child does not leave the premises with anyone other than those named on the Registration Form or in their file
- if no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children:
 1. we contact our local authority children's social care team
 2. the child stays at the 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.
 3. 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.
 4. under no circumstances will 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.

4.5. Missing Child

Policy statement

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure 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 going missing on the premises

- as soon as it is noticed that a child is missing the key person/staff alerts the team leader/nursery Manager.
- the setting leader will carry out a thorough search of the building and garden
- the register is checked to make sure no other child has also gone astray
- doors and gates are checked to see if there has been a breach of security whereby a child could wander out
- the outer doors and gates are locked to minimise disruption whilst the search is being carried out
- if the child is not found, the missing child is reported to the police and the parent is contacted
- the setting leader talks to the staff to find out when and where the child was last seen and records this and also check CCTV.

Child going missing on an outing

This describes what to do when staffs 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 staffs 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 nursery manager and reports the incident. The nursery Manager carries 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

- staffs keep calm and do not let the other children become anxious or worried
- the setting leader together with the representative from the Senior management team speaks with the parent(s)
- the Senior Management team 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 part of the senior management team. 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 Senior Management Team will use their discretion to decide what action to take
- staff must not discuss any missing child incident with the press without taking advice.

4.6. E-Safety and ICT

Little Miracles Nursery has a commitment to keeping children and staff safe. The purpose of this policy is to operate in conjunction with the Safeguarding policies, to ensure safety and welfare of children relating to the acceptable use of all ICT in the whole Nursery environment.

Procedures

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment.

Internet use should be carefully planned and targeted within a regulated and managed environment to show the children the benefits of accessing information from around the world to enhance their learning.

Computer and Internet Use

- The computer system is owned by Little Miracles Nursery and has appropriate software to ensure safe internet use.
- Staffs will be responsible for systems support and will ensure that the appropriate filters are applied to the PCs in the Nursery.
- If staff or child discover unsuitable sites have been accessed on the Nursery PCs, they must report their findings to the Nursery manager immediately so that filters can be reviewed.
- A member of staff will observe the children when they are using the internet and ensure that it is appropriate.
- Little Miracles Nursery reserves the right to examine or delete any files that may be held on its system or to monitor any internet sites visited.
- Activity that is found to be unsuitable or that attacks or corrupts other systems is forbidden.
- Users are responsible for all e-mails sent and for contacts made that may result in e-mails being received.
- Use for gambling is forbidden.
- Copyright of materials must be respected.
- Use of the computer system to access inappropriate materials such as pornographic, racist or offensive material is forbidden.
- Work email accounts may only be accessed on the Little Miracles Nursery laptop/computer.
- Nursery Internet access will be tailored expressly for educational use and will include appropriate filtering. Children will learn appropriate Internet use. Staff will guide children in online activities that will support their learning journeys.
- The Internet is also used in the Nursery to support the professional work of staff, to allow effective planning and to enhance the Nursery's management information and business administration systems.

- Social networking sites will not be accessed during work hours.
- Children will only use age appropriate software in the setting.

Nursery Manager/Designated Safeguarding Lead role:

- Oversee the general use of ICT in the nursery setting to ensure safety of children and staff at all times.
- Monitor and maintain an e-safety incident log to document any incidents.
- Takes responsibility for e-Safety strategies and has a leading role in reviewing the e-Safety policy and risk assessment.
- Ensures that all staff are aware of the policies and procedures that need to be followed in the event of an E-safety incident.
- Maintain computer technology and Internet in the setting to ensure safe use at all times.
- Provide training and advice for staff on how to deliver safe and responsible digital learning
- Liaise with local authority/relevant bodies to stay up to date with current ICT initiatives

Nursery Staff role:

- Promote e-Safety across all areas of learning, delivering specific digital activities for children to learn about keeping safe whilst exploring the digital world.
- Use ICT and the Internet only for the purpose of operational effectiveness and EYFS delivery in the setting.
- Take responsibility of understanding the e-Safety and Acceptable Use policies and their functions relating to the Safeguarding and Welfare of children.
- Report any unacceptable use of ICT in the nursery to the Nursery Manager.

Parents role:

- Support the education of e-Safety outside of the nursery to ensure appropriate use of the Internet and ICT throughout all learning.
- Take an active role in promoting healthy use of ICT, in balance with other areas of learning and development.

iPads & tablets

We use iPads & tablets in the nursery. iPads/tablets are a fantastic resource, increasing productivity and providing endless possibilities for educational effectiveness for children and practitioners. iPads are used for the effective delivery of the EYFS educational curriculum, and for capturing care information about the children. The use of iPads/tablets significantly reduces bureaucracy and increases productivity across all areas of nursery operations, which is a huge benefit in providing more quality time for practitioners to interact with and observe children's learning.

- iPads/tablets are only to be used for delivery of the EYFS curriculum, completing observations/assessments and/or daily reporting, unless otherwise discussed with the Nursery Manager.
- It is strictly prohibited to attempt to use nursery iPads/tablets for personal use, particularly social networking sites or email.
- Nursery iPads/tablets must not leave the premises under any circumstances.
- Any iPads/tablets owned by staff must be locked away whilst at work, just as a mobile phone or other recording device would be.
- It is also strictly prohibited to attempt to share any personal information, photos or videos via the Internet to a personal device, email or cloud account.
- Wifi will be enabled on the iPads/tablets to allow access to Learning Journals EYFS website for observations.
- The Nursery Manager must approve any other educational websites or learning resources accessed via an iPad/tablet before use in the setting.
- Any media content being played in the nursery must meet the approval of the Nursery Manager before being exposed to the children or parents in the setting.
- No system settings are to be adjusted on any iPad/tablet device without the permission of the nursery manager.
- Staff members are strictly prohibited from downloading any apps or online content to any device without permission of the nursery manager.
- Any content being streamed from an iPad/tablet device must be vetted and approved by the Nursery Manager before use in the nursery.

Email

Email will be used in the nursery for the purpose of communicating with parents and staff. Staff should consider the following when using email in the nursery:

- Staff are strictly prohibited from using email on any iPad/tablet in the nursery.
- If using the nursery email account staff must ensure they take appropriate measures to protect personal information of children and their families in line with the data protection policy.
- Staff are strictly prohibited from accessing their personal email accounts on nursery devices in the nursery, unless supervised by the Nursery Manager.

Using the Nursery Computers

Staff members using any computer in the Nursery should adhere to the following rules:

- Staff are only to use the computers in the Nursery for work related tasks, unless permission is otherwise granted by the Nursery Manager.
- System Settings are not to be changed by any members of staff
- Nursery computers are to be locked away when not being used and must not leave the nursery.

- Staff are strictly prohibited to use any nursery computers in breach of the acceptable use of Internet outlined in the above section of this policy.
- No data, photos or videos are to be transferred to any other external storage device by staff, unless approved by the Nursery Manager.

E-safety incident reporting procedure

In the event of any breach of this policy, incidents should be reported to the Nursery Manager immediately. The incident should then be reported to the Designated safeguarding lead to ensure the incident is dealt with in an informed and fair manner.

Any breach of the policies and procedures in this document will be logged as allegations against staff members and dealt with accordingly. Should the incident in question be deemed as a safeguarding breach then this will be considered gross misconduct and members of staff may be dismissed.

4.7. Mobile and Camera

Policy statement

Little Miracles Nursery accept that mobile phones are a part of everyday life for parents, carers and staff.

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

Procedures

Personal Mobile Phones

- Personal mobile phones belonging to members of staff team are not used in any areas of the building except during lunch breaks in the designated staff room.
- Members of staff ensure that the telephone number of the setting is known to immediate family who may need to contact them in the event of an emergency.
- Members of staff will not take their own mobile phones on outings.
- Members of staff will not use their mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company/organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development or for displays within the nursery.
- Photographs and recordings of children are only taken on equipment belonging to the nursery.
- Camera and video use is monitored by the manager of the setting.
- Photographs and recordings of children are only taken of children if there is written permission to do so (as stated on the registration forms).

4.8. Whistleblowing

Little Miracles Nursery is committed to being open, honest and accountable. It encourages a free and open culture in its dealings between the Management and workers.

This Policy aims to help Management, staff and volunteers to raise any serious concerns they may have about colleagues or their employer with confidence and without having to worry about being victimised, discriminated against or disadvantaged in any way as a result.

It is written in the context of the Public Interest Disclosure Act 1998, which protects employees who blow the whistle on malpractices within their organisation.

What types of concerns?

The policy is intended to deal with serious or sensitive concerns about wrongdoings, such as the following:

- a criminal offence
- failure of a safeguarding procedure
- a failure to comply with any legal obligation
- a miscarriage of justice
- unauthorised use of the Organisations money
- breaches and abuses of the Organisations policies
- fraud or corruption
- the mistreatment of service users (or concealment of the above)

It is not necessary for individuals who raise the concern to prove the wrong doing that is alleged to have occurred or is likely to occur. However, if an individual knowingly or maliciously makes an untrue allegation (e.g. in order to cause disruption within the Organisation), the setting will take appropriate disciplinary action against them. It may constitute gross misconduct.

Individuals should note that they will not be protected from the consequences of making a disclosure if, by doing so, they commit a criminal offence.

This policy does not deal with any complaints staff may have about their employment. This should be dealt with through the Grievance Procedure (see Staff Handbook).

How to raise a concern in the workplace

Individuals should, in most cases, first report their concern to the Nursery Manager who is the Whistleblowing Officer and is expected to respond to the matter. Dependent on the seriousness and sensitivity of the matter and who is suspected of the wrongdoing, the individual should report to the Whistleblowing Officer. If the matter concerns the manager, you can speak to the directors.

Individuals are encouraged to raise their concerns in writing where possible, setting out the background and history of their concerns (giving names, dates and places where possible (please use the incident form) and indicating the reasons for their concerns.

If any individual is unsure about whether to use this procedure, or they want independent advice at any stage, they should contact:

- ❖ Ofsted whistleblowing on 0300 1233155 or email:
whistleblowing@ofsted.gov.uk

Ofsted will be able to advise you on how and with whom to raise a concern about malpractice.

Disclosures made to a legal advisor in the course of obtaining legal advice will be protected under the Public Interest Disclosure Act.

If the individual reasonably believes that the matter relates wholly or mainly to the conduct of a person or body other than Little Miracles Nursery or any other matter for which a person or body other than the Organisation legal responsibility has, the disclosure should be made to that other person or body.

Protecting the individual raising the concern

If an individual raises a concern which they believe to be true, Little Miracles Nursery will take appropriate action to protect the individual from any harassment, victimisation or bullying. Employees who raise a genuine concern under this policy will not be at risk of losing their job, nor will it influence any unrelated disciplinary action or redundancy procedures.

The matter will be treated confidentially if the individual requests it and their name or position will not be revealed without their permission unless the Organisation has to do so by law. If, in other circumstances, the concern cannot be resolved without revealing the individual's identity, the Whistleblowing Officer will discuss with the individual whether and how to proceed. Concerns raised anonymously tend to be far less effective but the Whistleblowing Officer will decide whether or not to consider the matter taking into account:

- the seriousness of the matter
- whether the concern is believable
- whether an investigation can be carried out based on the information provided

How will Little Miracles Nursery deal with the concern?

How the concern will be dealt with will depend on what it involves. It is likely that further enquiries and/or investigation will be necessary. The concern may be investigated by the Little Miracles Nursery Whistleblowing Officer (manager) and the

Owner, through the disciplinary process, or it may be referred to the police, other agencies like Local Authority LADO, Ofsted, an external auditor or an independent investigator.

It may be necessary for the individual to give evidence in criminal or disciplinary proceedings.

Little Miracles Nursery will give the individual feedback on the progress and outcome of any investigation wherever possible.

If the suspicions are not confirmed by an investigation, the matter will be closed. Staff will not be treated or regarded any differently for raising the concern and their confidentiality will continue to be protected.

4.9. Allegation made against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to children and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the manager. Allegations against the manager should be reported to the director.

Further information is contained in the Tower Hamlets Procedures. It is important that if allegations of physical, sexual, or verbal abuse are made against a member of staff (by a child, by another member of staff, or by another adult (parent/visitor), that these allegations are dealt with seriously and in the correct manner. At all times a sense of proportion must be used, but allegations cannot be disregarded. The following steps need to be followed:

- Gather as much information as possible about the allegation, when the incident occurred (date and time); where it happened; if any other adult were present; if other children were present; what exactly occurred. This information should be formally logged
- The manager (or in her absence the deputy manager) must phone the child protection duty line to give them the information, which they will then pass on to the Local Authorities Designated Officer LADO. **LADO (allegations against professionals) 020 7364 0677 or Mobile 07903238827**
- The manager (or in her absence the deputy head) will inform the Director's. They will then decide on whether further actions are needed.

If the decision is made to suspend the member of staff, the manager needs to be very clear that the member of staff against whom the allegation has been made, understands the following:

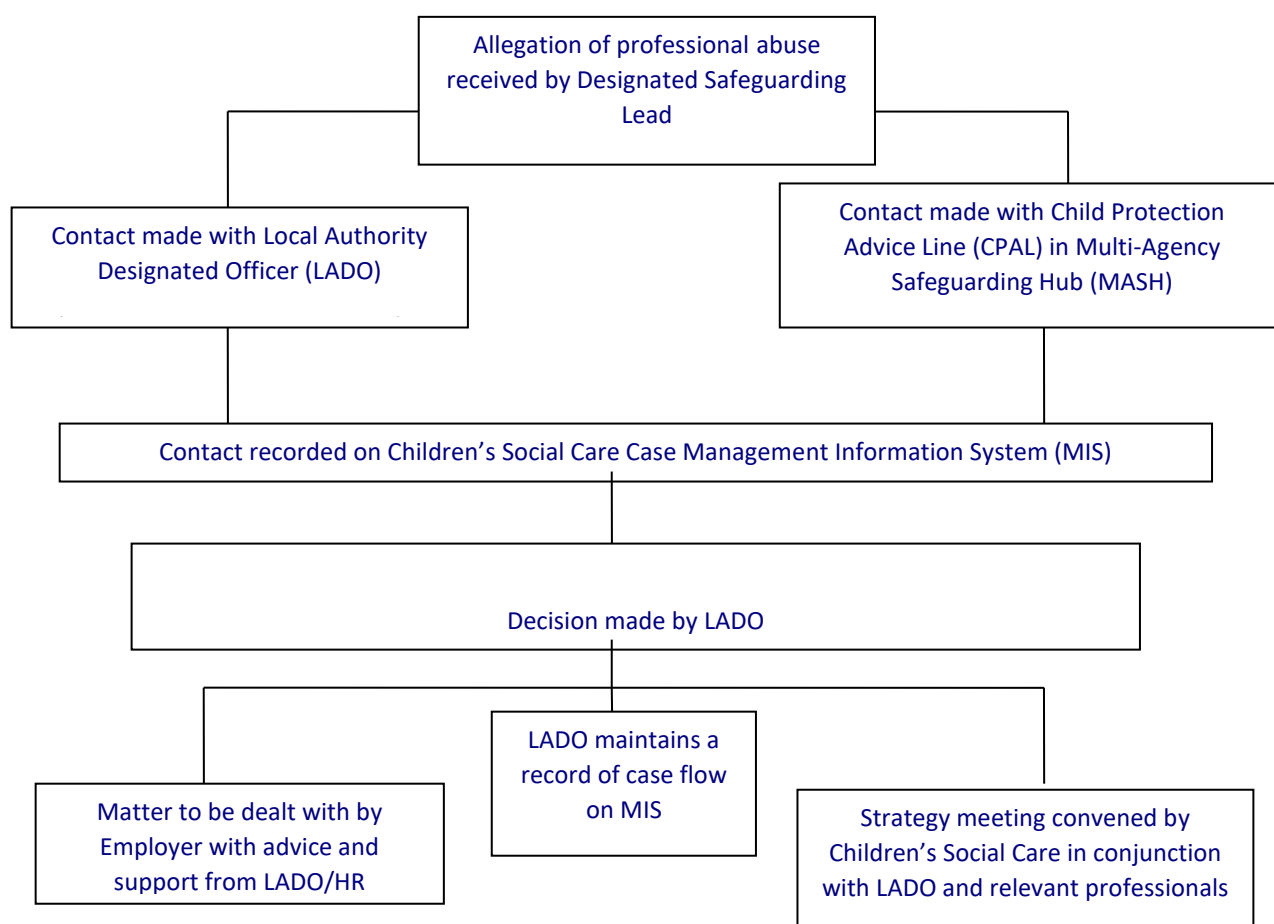
- She/he is being suspended BY THE BOROUGH, for an unlimited time while the case is investigated. The name of the person who has authorised the suspension should be given to the member of staff (It is crucial staff understand that it is not the manager who is suspending them).
- She/he is not allowed back into the building until the matter is resolved.
- She/he must not contact the school or speak to any of the other staff.
- She/he will receive a letter confirming their suspension from personnel.

While all staff will need to know that one of the team has been suspended, details about the suspension should only be shared between the directors, manager, deputy manager, and (if relevant), the member of staff to whom the allegation was made, or who reported the allegation. Staff must not contact the suspended member of staff, nor discuss the case with one another. The manager should take steps to protect the reputation of the nursery and the suspended member of staff. In the event that the allegation is against the manager: the directors should contact the LADO. A representative from LADO will liaise with manager to discuss the protocol of actions needed. The manager should contact Professional body for advice and support.

Further information can be found in:

Tower Hamlets LSCB Procedures for Managing Allegations of Abuse against Staff working in Children’s, School and Family Settings – see Tower Hamlets LSCB Website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/> and the London Child Protection Procedures – see the London Child Protection Committee Website: <http://www.londoncp.co.uk/index.html>

Flowchart of Procedure for Managing Allegations against Adults working with Children



Agencies/Persons usually invited to strategy meeting if appropriate (LADO will advise):

Alleged Perpetrator-Tower Hamlets employees	Alleged Perpetrator-Others
<ul style="list-style-type: none"> • LADO • CP Children's Independent Reviewing Officer (CIRO) • Education Safeguarding Lead (David Hough) • Police • HR – Child Protection (Monty Monaghan) • Service Manager • Manager/ School Chair of Governors • Named Senior Officer (Christine McInnes) 	<ul style="list-style-type: none"> • LADO • CP Children's Independent Reviewing Officer (CIRO) • Education Safeguarding Lead (David Hough) • Police • Muslim Children's Safeguarded Co-ordinator (Foyzul Hoque) • Service Manager/Employer • Chair of Governors/Management Committee

5.0. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

At Little Miracles Nursery, we have a robust and rigorous safeguarding procedure and protecting children in our care is paramount. The safeguarding officer and all members of staff are responsible to adhere and follow these policies.

We endeavour to adhere to the following:

- The safety and welfare of the child is paramount
- All agencies involved act in the interest of the rights of the child as stated in the UN convention 1989 and the Children’s act 1989.
- All professionals are made aware of the possibility of a girl being at risk of FGM as a result of religious beliefs, nationality and other unusual events that could led to FGM e.g. a child being taken out of the setting for a six week or more by parents or relatives.
- If a member of staff had concerns over a child, they would report it to the safeguarding officer in the setting who would then decide whether a referral was needed to the MASH team (multi agency safeguarding hub) 020 7364 5601, FGM helpline 0800 028 3550.

Types of FGM

Female genital mutilation is classified into 4 major types.

- Type 1: Often referred to as clitoridectomy, this is the partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals), and in very rare cases, only the prepuce (the fold of skin surrounding the clitoris). Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
- Type 2: Often referred to as excision, this is the partial or total removal of the clitoris and the labia minora (the inner folds of the vulva), with or without excision of the labia majora (the outer folds of skin of the vulva).
- Type 3: Often referred to as infibulation, this is the narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the labia minora, or labia majora, sometimes through stitching, with or without removal of the clitoris (clitoridectomy).
- Type 4: This includes all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area. Deinfibulation refers to the practice of cutting open the sealed vaginal opening in a woman who has been infibulated, which is often necessary

for improving health and well-being as well as to allow intercourse or to facilitate childbirth. No health benefits, only harm.

- FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue and interferes with the natural functions of girls' and women's bodies. Generally speaking, risks increase with increasing severity of the procedure.

Cultural and social factors for performing FGM

The reasons why female genital mutilations are performed vary from one region to another as well as over time and include a mix of sociocultural factors within families and communities.

Protecting children

Any incidents will be treated in the strictest confidence. Safeguarding the children in our care is a priority at all times and we will not tolerate any form of child abuse.

Nursery staff can play a key role in protecting girls from FGM.

If you think a girl is at risk of FGM or that FGM may have taken place you must report it immediately as you would any other form of child abuse.

- 1) You must inform the designated senior lead for child protection or her deputies
- 2) A referral must be completed to children's social care and the police informed
- 3) In urgent cases, contact children's social care or police direct.

It is essential that the young person's parents are not spoken to before a referral is sent to children's social care.

A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and police.

It is essential that all professionals within education are aware of this crime and follow the above safeguarding procedures.

5.1. Prevent Duty

Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm” Home Office –The Prevent Strategy

Introduction At Little Miracles Nursery we see protecting children and families from radicalisation and extremist narratives as a safeguarding issue.

This policy therefore forms part of the Nursery’s commitment to keeping children safe.

Since the “Education and Inspections Act” 2006 schools have a duty to promote community cohesion. Over the last few years global events have led to a growth in extremist viewpoints, including advocacy of violent extremism.

In March 2015, new statutory duties were placed on Nursery by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children from being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the Nursery’s responsibility and protecting from extremism is one aspect of that. Nursery have an important part to play in both educating children and young people about extremism and recognising when children are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence shows that children with low aspirations are more vulnerable to radicalisation. Whilst it remains very rare for young children to become involved in extremist activity, young children can be exposed to extremist influences or prejudiced views including via the internet. Early intervention is a preferable way of tackling extremism therefore the school’s ethos and the work it carries out to ensure that children have confidence and self-belief, are tolerant and respectful whilst having high expectations of themselves are crucial in laying the paving stones for combating radicalisation. We are alert to extremist views in our school community and will follow reporting procedures where a cause for concern is identified.

Aims

We all have a role to play in building “One Tower Hamlets” and making our borough a place where people from all backgrounds get on and live safely together.

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues “will not happen here” and that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Objectives

- All nursery staff and as far as possible parent/carers will have an understanding of what radicalisation and extremism are and why we need to be vigilant in the nurser
- All staff and parents/carers will know what the nursery policy is on anti-radicalisation and extremism and will follow the policy when issues arise
- The Nursey will ensure this policy is available to the wider nursery community through its website and in hard copy from the nursery office on request.
- All Staff will receive Prevent Training
- Prevention Training will be part of our Induction Procedures for New Staff
- Training will be revisited regularly (annually) and will not be a one-off event
- Training is available from <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- Once completed email a copy of the certificate to the nursery manager

Definitions

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: We have adopted the 2011 Prevent Strategy definition as vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of our armed forces, whether in this country or overseas.

British Values:

Include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Signs of Vulnerability:

We are aware that very young children can be exposed to harmful ideas and are therefore vigilant.

There are no known definitive indicators that a young person or child is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

- Continual refusal to conform
- Underachievement
- Being in possession of extremist literature
- Poverty
- Social Exclusion
- Traumatic Events
- Global or National Events
- Religious Conversion
- Changes in Behaviour

- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside nursery
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive Behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti art work or writing that displays extremist themes
- Attempts to impose extremist view or practices on others
- Verbalising anti-Western or anti-British Views
- Advocating violence towards others

Procedure for Referrals

Although serious incidents involving radicalisation have not occurred at Little Miracles Nursery to date, it is important that as a community we are vigilant and fully informed. Staff are reminded to suspend any professional disbelief that incidents of radicalisation “could not happen here” and to refer any concerns with in regard to children and/or families to the Senior Delegated Person for child protection (Manager) or the deputy delegated person (Deputy Manager) in her absence.

Unlike other child protection issues the external reporting of Prevent Concerns is usually to the Social Inclusion Panel rather than IPST.

With such young children the concerns are likely to be with the family as well as the child, in these cases we would refer straight to SIP 020 7364 6448.

Role of the Curriculum

We are committed to ensuring that all our children are offered a broad and balanced curriculum that aims to prepare them for life in Modern Britain.

We build on young children's natural curiosity, and encourage them to be open to new experiences and tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

Children are taught how to stay safe when using the internet and encouraged to report anything that they find upsetting. The filtering systems used in our nursery blocks inappropriate content.

Staff Training

Through Virtual college opportunities and specific Prevent Training, we will ensure that staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and how this might be identified early on. This will form part of our Safeguarding Training.

Safer Recruitment

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the nursery's safer recruitment policy. These processes include the use of DBS checks on all employees, governors and regular volunteers.

Visitors

All visitors are accommodated in line with the nursery's Visitors policy. All Contractors are asked not to come into nursery during the working day unless it is an emergency and if they do have to be on site they are accompanied by a permanent member of staff.

Links to other policies and government documents

- Safeguarding/Child Protection
- E-Safety
- Whistleblowing
- Equal Opportunities
- Anti-Bullying
- British Values
- Safer Code of Conduct

Statutory Duties

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

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)

- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non- Statutory Guidance

Tower Hamlets Guidance, Protecting pupils from radicalisation and extremism

Promoting fundamental British Values as part of SMSC in schools: Departmental Advice for maintained schools (DfE 2014).

Buildings

The building is currently not let to users from the community and therefore there is no risk of it being used as a place to disseminate extremist views

5.2. Promoting Positive Behaviour

Policy Statement

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

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

Procedure

The nursery manager and team leaders will ensure that we promote behaviour we will ensure that all staffs behave in accordance with this policy.

All seniors have a responsibility to ensure that behaviour modification and management, is active and appropriate throughout the setting.

All key persons have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. All key persons have a responsibility to ensure that they monitor and assess their key children's behaviour.

- We require all key persons to:
 - Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
 - Check that any trainees, volunteers, students or childcare workers have relevant in-service training on promoting positive behaviour
 - Have overall responsibility for each individual child's Behaviour Management
 - Work closely with the senior management team including the SEN and the safeguarding officer.

Culture and backgrounds

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

- Children follow set goals and boundaries.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring challenging behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require staff; volunteers and students to use positive strategies for handling any challenging behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We avoid creating situations in which children receive adult attention only in return for challenging behaviour.
- When children behave in challenging ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We do not use techniques intended to single out and humiliate individual children in front of other children and adults.
- In extreme circumstances we may use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. When we have used such methods parent's / guardians will always be informed on the same day.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file.
- In cases of serious misbehaviour, such as racial or other abuse, we make it clear immediately the unacceptability of the behaviour and attitudes by means of explanations rather than personal blame.

- We do not shout or raise our voices in a threatening way to respond to children's challenging behaviour.
- When necessary we may call for an outside professional to fully access the child's needs.
- All staff will follow a specific programme of ABC the Antecedent the Behaviour and the consequence. Staff will record and carry out: all significant events analyse what is working and what is not, record the child's positive behaviour and reactions and build on this.
- If children are witnessed demonstrating challenging behaviour, it may be necessary to ask them to have some thinking time (depending on age and stage) to be able to: moderate their own behaviour, have time to think about their actions and to have time to explain.

Overall:

We will ensure that the child understands that it is the challenging behaviour that is not wanted and not the child.

Children under three years

- When children under three behave in challenging ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children may be unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common, challenging or hurtful behaviours of young children include tantrums, biting or fighting. Staffs are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well, and the behaviour may be a result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough-and-tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of challenging behaviours.

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

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

Overall:

We will at all times promote good moral values, patience, understanding and fairness which will be emanated to all the children in the setting.

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Depending on the circumstance it may also be necessary for verbal children to be calmed by cuddling; we would also offer them explanation and discuss the incident with them to their level of understanding.

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

Overall:

We aim to support the child and family, by making the appropriate referrals to a Behaviour Support/pre-school inclusions team in TH, family and outreach teams where necessary.

5.3. Bullying

The Nursery believes that bullying is action taken by one or more children with the deliberate intention of hurting a child, either physically or emotionally. Although most of the children in our care are very young and may not understand their actions, we do all we can to prevent it, by developing a Nursery ethos in which this behaviour is regarded as unacceptable.

We believe that every child has the right to expect an environment which:

- Is safe and caring
- Provides challenges but is non-threatening
- Encourages children to feel secure
- Values children's opinions
- Shows an awareness of children's individual needs and attempts to meet them
- Allows them to develop to their full potential.

If a bullying concern is raised, every effort will be made to establish the facts. Action will be taken to address the concerns, and to ensure that there is no reoccurrence. If a child is accused of bullying they also will be listened to in a suitable setting and efforts will be made to collect all the facts.

The Manager will:

- Implement the anti-bullying policy and ensure that all staff are aware and know how to deal with incidents of bullying.
- Ensure that all staff and children know that bullying is wrong, and that it is unacceptable behaviour. An explanation will be given to the children as to why the behaviour was unacceptable, and why sanctions are being imposed.
- Ensure that all staff receive sufficient training to be equipped to deal with any incidents of bullying.
- Set a climate of mutual support and praise of success; so making bullying less likely. When children feel they are important and belong to a friendly and welcoming environment, bullying is far less likely to be part of their behaviour.

Staff will:

- Take all forms of bullying seriously and intervene to prevent incidents from taking place. All forms of bullying will be recorded.
- Deal with incidents of bullying as soon as they become aware of them. This may involve counselling, an action plan and support for the victim of the bullying.

- Spend time talking to the child who has bullied, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, staff will inform their Manager and the action plan reviewed. The Manager will then invite the child's Parents/Carers in to discuss the situation. In more extreme cases e.g. where these initial discussions have proven ineffective, the Manager may contact external support agencies following consultation with parents/carers.
- Support all children in their environment to establish a climate of trust for all. By acknowledging, supporting, rewarding and celebrating the successes of all children, we will aim to prevent incidents of bullying.

We ask Parents/Carers to:

- Contact their child's Key Worker immediately if they are concerned that their child is being bullied, or suspect that their child may be the perpetrator of bullying.
- Support the Nursery's anti-bullying policy, and actively encourage their child/ren to be a positive member of the group.

5.4. Date to be reviewed

All the safeguarding and child protection section of the policy was adopted by Little Miracles Nursery.

On: 3rd March 2019

Date to be reviewed: September 2021

Signed on behalf of the provider:

Name of Signatory: Shelena Begum & Shoid Islam

Role of signatory (e.g. chair, director or owner): Director

Date to be reviewed	Date reviewed	By who	Signature
September 2018	3 rd March 2019	Shelena	
September 2019	September 2019	Shelena	
September 2020	August 2020	Shelena	
September 2021	September 2021	Shelena	
September 2022	November 2021 (more updates)	Shelena	
September 2022	12 th April 2022	Shelena	