



Policies

www.stmichaels-preschool.co.uk

**These Policies form part of the induction for all staff.
It is a requirement that all members of staff and parent/carers have
access to these policies and sign to say they have read and
understood their contents.**

Date written: April 2024
Date of last update: June 2026
Date agreed and ratified by The Manager
Date of next full review: April 2027

**Policies are reviewed at least annually and/or following any updates to
national and local guidance and procedures.**

Admission Policy

St Michaels Pre-school is open to every family in the community. The waiting list is **not** operated on a first come first served basis. The waiting list gives first priority to children resident in St Michaels and if siblings already attending St Michaels Pre-school or St Michaels CEP School. After this, children whose siblings attend one of the other Tenterden School Trust Schools are priority. Children will be put on the waiting list once the official form has been completed and returned to the manager.

If spaces are available, children can be accepted as soon as they attain the age of two years old. The waiting list takes into account the date of birth rather than the date of enrolment.

Funding

Universal Free Early Education is available for all children in the terms following their third birthday to a maximum of 15 hours per week, 38 weeks per year. Parents/carers will be invoiced for the extra hours not covered by the free hours. If you are a working parent you may be entitled to funding from the term following their second birthday and 30 hours from the term following their third birthday.

Some free early education is available for 2 year olds for non-working parents. Information on the criteria involved can be clarified with the Manager.

The Early Years Pupil Premium is also available to 2, 3 and 4 year olds meeting similar criteria.

Entitlement to a Free Early Years Education place does not offer a guarantee of a place at any one provider or a particular pattern of delivery.

More information can be found on..... <https://www.childcarechoices.gov.uk/>

Charge for snack and consumables

St Michaels Pre-school asks for £1 a session for all funded children. This is 3 times a year, September, January and April.

Settling In

When you are confident and happy to begin leaving your child with us we work closely with a regime that suits you and your child. A few short visits followed by one or two short stays for your child on their own is usually successful as the introduction to the pre-school. One of these visits can be made closer to the end of a session showing the child all parents/carers return to collect their children.

A member of staff will help with the separation by initiating a relationship with you and your child and using activities that interest them. Positive conversation and lots of reassurance supports these first times and the keyperson relationship begins to establish itself.

Inclusion

With an emphasis on Inclusion and Equal Opportunity, every effort is made to accommodate children with Special and Additional Educational Needs. The staff regularly receive training and are experienced in liaising with specialist agencies. Our Special educational needs policy explains how we accommodate special and additional educational needs.

Any racist remarks by adults and/or children will not be acceptable and any references to this will be recorded and addressed by the management.

Keyperson Policy

Statement

At St Michael's Pre-school we use a keyperson system which is paramount for the children to blossom and develop in the early years setting.

Aims

Our aim is to succeed in creating a close and strong relationship with one particular adult and in all cases to endeavour to form easy relationships with all staff.

To achieve this

Each child is given a keyperson just prior to beginning at pre-school, taking into account the days that they will be attending the setting and days worked by the key person and initial bonds formed during visiting. Although this is the initial allocation of keyperson it sometimes changes due to children having a special rapport with a member of staff. At this time we can record starting points in key areas of development through a consultation with parents/carers, using the 'About Me' on the child's 'Tapestry' account. We are happy to make a home visit and manage these in the term before starting at pre-school.

To support this approach we endeavour to make sure another member of staff will also be familiar with the child, accommodating for illness and absences.

We like to execute a rolling snack time, each day with a different member of staff. This enables key people to eat with their key children and to enhance the relationships they are making with their peers. It is also a good opportunity to engage in conversations, getting to know our children better.

We are all attentive to our children with toileting; it would not always be the keyperson who deals with their child. Nevertheless we all make sure that the children are comfortable with the adult who is on hand. Children who prefer certain adults to accompany them can be sure we will recognise this need.

The keyperson will liaise with the parents/carers to support the child's play and development, exchanging information.

The keyperson will spend some time each session with their key children.

New members of staff will be inducted into the keyperson approach with full backing of existing staff.

The keyperson will work with the group SENCO to support any SEN and AEN of their key children.

Staff deployment

During the session staff will know their areas of direct responsibility which are set out in a daily staff rota. With free flow play to the outside area staff will move and accommodate the correct staff child ratios. The layout of the setting ensures an adult is available to help with toileting, snack time, activities and individual needs. All staff are flexible and have a sound knowledge of the daily numbers of each age. Attention to some stage development will impact on these numbers.

Health, Hygiene and Safety Policy

St Michaels Pre-school aims to provide a safe and secure environment for the child and conforms with the Food Safety Act 1990 and with the Learning Alliance guidelines for health, hygiene and safety.

All staff attend 'paediatrics' first aid training and renew every three years keeping abreast of changes and procedures.

The first aid box is well stocked and checked regularly. All staff and parents are made aware of the accident and incident books.

All staff have a DBS check and only these people can look after children on a one to one basis. Please read our policy on 'child protection' and 'safe guarding' children and young people.

The pre-school ensures that all food preparation areas are thoroughly cleaned and that all children and adults wash their hands before handling food. One member of staff has obtained the RIPHH (Royal Institute of Public Health and Hygiene) qualification and two members have attended the Basic Food Hygiene Course. At our snack times we aim to provide nutritious options to meet the children's individual needs. Please refer to our 'snack policy' for details of our procedure.

Risk Assessment

There are regular checks of equipment and the toys for damage, which could cause injury. These are reviewed for repair or replacement. A Risk Assessment for the different areas of the mobile class room is carried out daily and a record kept. Each assessment will have what the risks are, who is at risk and any action required or taken.

Tools such as scissors and our wood work tools are only available with adult supervision, showing by example how these should be held and used.

The mobile classroom fire extinguishers and blanket have annual inspections through the fire safety officer. The pre-school carries out an evacuation procedure with the children on a regular basis each term. We hold the fire drill for one week each term so that all children attending the setting are aware of the procedure. Having this number of drills helps the children to be familiar with what we do and therefore less likely to be alarmed in the event of an emergency. These fire drills are recorded by date and time in the register.

Illness and infectious diseases

It is the Pre-school Duty Manager's responsibility to provide a good healthy environment for all children and staff.

When a child becomes ill during the session all efforts will be made to contact the parent or carer to collect their child.

All unwell children should be looked after at home so please don't bring your child to pre-school if they have a temperature, not feeling themselves/unwell, very runny noses or are coughing regularly. Children spread germs very easily and can pass on to other children and staff very quickly.

With regards to sickness and diahorea your child needs to be free for 48 hours after the last bout of illness/diahorea before returning to the pre-school. If two or more children in the setting are affected by food poisoning Ofsted will be notified within 14 days.

If antibiotics have been prescribed, the child cannot attend pre-school for 48 hours. This is also the case if calpol or any other similar over the counter medicines is given to a child. Any child suffering an eye discharge may only attend pre-school if the condition is being treated with prescribed medication from the doctor.

Care Plans and Administering medicines

A care plan is written in the event of necessary administration of medicines in the appropriate records book with relevant signatures. Any regular or emergency medicines are kept in separate boxes labelled with the child's name date of birth and photograph. When administering medicine

two members of staff will be involved so that we may sign and counter sign the records. Parents/carers are welcome to attend the setting to administer medicines if they so wish.

Medication

Parents are requested to provide the medicine in its original packaging, clearly labelled with the child's name. Prescription drugs must have the Pharmacists label on the medicine, not just on the box. It is the Parent/Carers responsibility to inform the pre-school of any change in the dosage of prescribed Medication.

Accidents and Incidents Policy

We keep an accident and an incident record and always obtain a signature at the end of a session where appropriate. We are happy to discuss areas of concern in confidence.

Outside play

We have antiseptic wipes and plasters at hand. We obtain parent/carer permission to enable us to use these where necessary. We use running water to flush out particles of dirt but we do not attempt to prize out embedded articles such as grit. If parents/carers wish to have the opportunity to come immediately and attend to their child we will make a phone call to facilitate this desire.

Footwear

For children to move about the setting inside and outside it is advisable to wear enclosed shoes. We would ask you not to put your child in 'flip flops', to avoid injury when running around and in the event of toys/ resources being dropped on feet.

Sun Creams

We advise the use of sun creams in the summer months to protect the children during outside play and encourage you to apply this before arriving at the setting. The once a day is recommended.

The incident book has many uses for us

We can be made aware of areas that are not safe and activities that need different levels of monitoring depending on how and where they are presented.

We can observe numbers of children and grouping to assess suitability of access.

We can note children who may not 'gel' and ensure each child is catered for.

We can record behaviour patterns and change resources, grouping etc. Please refer to the 'Behaviour Management' Policy for details on this area.

Accident Policy

During your child's session at pre-school we endeavour to provide a safe environment enabling easy access to activities inside and out.

Each day, staff will carry out risk assessments as they set up in the morning. Floors and surfaces are inspected to make sure rubbish and items are removed from the area. Doors are propped open to ensure the children can go in and out to play. We have foam door stoppers over the tops of toilet doors so that fingers are safe from being pinched as the children push the door too, for privacy. The kitchen area is safe and chemicals are kept out of reach. There is a gate that can be locked to prevent children from entering.

The tables and chairs are of a suitable height for the children. Sometimes activities are set up on a floor area to make playing with them safe. Staff are vigilant in their monitoring of activities containing small objects. We actively discourage the children from putting things in their mouths. Tools such as scissors and our wood work tools are only available with adult supervision, showing by example how these should be held and used.

We have visual reminders of the children who have particular allergies so that any member of staff delivering snack time can always refer to when unsure about foods that are on offer.

Staff access paediatric first aid training every three years. All staff in every session are qualified to administer First Aid.

In the event of an accident to a child or children, immediate first aid will be administered. A member of staff shall make every effort to contact the parent/carer to ask them to collect the child. If unable to reach parent/carer or any of the other named persons on the child's records, the manager will call 111 or 999. Every effort will be continuously made to contact the parent/carer.

Minor accidents are recorded at the time of occurring. On collection of the child at the end of the session, the parent or carer is asked to sign the accident record. This ensures information is shared the same day.

We hold public liability insurance and employer's liability insurance, which is on display for parents and carers.

Ofsted is notified about any accident requiring a call to 999 for an ambulance. This must be achieved within 14 days if not earlier.

Unprecedented Allergic Reactions

In the event of an unprecedented allergic reaction we would isolate the child in the area found, attended by an adult.

The adult would ensure the area was well ventilated and the child helped to a comfortable position to assist with calming, breathing, loosening clothing for this purpose. If outside we would move to a place of comfort with shade and protection from weather conditions.

Another member of staff would be contacting the appropriate help and or emergency services and the parents/carers.

Other staff would ensure the children in the setting were engaged elsewhere and any alarmed children were calmed.

A record of events would be made in the appropriate paperwork and Ofsted informed within two weeks.

Following the event the manager will meet with the parent / carer to update personal details and any care plans that may need to be put in place.

A meeting would be planned to inform staff on procedures and to reassure any staff involved in the event. Any further training needed for the future will be sourced.

Behaviour Management Policy

St Michael's Pre-school aims to give a good secure grounding to the child's future and accepts that all children are individuals. We have an Inclusion and Equal Opportunities policy to support this ethos and work to meet the personal, social and emotional needs of the children.

The children need to learn to consider the differing views, feelings, needs and rights of others.

Tracey Pooleman and Lynn Millen are the named staff for behaviour management. However all staff share the responsibility for ensuring children treat each other and the environment with thoughtfulness. We keep abreast of legislation, research and thinking on how best to promote positive behaviour and act as 'role models' in our setting.

We will always endeavour to work with parents to ensure consistent expectations of children's behaviour.

Such behaviour as biting, kicking, throwing objects, swearing and discriminating behaviour and remarks are unacceptable. The pre-school will treat all such behaviour with understanding and will be positive in its praise and encouragement of good acceptable behaviour.

Our incident book is used to record what has happened, including dates, times and names to see if there is a pattern to such behaviour. We endeavour to look at areas and activities making sure they are presented in a way that encourages positive play. We also look at the grouping of children to ensure suitability of numbers at the different activities. All staff are aware that during rough and tumble play the children can sometimes become hurt. In these situations the children are supported with positive words and take opportunities to explore concepts of right and wrong.

There will be no corporal punishment and no labeling. The pre-school will ensure that children are removed quickly from any difficult situations to 'cool off'. The children will be invited to rejoin activities when a simple word of 'sorry' to the injured party is heard. No child will be excluded from the general area.

Discussions will hopefully help the children to understand why certain behaviour is not acceptable. Sometimes we are able to help the children themselves to settle disputes and resolve their issues. This is a way of developing their problem solving skills. To be able to talk it through or think of a way forward promotes the children's social and emotional skills thus promoting a sense of achievement and opportunities for boosting the children's self esteem.

Usually children do not like to see others upset and these situations are resolved quickly and gently.

We are always happy to discuss worries and concerns with parents/carers in strict confidence.

Collection of Child Policy

We ask for prompt pick up at the end of the session. We fully understand sometimes events may mean that you are running late. Constant late pickups will incur a charge of £5 a minute.

Named people who can collect children are recorded on the children's contract and without prior notice from the parents/carers, no one else can pick the children up. Please note that we will not release children to the care of persons under 18 years of age. This is inline with our safeguarding policies.

If a person unknown, and the pre school has not been notified, comes to collect a child we would make stringent checks to whom the person was, including phoning the parents and asking questions.

A password is arranged when filling in contracts and can be used in these circumstances between parent/carer and staff. This is especially helpful when we have not met a person before. We do ask that you arrange for people familiar to the children to collect them so that we can avoid unnecessary distress to the child.

The child would only be released if we were totally satisfied with the person picking them up is one you have given permission to.

In the event that a child has not been collected we take care of the child ensuring that they do not become distressed. There will always be two members of staff on the premises until the child is collected.

After 1 hour of making every effort to contact parents/carers we apply the procedure for uncollected children.

Please refer to our policy regarding uncollected children.

Uncollected Child Policy

Statement

In the event of a child not collected by an authorised adult at the end of the session, St Michaels Pre-school will put into practice an agreed procedure.

We can assure that your child will be properly cared for by two fully vetted members of staff in the event that you are unavoidably delayed.

We minimise any distress to the child. We realise that sometimes situations dictate the need to send a different person to collect a child. The parent /carers are made aware of the setting telephone number.

Procedure

First we try to contact the parent/carer, if unable to make contact we would then be using the records to phone one of the named contacts. There will be at least two people named and we would hope to reach one of them to collect the child in question. After a period of an hour without being able to contact the necessary people, we would be obliged to make a call to the children's social services care team. This is inline with child protection procedures on 'safe guarding' children.

Staff do not leave the premises to look for parents/carers, nor do they agree to take a child home with them under any circumstances. Parents/carers should be aware that there is no insurance cover outside the opening hours of the pre-school.

Should a relative or friend try to collect a child without prior notice to the pre-school we would not be releasing the child until we have contacted the parent/carer to verify the situation.

With an enormous emphasis on our 'partnership with parents' we encourage family members and friends to accompany the parents/carers as they drop off or collect their child. This is extremely useful for the staff to meet and become familiar with the names and faces of people who will be called on to pick up children known to them.

Please be assured that unless you have told us of a change in the person picking up your child, we will not be releasing them to anyone until we have spoken to you.

Security / Lost Child Policy

We maintain the highest possible level of security of our premises to ensure complete safety of your child whilst at pre-school.

The door is locked with a key. This key although is kept in the area to facilitate our Evacuation Procedure, is hung high up and inaccessible to the children. The disabled access has a padlock on the gate and also our gate on the outside area has a combination lock. Our main entrance gate has a combination padlock. The school has all gates padlocked during school hours. This ensures that no one is accessing us without prior arrangement and the children cannot leave without an escort.

At St Michael's Pre-School in the unlikely event of a child leaving the premises without parent or carer, the following procedures will be followed.

The register will be checked to account for the children present.

One member of staff will check the immediate outside whilst a member of staff rings the parent or carer and then alerts the police.

This would be followed by a full investigation into the incident.

Ofsted will be informed of the incident.

As we have an outside play area, please be assured that the correct staff/child ratio is adhered to and at no time do the children have access to outside play with out members of staff.

Please be rest assured we have no current worries about security, but the vulnerable moments are at dropping off and picking up times. A gate on the internal door is used to discourage children from running in and out at pick up and drop off times.

Although every measure will be taken to ensure the safety of your child in the foyer, please note that ultimate responsibility lies with the parent/carers before you have handed the child to us at the gate on arrival and after we have handed them over to you at departure.

Visitors

All visitors to the setting are entered into a book which is dated and timed (arrival and departure). They sign to say that the evacuation policy has been read and that they are agreed in leaving their phones in the kitchen area. The type of visitor to our setting could be either a parent/carers, visiting professionals to support the setting or maintenance personnel. All professionals and maintenance personnel wear identity cards.

If a parent/carers comes to collect or drop off a child at times other than the beginning or the end of the session we ask them to present themselves at the main gate. A member of staff will open up and lock again until persons are ready to leave. At this point we will confirm with each other the change in the numbers of children recorded on the register. The record will include the time of entry and/or departure. This is necessary in case of needing to evacuate the building in an emergency. At these times we must be able to account for every child or visitor arriving or leaving the premises.

Refreshments Policy

On induction new staff members are given a copy of the group's policies, which include the policy for refreshments. They are made aware of the importance of introducing foods to the children for a variety of needs.

Fresh water is available throughout the session, this is to meet the need for a drink as well as encouraging independence and promoting equal opportunity for all children to choose when they would like to have a drink. Staff deployment within the setting ensures that there is adult support when needed.

Our 'rolling' snack time enables the children to initiate their own access to refreshment. Water and milk are available alongside something to eat. The staff have a sound knowledge of healthy eating and balanced diets, they are able to encourage the children with enthusiasm to try new and different foods. We use celebrations and observe a variety of cultures to look at foods and the diets in a variety of countries. We use activities to discuss the weather conditions and climates that influence the success of crops and animal farming in different parts of the world thus forming their diet. During snack time we take opportunity to talk about our enjoyment of foods as well as the nutritious content and how our bodies keep healthy, grow and develop strength.

The children are sometimes encouraged to cook and prepare foods. This gives the children an understanding of the amounts needed for a portion of food per child. The children are able to make choices and whilst observing the children's likes and dislikes they can help us plan to repeat foods and to try others.

Feedback from parents contributes to the planning of snacks, as we are able to note the children's responses and what they say at home. From the information the parents give we can plan to introduce new flavours/textures not yet experienced.

The staff have daily access to information regarding individuals, ie. Allergies, intolerance's, medical and cultural needs, this is updated on a regular basis and all staff are aware of the importance of keeping abreast of this area.

Packed Lunch Policy

Please ensure your child's lunch box is clearly named, contains a named drinks bottle and a spoon/fork if needed. Also as the lunch boxes are not stored in a fridge a frozen ice pack is recommended. Please do not give them any nuts, Nutella or use peanut butter as even the smell can affect children with nut allergies.

If your child has grapes or small tomatoes please ensure they are cut in half lengthways as children are less likely to choke if cut in this way. Some larger items should be quartered.

We do our best to encourage children to eat their lunch but have found in the past that some children do have quite a lot in their lunchbox. The children have snack from 9.30am and lunch at 12 noon. As a rough guide most children can manage a small sandwich or alternative, a piece of fruit and a biscuit type product/yoghurt. Obviously you know your child best and this is just a suggestion. We encourage children to eat savoury before other food, so please bear this in mind when preparing their lunch.

St Michaels Pre-school would like to ensure that the children's packed lunches from home contain foods which are healthy and nutritious. So please do not include chocolate bars, sweets or any other confectionery. Put a small amount of crisps into a little box instead of giving them the whole packet.

All uneaten food will be returned to the lunchbox. This is so that you can see what your child has eaten.

Research shows that healthy eating in pre-school years can influence growth and academic achievement in later life.

Eating healthily is important because:

Good nutrition ensures that children get the right amount of energy (calories) and nutrients as children grow rapidly during this time of their life.

Good nutrition ensures children do not consume too much energy (calories) which may lead to them becoming overweight.

We need to encourage children to eat a wide variety of foods to develop good dietary habits for later childhood and even adulthood.

Healthy eating habits established in childhood help children to be fitter and healthier, develop positive attitudes to food and also help them to learn more quickly and be able to manage their behaviour.

We regard lunchtime as an important part of our day. This represents a social time where children can learn about healthy eating however we do realise that this may not always be practicable and can sometimes this can turn into a battle. Please ensure that they have lots of small amounts of finger food which may tempt them.

Food Suggestions

- ✓ Fresh fruit
- ✓ Crunchy vegetables
- ✓ Meat, hardboiled egg, chocolate spread (nut free)
- ✓ Dairy food such as cheese, milk or yoghurt
- ✓ Bread, pitta, roll, cracker, fruit bread
- ✓ Rice, pasta, noodles

Following guidelines and recommendations from the NHS for oral health and a healthy diet we are asking that you provide just water in your child's drink bottles when staying for lunch.

Some links to more information and ideas

<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/water-drinks-nutrition/>
<https://www.nhs.uk/live-well/eat-well/food-types/how-does-sugar-in-our-diet-affect-our-health/>
<https://www.nhs.uk/live-well/healthy-teeth-and-gums/taking-care-of-childrens-teeth/>
<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/#recipes>

Slices/pieces of fresh fruit could be added to the water to flavour and make it look more interesting.

Any bottles containing juice or squash will be returned to the packed lunch trolley with their lunch boxes after lunch, then the children can help themselves to the water provided for the rest of the day. The children do like to use their own drink bottles in the afternoon so having water in them will allow them to carry on using them.

Some practical tips

- If you make up a lunch box the night before store it in the fridge
- Vary the sort of bread you use – cut wholemeal pitta bread into strips to have with a dip
- Cold cooked pasta can easily be turned into a pasta salad.
- Salad in a small bag or tub
- Encourage your child to help prepare their lunch – children are more likely to eat something they have helped with

Evacuation Policy

In the event of an emergency:

- A whistle is blown and the Fire alarm is activated. 999 is called.
- A call to the Primary School to advise will be made.
- The children line up from the exit door directed by the adults. If outside they gather by the garden gate leading to the wooded area. We use coloured rings roped together for the children to hold.
- A member of staff (usually the deputy on the day) checks all toilets, and indoor areas. This member of staff is the last to leave closing windows if possible and all doors.
- Whilst this is taking place the other staff lead the children through the safest exit which are at each end of the building. We gather outside in the wooded area with the mobile phone, register, contact folder and portable first aid kit.
- The Manager takes a role call from the register for all children and staff.
- If needed we ring parents/carers for collection. Otherwise we wait for the fire service to ensure it is safe to re-enter the building.
- In the event of bad weather it has been agreed by that we may use the school hall to assemble in readiness for families to collect their children.
We would not need extra supervision or support from the school staff.
A quick call to the school office to allow us entry to the building would be made.
The school phone number is held on the setting mobile phone for easy access.

Regular fire drills are performed throughout the term and recorded in the register.
The Fire alarm is tested weekly usually on a Monday morning in term time.

In the event of a threat

Although we are not situated in a built up area, near to a large shopping center, airport or sea port, it is important to have procedures in place.

We would vacate the premises via the main pre-school gate and take the children to the village hall. School and Pre-school have an agreement with the hall trustees and hold keys to the building. Parents and carers will be informed of the situation.

If we were unable to leave the premises, a 'lock down' procedure would take place.

The staff member identifying a need to 'lock down' will draw attention of other staff by using a nursery rhyme agreed.

Non essential calls will not be made from phones and parents will be informed. They will be advised not to try to collect children until emergency services declare it safe to do so.

We will lower all blinds to the windows and stay away from doors.

We will use the local radio station to keep informed.

Emergency services will be informed and advice on how to proceed followed.

Following the Lock down it may be that staff and children have witnessed an incident. Police may require these persons to remain for questioning.

Advice will be taken on any further briefing needed for adults/children and will be accessed through appropriate channels.

Confidentiality Policy

St Michaels Pre-school aims to give complete confidentiality on records and conversations held between;

- staff to parent/carer
- parent/carer to staff
- staff discussions on a child
- management to staff

Staff and volunteers are aware of confidentiality and those issues, which must be kept confidential, and those, which must be disclosed eg. Social Services.

Staff/Parent/Carer

The Pre-school promotes the role of the Keyperson in sharing information with parents and carers. Where appropriate or necessary the information will be shared between staff. The Manager may be privy to information regarding Social Services, this information is not shared with all staff as a matter of course. Parents/carers must feel confident that the pre-school treats all conversations as confidential. All written records and information are kept secure and locked away on the premises. The manager keeps all information on children secure from others when needing to work from the 'home' office.

In the event of children whose parents do not share the same home we will do our best to clarify how much information we may share regarding 'play dates' with other families, ie, if a different parent collects on a certain day, may we disclose this and or telephone numbers so that another parent/carer can make arrangements.

Staff Discussions

When discussing individual children at staff meetings and with outside agencies regarding development, progress and planning, all staff adheres to confidentiality. Staff do not repeat conversations and or information outside the work place.

We ask for written agreements to allow us to share information with other settings that a child may be attending at the same time as St Michaels Pre School. This is to ensure a true picture of your child is reflected in their 'Learning Journal'.

Management to Staff

All conversations between staff and management are confidential to the parties involved. Staff can be secure in the knowledge that they can talk freely to the management and that these conversations will go no further.

Non Smoking Policy

At St Michaels Pre-School we have a no smoking policy set out in the Health and Safety regulations of the Welfare Requirements. This applies to any member of staff and any visitor to the inside or outside premises of the pre-school during any of our sessions. 'Vape' pens are included in this policy.

Currently we have no members of staff who smoke. Therefore the need to leave the building during breaks for a cigarette does not apply.

Part of our risk assessment involves an inspection of the outside area to make sure there has been no debris left by anyone walking through.

Intimate Care Policy

The Disability Discrimination Act (DDA 2001 amended 2005)

In line with the above named Act. St Michaels Pre-school will ensure

- No child who has not yet toilet trained regardless of age shall be refused admission.
- No child will have to wait for parents /carers to come and change their nappy.
- Adjustments will be made for any child who is not yet ready for toilet training.

Our aims are to promote the welfare of children and assure parents/carers that staff are knowledgeable about personal care. Children will be free from discrimination, ensuring inclusion for all.

Parents and carers agree to send their child in a clean nappy and provide the setting with, nappies, wipes, nappy sacks and clean clothes. Parents/carers inform staff of any marks/rash that the child may have.

The children will be changed in the appropriate area on a changing unit. Staff will inform another member of staff of their intention to change a child's nappy and a log will be kept, noting date and time. Parents and carers will be informed. Any rash or soreness will be reported to parents/carers.

We will work with parents/carers when toilet training their child.

All nappies and pull-ups will be disposed of in line with health and hygiene requirements.

Special Educational Needs Policy

At St Michaels Pre-School our admission policy offers places to all children from the age of 2 years onwards including children with additional and special educational needs.

In order to achieve this we work closely with parents/carers and outside agencies to provide the support your child may need. This involves ongoing observations and reports where necessary and a good parent/key worker relationship. Where appropriate, meeting with parents/carers prior to their child joining the group helps us to build a picture of your child's needs and your expectations of us. In turn we are then able to reassure you that the group will endeavour to source the correct training and support most appropriate to you. The new Special Education Needs and Disability code of practice 2014 sets out the roles and responsibilities of working to get the best outcomes for children with SEND. It ensures that families have a voice and more control in accessing the need and where the funding is spent for their child.

Early identification of needs can be found through our observations and records. Any information that you as parents/carers can give also supports us in gaining the 'whole' picture. Here we aim to adapt or change any physical or emotional barriers to your child accessing the curriculum and enjoying achievements of their potential. There is space on the enrolment form to list any other professionals working with your child's wellbeing and development.

Our 'SENCO', (Special Educational Needs Coordinator) Amelia Lawton,

..assists in identifying any difficulties or barriers that your child may have in accessing the curriculum in full.

..helps to plan approaches and strategies.

..keeps parents/carers informed of progress.

..reviews the SEN policy each year -in consultation with the staff of the pre- school.

..attends SEN forums to share good practice.

..belongs to a collaboration with access to training and shared practice.

..support all staff working with keychildren who have SEN/AEN.

..attends LIFT meetings termly.

Contacting outside help only occurs with full parental/carers consent and assurances of confidentiality between parent/carer, keyperson and SENCO of the setting. This year the Ashford area have begun to hold LIFT (Local Inclusion Forum Team). With parents/carers permission we can discuss areas of concern with your child's development.

When preparing the children for a Transfer we pass on relevant information to the next school or setting ensuring a smooth transition to support you and your child. Staff from other settings are encouraged to visit us and the schools into which we feed conduct visits to get to know the children.

Making Concerns Known Policy

A parent who is uneasy about any aspect of the groups provision should first of all talk it over with the pre-school Manager or make use of the complaints record book or box in the foyer of the premises. If this does not have a satisfactory outcome in a couple of weeks, or if the problem recurs, the parent should put the concern or complaints in writing and request a meeting with the Manager. Both parents and Manager should have a friend or partner present if required and an agreed written record of the discussion should be made, signed also including a witness signature.

Most complaints should be resolved informally at this initial stage.

If the matter is still not concluded to the parent's satisfaction, the parent should contact Sara Williamson, Executive Head Teacher of St Michaels CEP School.

If the parent and pre-school cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and to offer advice. A mediator has no legal powers but can help clarify the situation. The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussions confidential. They will meet the group if requested and will keep an agreed written record of any meetings that are held and of any advice they have given.

Ultimately if all parties reach an impasse it may be necessary to contact OFSTED

Complaints Procedure Policy 28 days

St Michaels Pre-school will handle complaints promptly, confidentially and fairly, when brought to the attention of the Pre-school Management. Each incident will be thoroughly investigated and the conclusions discussed with the person bringing the complaint.

The complaint log would include;

Date and source of complaint.

The nature of the complaint and any links to the EYFS would be noted.

The details of how the complaint was dealt with, any actions and ultimate outcomes would be dated and signed by the manager and any relevant staff.

We would hope to be able to resolve any complaints at managerial level.

There is a book and box for a record of complaints in the foyer each day for parents/carers to write in or read.

All prospective and new families who join the group are given the group policies to read and made aware of the daily availability of the complaints record in the foyer to the hall. There is also a book for suggestions. This may be regarding a policy query or any ideas you might like to see included in our pre school. Please follow up any suggestions verbally with any of the staff.

With reference to The 1998 Data Protection Act and regard to child protection, safeguarding and inclusion policies, the complaints procedure aims to reassure parents and carers that their views are welcome and valued without prejudice.

If the result of any complaint is unsatisfactory, then parents/carers can contact OFSTED Early Years on **0300 123 4666**

Policy for Social Networking

We appreciate that it is common place to liaise and communicate through social networking.

There are times when a working parent or some one who rarely picks up a child, may receive some contact and information from the manager through an email.

All general communication will be through Tapestry Memos.

This is not a place to air thoughts and feelings on other children and families.

At St Michaels Pre-school staff are asked to make a point of not accepting 'friends' requests on Facebook, Twitter etc whilst their children attend pre-school.

Nor will they, whilst in employment at St Michaels Pre-school, ask parents or carers to be a new contact or friend on their Facebook, Twitter etc.

Any relationships communicating this way prior to working at St Michaels Pre-school will be respected, however the staff code of conduct and policies on confidentiality remain paramount.

The Tapestry accounts will at times include photos with other children than your own. We ask that you respect privacy and do not download or print off these photos. All parents and family

members who have access to these accounts have individual PIN numbers which should remain secure to them only.

Whistleblower Policy

St Michaels Pre-school operates in one main room with access to outside play. There are no concerns with the present staff who work closely with all children in the setting from ages 2 years to 4 years.

In the event of a staff member having concerns they would be able to speak to the manager first. The manager may seek advice from the independent whistleblowing charity (Public Concern at Work). helpline@pcw.co.uk

If the concern was about the manager, staff would also be able to access confidential advice from the Public Concern at Work helpline. helpline@pcw.co.uk

Most concerns can be addressed within the setting however reports on practice and procedure surrounding the safeguarding of young children can be made to Ofsted in three ways;

1. Call the Hotline on 0300 123 3155
2. Email Ofsted at whistleblowing@ofsted.gov.uk
3. Write to; WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Use of Technology Policy

Children only have access to technology that is connected to the internet with the supervision of adults. The ipad and desktop computer that they use for games are not connected to the internet.

Staff have individual ipads for recording children's observations and uploading them to Tapestry. These are also used for writing reports ie 2 year progress check and transitions.

All ipads are password protected as well as logging into Tapestry. Staff do take ipads home to allow them to upload observations in non-contact time. All ipads are used for work purposes only and not for any personal use.

The setting has its own mobile phone which is taken home with the manager on duty of the day. All contact with parent/carers is made from the pre-school phone or via work email. All staff have a work email address.

All staff leave personal mobile phone in their bags or in a box in the kitchen. These can be left turned on and checked at break times if needed.

Other electronics such as smart watches are worn but notifications are turned off while at work. If this is not possible these too are left in the kitchen.

Child Protection Policy

Key Contacts

	Name	Contact information
Designated Safeguarding Lead (DSL) Pre-school Manager	Tracey Pooleman	07831903903 tpooleman@stmichaels-preschool.co.uk
Deputy Designated Safeguarding Lead(s)	Lynn Millen Theresa George	lmillen@stmichaels-preschool.co.uk tgeorge@stmichaels-preschool.co.uk

What to do if you have a welfare concern in St Michaels Pre-school

Why are you concerned?

For example

- Something a child has said – for example, an allegation of harm
- Child's appearance – may include unexplained marks as well as dress
- Behaviour change
- Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

Follow the settings procedure

- Reassure the child
- Clarify concerns, using open questions if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
- Use child's own words, record facts not opinions.
- Sign and date your records
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead (Tracey Pooleman)

- Consider whether the child is at immediate risk of harm: are they safe to go home?
- If a child is at risk of immediate harm, call the Integrated Front Door on 03000 411 111 (outside office hours - 03000 419 191) or the Police on 999
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate, for example, Internal or community services, early help open access, LADO, Police, or make a Request for Support via Integrated Children's Services: 03000 411 111
- If unsure, consult with Area Education Safeguarding Advisor or Local Authority Social Worker at the Front Door: www.kscmp.org.uk
-

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow whistleblowing procedures

Children and Parents:

- Follow settings complaints procedures

Record decision making and action taken in the child's child protection file

Monitor

Be clear about:

- What you are monitoring. For example, behaviour trends, appearance.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support if necessary

At all stages, the child's circumstances will be kept under review
The DSL/staff will request further support if required to ensure the **child's safety is paramount**

Child Focused Approach to Safeguarding

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' Early Years Foundation Stage (EYFS) 2021

Introduction

- St Michaels Pre-school believes that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child can achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.
- St Michaels Pre-school recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, parents, families, and children) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- St Michaels Pre-school believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- This policy applies where there are any child protection concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.
- Staff working with children at St Michaels Pre-school will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- As part of the safeguarding ethos of the setting we are committed to:
 - Maintaining children's welfare as our paramount concern
 - Providing an environment and culture in which children feel safe, secure, valued, and respected, confident to talk openly and sure of being listened to
 - Developing appropriate and positive relationships between children and the adults that care for them
 - Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties
 - Using learning opportunities to increase self-awareness, self-esteem, assertiveness, and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
 - Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
 - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms
 - Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
 - Developing effective and supportive liaison with other agencies.
- The procedures contained in this policy apply to all staff, including trustees, temporary or third-party agency staff and volunteers.

- St Michaels Pre-school adheres to the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) safeguarding children's procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: www.kscmp.org.uk

Policy context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, Early Years and Foundation Stage (EYFS) 2021, especially section 3: the safeguarding and welfare requirements.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
 - Keeping Children Safe in Education 2022 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework'
 - Framework for the Assessment of Children in Need and their Families 2000
 - Kent and Medway Safeguarding Children Procedures
 - Early Years and Foundation Stage Framework 2021 (EYFS)
 - The Education Act 2002
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
- St Michaels Pre-school will continue to follow government guidance in response to the coronavirus (Covid-19) pandemic; regardless of the action required, our safeguarding principles will always remain the same. We will amend this policy and our approaches, as necessary.
- St Michaels Pre-school recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

Definition of safeguarding

- Working Together to Safeguard Children (2018) states that safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment.
 - preventing impairment of children's mental and physical health or development.
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- It also reminds us that safeguarding "**is everyone's responsibility**" and everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- The setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Child-on-child abuse
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)

- Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
 - ‘Upskirting’
- Annex B of ‘Keeping Children Safe in Education’ (KCSIE) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read part one and annex B of KCSIE.
 - If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (or deputy).

Related safeguarding policies

This policy is one of a series of our integrated safeguarding portfolio and should be read and actioned in conjunction with all St Michaels Pre-school policies.

Supporting Guidance (to be read and followed alongside this document)

- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium
 - “What to do if you are worried a child is being abused” – DfE, March 2015
 - Early Years Foundation Stage 2021 Welfare Requirements
 - UK Council for Internet Safety (UKCIS) “Safeguarding children and protecting professionals in early years settings: online safety considerations”
- These documents can be found on the internet, please see the manager for a link.

Policy compliance, monitoring and review

- St Michaels Pre-school will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy which can be found on the website and in the foyer on the display rack.
- Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website: www.stmichaels-preschool.co.uk

- The policy forms part of our development plan and will be reviewed annually by the Manager which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead (DSL) and manager will ensure the Trustees receive regular reporting on safeguarding activity and systems. They will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

Key Responsibilities

Leadership Team

- The Manager and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Manager has regard to the KCSIE 2022 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The Manager will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The Manager is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership ([KSCMP](#)).
 - This includes but is not limited to safeguarding all members of our community (for example, staff, children, parents/carers and other family members) identified with protected characteristics within the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
 - For further information about our approaches to equality, diversity, and inclusion, please access our policies.
- The Manager and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The Trustees will ensure that the Designated Safeguarding Lead is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The Manager will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

Designated Safeguarding Lead (DSL)

- The EYFS states; '*a practitioner must be designated to take lead responsibility for safeguarding children in every setting*'. Trustees have appointed Tracey Pooleman as the Designated Safeguarding Lead (DSL) for our setting; they are appropriately qualified and experienced to enable them to fulfil this role.
- The setting has also appointed 2 x Deputy DSLs who will have delegated responsibilities and act in the DSL's absence. (Lynn Millen and Theresa George)
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in the setting. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- The Designated Safeguarding Lead (and any deputies) will be most likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- It is the role of the DSL to:
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker in the authority that looks after the child.
 - Liaise with other agencies and professionals in line with EYFS 2021 and WTSC 2018
 - Ensure that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary.
 - Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
 - Managing and monitoring the setting's role in any multi-agency plan for a child.
 - Being available during setting hours for staff to discuss any safeguarding concerns and ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS 2021.
 - Liaise with the Trustees to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Members of staff

- The EYFS 2021 requires providers *'to take all necessary steps to keep children safe and well'* and accordingly, everyone involved in the care of young children has a role to play in their protection.
- All members of staff in our setting are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance. Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- All members of staff have a responsibility to:
 - provide a safe environment in which children can learn.
 - be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
 - know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
 - be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - be prepared to identify children who may benefit from early help.
 - understand the early help process and their role in it.
 - understand our safeguarding policies and systems.
 - undertake regular and appropriate training which is regularly updated.
 - be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - know how to maintain an appropriate level of confidentiality.

- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Staff at St Michaels Pre-school recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.
- Staff at St Michaels Pre-school will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policy.

Children

- Children have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

Parents and carers

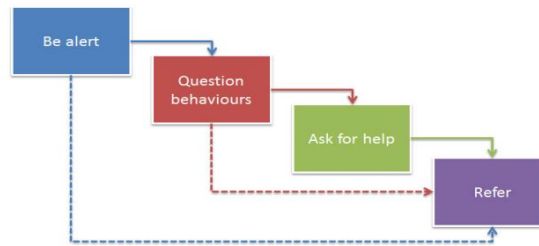
- Parents/carers have a responsibility to:
 - Understand and adhere to any relevant setting policies and procedures.
 - Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the setting or other agencies.

Child Protection Procedures

Recognising indicators of abuse and neglect

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2022. This is outlined locally within the [Kent Support Levels Guidance](#).
- St Michaels Pre-school recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:



['What to do if you are worried a child is being abused' 2015](#)

- St Michaels Pre-school recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- St Michaels Pre-school recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, other children, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the setting. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- St Michaels Pre-school recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- St Michaels Pre-school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- In all cases, if staff are unsure of what action to take, they will always speak to the DSL (or deputy).

Responding to child protection concerns

- If staff are made aware of a child protection concern, as appropriate to the child's age/ability, they are expected to:
 - listen carefully to the child, reflecting back the concern.
 - be non-judgmental.
 - Avoid using any leading questions; only prompting the child where necessary, with open questions to clarify information. For example, who, what, where, when or Tell, Explain, Describe (TED).

- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
- be clear about boundaries and how the report will be progressed.
- record the concern using the facts, for example, words the child uses or recording the location of any marks using a body map, in line with our record keeping requirements.
- inform the DSL (or deputy), as soon as practically possible.
- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy).
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should take advice from the Education Safeguarding Service or a consultation with a social worker from the Front Door (for contact information, see flowchart on page. In these circumstances, any action taken will be shared with a DSL as soon as is possible.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- St Michaels Pre-school will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
 - The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services
- Where it is identified a child may benefit from Early Help support (as provided by [ICS](#)), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.
 - The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.
- All staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), a 'request for support' will be made immediately to Kent Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.
 - St Michaels Pre-school recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

Recording concerns

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the setting safeguarding concern form and passed without delay to the DSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Concern forms are kept in the grey cupboard in the Safeguarding File
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible marks or injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the setting. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting or school, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting or school in advance of a child leaving, for example, information that would allow the new setting or school to continue to provide support.
- Where the setting receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs) will be made aware of relevant information as required.
- Where a child joins the setting and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the child, and if so, if the files have been sent.

Multi-agency working

- St Michaels Pre-school recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

- The Manager and DSL's will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
- St Michaels Pre-school recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The setting will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Confidentiality and information sharing

- St Michaels Pre-school recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within EYFS 2021 and KCSIE 2022.
- St Michaels Pre-school has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. KCSIE 2022, the Information Commissioner's Office (ICO) and the DfE "Information sharing advice for safeguarding practitioners" (2018) guidance provides further details regarding information sharing principles and expectations.
- The Manager and DSL's will disclose relevant safeguarding information about a child with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.
- In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

Complaints

- All members of our community should feel able to raise or report any concerns about children's safety or potential failures in our safeguarding regime. The setting has a complaints procedure available to parents, members of staff and visitors who wish to report concerns or complaints. This can be found our policies.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at St Michaels Pre-school will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
 - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

Specific Safeguarding Issues

- St Michaels Pre-school is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

Child-on-child abuse

- All members of staff at St Michaels Pre-school recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of the setting and online.
- St Michaels Pre-school recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as 'sexting' or youth produced sexual imagery)
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy.
- St Michaels Pre-school adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- St Michaels Pre-school recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.

Preventing radicalisation

- St Michaels Pre-school is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- St Michaels Pre-school recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow. If there is an immediate threat, the police will be contacted via 999.

Cybercrime

- St Michaels Pre-school recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- Whilst this may be unlikely to affect children attending our setting, it may impact others in the community. If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed.

Domestic abuse

- St Michaels Pre-school recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children’s health, well-being, development, and ability to learn.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse in their home, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

Mental health

- All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Supporting Children Potentially at Greater Risk of Harm

- Whilst **all** children should be protected, St Michaels Pre-school acknowledge that some groups of children are potentially at greater risk of harm.

Safeguarding children with Special Educational Needs or Disabilities (SEND)

- St Michaels Pre-school acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- St Michaels Pre-school recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Children Missing from Education (CME)

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly county lines. Although children attending our setting are under statutory education age, a robust response may help support the identification of abuse at an early stage.
- Where possible, the setting will hold more than one emergency contact number for each child so we have additional options to make contact with a responsible adult if a child missing education is also identified as being a welfare and/or safeguarding concern.

Children who need a social worker (child in need and child protection plans)

- The DSL will hold details of social workers working with children in the setting so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform our decisions about their safety and promoting their welfare, for example, responding to absences and provision of pastoral and/or educational support.

Looked after children, previously looked after children and care Leavers

- St Michaels Pre-school recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
- Where the setting believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.

Members of the community who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a child, a young person or an adult may be LGBT is not in itself an inherent risk factor for harm, however, St Michaels Pre-school recognises that children, young people or adults who are LGBT or may be perceived to be LGBT (whether they are or not) can be targeted. Our staff will endeavour to provide a safe space which enables all members of our community to speak out or share any concerns.

Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. St Michaels Pre-school will adopt a whole setting approach to online safety which will empower, protect, and educate children and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- St Michaels Pre-school will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our education approaches, staff training, the role and responsibilities of the DSL and parental engagement.
- St Michaels Pre-school recognises that technology, and the risks and harms related to it, evolve, and change rapidly. We will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.

Policies and procedures

- The DSL has overall responsibility for online safety within the setting but will liaise with IT support/technicians as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies.
- St Michaels Pre-school staff use laptops and ipads.
 - All setting owned devices and systems will be used in accordance with our policy and with appropriate safety and security measures in place.
- St Michaels Pre-school recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with the EYFS 2021. St Michaels Pre-school has appropriate policies in place which address the use of mobile and smart technology and cameras and are shared and understood by all members of the community.

Working with parents/carers

- St Michaels Pre-school will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:
- St Michaels pre-school will ensure parents/carers understand what systems are used to filter and monitor their children's online use on site, what their children are being asked to do online, including the sites they will be asked to access and who from setting (if anyone) their child is going to be interacting with online. Please see documents on Tapestry.

Staff Engagement and Expectations

- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of our internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the safeguarding partners
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues. This training will be updated at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- St Michaels Pre-school recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape our safeguarding arrangements and child protection policies.
- The DSL will maintain an up-to-date record of who has been trained and will provide an annual report detailing safeguarding training undertaken.

Safer working practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff behaviour policy/code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our child protection policy and are aware of our expectations regarding safe and professional practice via the staff behaviour policy/code of conduct.
- Staff will be made aware of our behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including staff behaviour policy, mobile and smart technology.

Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.
- The Manager of St Michaels Pre-school recognise regular, planned, and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group, or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.
- The setting will ensure all members of staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

Safer Recruitment and Allegations Against Staff

Safer recruitment and safeguarding checks

- St Michaels Pre-school is committed to developing a safe culture and ensuring that steps are taken to recruit staff and volunteers who are safe to work with children and staff.
- The Trustees and Manager of St Michaels Pre-school are responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and registered person/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment
 - References
 - Identity checks
 - Criminal records check reference number, including date and details of person who completed it
 - Eligibility to work in the UK checks
 - Other essential key data.
- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children
 - lives on the premises on which the childcare is provided and/or
 - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

- An additional check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- The Manager of St Michaels Pre-school is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its center, regardless of employee or voluntary role.
- The Manager of St Michaels Pre-school is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance. At least one member of the interview panel will have completed safer recruitment training.
- The Manager of St Michaels Pre-school is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

Allegations/concerns raised in relation to staff, including volunteers and contractors

- St Michaels Pre-school recognises that it is possible for any member of staff, including volunteers, contractors, and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child
 - Means they have committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE 2022) and the local Kent allegations arrangements. In depth information can be found within our 'Managing Allegations against Staff' and/or staff behaviour policy/code of conduct policy.
- As part of our approach to safeguarding, the setting adopts an open and transparent culture in which all concerns are dealt with promptly and appropriately. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. The leadership team will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager, staff are advised that allegations should be reported to the next member of senior management who will contact the LADO.
- Where managers are unsure how to respond to a concern about a member of staff, advice will be sought via the Local Authority Designated Officer (LADO), Enquiry Line and/or the Education Safeguarding Service.
- All records of concerns will be kept confidential and will be held securely and retained and in compliance with safeguarding requirements, as well as the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example HR/Personnel and data retention policies).

- In all cases where concerns are reported against staff, once proceedings have been concluded, the manager (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

Safe Culture

- As part of our approach to safeguarding, we will create and embed a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime. The management team at St Michaels Pre-school will take all concerns or allegations received seriously.
- All members of staff are made aware of our Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- St Michaels Pre-school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO
- St Michaels Pre-school have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

Opportunities to Teach Safeguarding

- St Michaels Pre-school recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.
- We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- St Michaels Pre-school will provide age-appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- St Michaels Pre-school recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Physical Safety

Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions and/or use of reasonable force must be in line with our agreed policy and procedures and national guidance.
- The setting will not accept the behaviour of any individual (parent or other) that threatens our safety or security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

Local Support

- All members of staff in St Michaels Pre-school are made aware of local support available.
 - **Education Safeguarding Service**
 - **Area Safeguarding Advisor**
 - **South Kent** – David Adams 03000 414989
 - www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/
 - **Online Safety in the Education Safeguarding Service**
 - 03301 651 500
 - onlinesafety@theeducationpeople.org (non-urgent issues only)
 - **LADO Service**
 - **Telephone: 03000 410 888**
 - Email: kentchildrenslado@kent.gov.uk
 - **Integrated Children's Services/ Children's Social Work Services**
 - Front Door: 03000 411 111
 - Out of Hours Number: 03000 419 191
 - **Early Help**
 - www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services and www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm

- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - www.kscmp.org.uk
 - 03000 421 126

- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk