

Magic Dragon Preschool Policies 2025-6

All our policies are available to read in our preschool policy folder. Highlighted policies below are sent out to new families when their child starts at Magic Dragon.

Aims

Attendance and Absence

Achieving positive behaviour and emotional regulation

Administration of medicine

Admissions

Arrival and departure

Child Protection and Safeguarding

Children's sickness

Confidentiality and Data Protection

Contingency

COSHH

COVID-19

Disqualification

Environmental

E Safety

Equality and Diversity

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Food and Nutrition (new 2025)

Health and Safety

Intimate Care

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Making a Complaint

Missing Child

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Partnership with Parents

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Role of the Key Person

Safer Recruitment

SEND

Separated Families

Smoking, Alcohol and Drugs

Staff Code of Conduct

Staff induction

Staff Wellbeing

Sun Protection

Supervision

Training

Uncollected Child

Whistleblowing

Volunteers

Zero Tolerance

Our Aims

at Magic Dragon Preschool:

- 1. We value each child as a unique individual with their own needs and interests and nurture their independence, resilience and self-belief. We develop a sense of responsibility and encourage kindness and respect to everyone.**
- 2. We offer an inclusive, safe and stimulating environment that encourages fun and learning through play both indoors and outdoors. We provide engaging opportunities that spark curiosity, promote exploration and develop imaginations.**
- 3. We welcome everyone and build warm and trusting relationships with children and their families, appreciating and respecting the things that make each child and their family unique.**
- 4. We respect each other as individuals, building a cohesive team working towards the same goal.**
- 5. We encourage links with our local community, giving children a sense of belonging and being part of the wider world around them. We foster an appreciation of the outdoors and help children to understand, respect and care for the natural environment.**

September 2025

The Role of the Key person and settling in policy

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. The setting assigns a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

§ We allocate a key person before the child starts and explain their role ie the key person must help ensure that every child's learning and care is tailored to meet their individual needs, the key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

§ The key person is responsible for the induction of the family and for settling the child into our setting.

§ Checking that relevant forms have been completed, including consent forms, and discussed with parents if necessary.

§ Ensure parents are aware of our policies and procedures with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.

§ The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.

§ The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

§ A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.

§ The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

§ We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person (key pairs).

§ We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

§ Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information eg welcome booklet, displays about activities available within the setting, open morning in the summer term and individual visits to the setting, child and parent(s), by arrangement.

§ During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.

§ We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

§ When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

§ We have an expectation that the parent, carer or close relative, will be available to stay for all or part of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

§ We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

§ When parents leave, we ask them to say goodbye to their child and explain that they will be coming back.

§ We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to be available during the first few weeks and to return if their child is unsettled and for the child to do a shorter session, if necessary, until the child can stay happily without them.

§ We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

COVID-19 Addendum as of 25/8/20

Government guidance '*Actions for Early Years Settings*' states the following;

3.5 Wherever possible, settings are encouraged to avoid visitors entering their premises.

To help develop a good relationship with the keyperson and the child and their family and to reassure the child when settling in, we will hold settling in sessions in the garden and parents will be asked to maintain a social distance from staff.

Achieving Positive Behaviour and Emotional Regulation in Early Years

Ethos

We recognise that behaviour is a form of communication and often reflects a child's emotions or feelings.

We recognise the importance of developing positive relationships with all our children, families and adults.

Aims

- All children to feel valued and have a sense of belonging.
- To have a whole setting approach that provides a structure for positive behaviour alongside a flexibility in staff response.
- To actively teach positive behaviour rather than simply deterring challenging behaviour.
- To support children to understand and express their feelings.
- To provide support to parents and carers regarding the development of positive behaviour.

This policy was based on Guidance provided by Bristol Local Authority and has included input from members of staff, representatives from the management committee and parents and carers.

Framework for positive behaviour

Emotional Regulation

Consistent expectations of children's behaviour

Positive encouragement

Conflict resolution

Redirection/distraction

Emotional regulation

Self-regulation is the ability to understand and manage emotions and behaviour in response to things happening. Self-regulation is initially learned through co-regulation. Co-regulation occurs between a baby/child and a warm, responsive caregiver, where the caregiver meets the child's physical and emotional needs and soothes/calms the child when they are experiencing 'big emotions'. This, in turn, builds the neural architecture which is necessary for the child to learn to self-regulate; to feel secure and manage their own emotions.

Self-regulation can also be taught, but only once co-regulation has taken place. It is important that staff and parents/carers work together to find the most effective strategies, so children can manage the 'big emotions' and challenges they may face, as well as follow rules and understand limits.

Why is self-regulation important?

Managing our feelings and emotions can:

- Affect our physical, emotional and social wellbeing but also academic achievement.

- Help nurture a more positive sense of self.
- Support the ability to cope better with stress.
- Be beneficial for social skills that affect friendships and getting along with others, and relationships.

Why do some children struggle to self-regulate?

There are many reasons why some children find it harder to self-regulate than others, including:

- Adverse childhood experiences (ACEs) in early life, such as being adopted or looked after. Co-regulation is particularly important for these children.
- Children who have additional needs, e.g. social communication difficulties, ADHD or sensory processing difficulties.
- Temperament – some children are more reactive than others.
- Physical needs not being met, e.g. hungry or tired.

Strategies to support self-regulation development

- Modelling: We will model self-control and present a calm approach.
- Co-regulate: We will provide a warm, responsive relationship with the child/young person, which will in turn, teach them skills to self-regulate. We will be alongside the child/young person in their time of distress, reassure them and acknowledge their feelings, using a soothing voice and calm manner. Focusing on the emotion and not on the behaviour.
- Use empathy: We will use empathy to acknowledge a child's feelings. Don't dismiss feelings – they are so important!
- Talk about emotions: We will find opportunities to talk about the range of emotions. Help children to recognise their feelings and how we all experience different feelings, it's normal and it's how we manage them that's important. We use story books, songs or games to make it fun.
- Games: We will use games to help children learn self-regulation skills which involve waiting and turn-taking and provide a fun way of teaching impulse-control.
- Calm spaces: Take a break in a calm space. We will create an area at our setting which children may choose to use to take a break. We will provide resources in the area to support regulation.
- Mindfulness or Meditation: If we see a child getting stressed, then will try to engage them in a quiet activity. Mindfulness and meditation are a good way for children to learn to pause and focus on breathing and calming down highly charged emotions.
- Sensory specific adjustments: We will consider any sensory issues specific to the child e.g. dimming the lights may help a child with visual sensitivity.

Consistent expectations of behaviour

- We have clear daily routines with some flexibility so children feel comfortable, safe and reassured.
- Visual timetables and other symbols are used to support children's understanding of daily routines.
- We will draw up a clear and simple code of behaviour for children. This will include: be kind; be careful; be safe; you must not hurt anybody.
- When children do not understand what is expected of them staff will explain the reasons behind the expected behaviour in an age-appropriate way.
- We will remind children about our rules e.g. Kind hands, feet or words.
- We will use visual prompts to support/reinforce expectations (stop hand, finger to lips, looking eyes..)

Positive encouragement. We will:

- Give gentle encouragement. (I prefer it when you.., I know you can..)
- Praise them, focusing on the positive things they do.
- State the positive by focussing on the "do" rather than the "don't". e.g. "walk inside it's safer"
- Use warm positive body language and tone of voice.
- Give attention for positive behaviour when the child does not seek it.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Acknowledge children's efforts as well as achievements.

Conflict resolution

When staff support the development of conflict resolution skills, they are providing the child with the ability to resolve situations.

- When conflict arises, we will approach the situation quickly and calmly, stopping any hurtful behavior or language. We will remain calm so that the situation does not escalate. Use a calm, soft voice and interaction will be at eye level with children.
- We need to ensure the child/ren are safe, calm and ready to talk, this may take time and use of emotional regulation resources.
- Listen first to all sides of a conflict. Rather than solving the problem for children, help generate ideas of how they might solve the problem.
- Help children understand the consequences of their behaviour and while it is ok to feel a certain way it is not ok to behave a certain way.
- Help children to understand the effects of their behaviour on others, by encouraging the children to explain what they did not like. Use of "I feel" statements can be useful.
- When a solution is determined, confirm the plan they have agreed to, repeating it back to them. Then encourage the children to try the solutions. They will learn as much from failure as success.
- Encourage children to be problem solvers. When children come to a staff member for help, ask them to problem solve and work with them on possible solutions. Have children use their imaginations and pretend play to support how to figure a problem out.
- Provide resources that facilitate problem-solving & conflict resolution skills: problem-solving steps; a quiet/space; regulation station or interests' table; use stories that raise a problem and discuss their solution ideas.
- We will use this as a strategy for all staff to be consistent

- **1. Notice the emotion**
- *It looks like you are feeling... I wonder if that is because...*
- **2. Normalise**
- *Lots of children feel like that when...*
- **3. Set limits**
- *But it's not okay to ...*
- **4. Problem solve**
- *I wonder if it would help to...*

Redirection/distraction

- Staff are confident to pre-empt problems and take steps to de-escalate possible conflicts.
- Redirect the child to the activities on offer.
- Distract the child, to other opportunities.
- Offer a choice, e.g. if a child wants the same toy another child is using you could offer the option of 2 other toys.

Responsibilities

The named member of staff responsible for behaviour management for our setting is: Ali Lloyd Jones

This person will:

- Keep up to date with legislation.
- Research current behaviour management practices, where appropriate.
- Identify additional behaviour management strategies for children with additional needs or unmet needs.
- Access other agencies, where necessary.
- Provide support to staff around behaviour management issues.
- Ensure they and other staff have relevant up to date training and that they record details of this.
- Coach the staff team and lead discussions to reflect on incidents and identify emerging needs.
- Identify training for restrictive strategies as needed.

Staff team:

- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will be encouraged to undertake training and develop their skills.
- Staff will consider if the play environment is sufficiently varied and well-planned play opportunities so that children are engaged and interested. Children might present certain types of behaviour if there is an un-stimulating play environment.
- In addition, staff will consider if a child is feeling unsettled or unhappy, not feeling listened to, or if there is a medical reason.
- Staff will not label children (i.e.: difficult, naughty) and to consider underlying reasons for behaviour.
- Staff will praise positive behaviours and give feedback to parents
- Staff will never use physical punishment such as smacking or shaking and children will never be threatened with these.
- Staff will not shout or raise their voices in a threatening way.
- Staff will consider if the behaviour includes a discriminatory element which needs additional consideration and action.

- Staff will only use physical restraint, such as holding, to prevent physical injury and/or serious damage to property.
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. (OFSTED The education inspection framework 2019)
- Staff have high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

Very young children

The strategies for dealing with children under three may differ from those aged over three. When very young children show dysregulated behaviour, such as tantrums and biting, staff will:

- Remain calm and patient.
- Offer comfort to intense emotions and try to support children to regulate through mindful breathing; movement – repetitive, rhythmic, hand on arm with gentle pressure. Singing, dancing, music, walking, running, swinging.
- Offer "Time in" with the key person or a practitioner. (cuddle, story, opportunity to be listened to)

Play types

- We regard rough and tumble play and play that may have aggressive themes, such as superhero and weapon play, as normal for young children and acceptable within limits. Staff will judge if such play becomes hurtful or inconsiderate and act accordingly.

Recurring behaviour incidents

Where there are ongoing behaviour incidents, staff will:

- Try to find if there is an underlying cause.
- Liaise with parents/carers and the SENCO.
- Work with the child's parents/carers to develop and implement a behaviour plan where manageable targets will be set and regularly reviewed.
- Contact other professionals, such as the Early Years Inclusion Service, for support and information.

Physical intervention procedure

As a setting, we will consider the age of children that we work with and what appropriate approaches are regarding physical intervention.

The EYFS 2024 says:

"A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary."

Physical intervention will only be used when it is reasonable, proportionate and necessary and if all other de-escalation strategies have not been successful and only if there are reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property. E.g. a child running across the road; a child being physically aggressive towards themselves or others whilst upset.

- Staff will consider withdrawing adults, children and making the environment safe.

A physical intervention could be:

- passive, such as standing between children or blocking a child's path.
 - active, such as escorting a child by the arms.
 - restraint, to hold back physically or to bring a child under control to be only used when a staff member judges the risk of harm to be substantial.
 - Whenever physical contact is necessary the staff member will keep their body language calm, acknowledge feelings and explain their actions e.g.: " I need to hold you/lift you up to keep everyone safe."
 - When the child is calm explanations can be given as to why their behaviour was unsafe.
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- Any physical intervention used will be of the least intrusive type with the minimum amount of force and used for the minimum amount of time possible. It will stop as soon as the staff member judges that the risk of harm has stopped or greatly reduced.
 - Staff will consider the emotional impact of physical intervention on the child, witnesses and staff and debrief afterwards as appropriate.

Recording

- Behaviour management issues will be recorded on an incident record. The record will be written in a non-judgemental manner, be confidential, accurate and signed by the member of staff involved and the parent/carer.
- If physical intervention has been used, an incident record must be completed in detail and the parent/carer needs to be informed on the same day. Staff will also ensure it covers any observed triggers; what happened; others involved; witnesses; type of physical intervention used; for how long and to what force. Any injuries obtained by children or staff because of physical intervention will also be recorded in the accident book.

Complaints Policy and procedure

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request and is kept in the locked staff cupboard; any complaints are kept for 3 years.

Making a complaint

Stage 1

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

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Record; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

Stage 3

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

Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to

define the problem, review the action so far and suggest further ways in which it might be resolved.

- Staff or volunteers within the Pre-school Learning Alliance, BAND or appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is:

0300 123 1231

- Address – Ofsted, Applications, Regulatory and Contact (ARC) Team, Piccadilly Gate, Store St, Manchester, M1 2WD
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

Appendix 1

Hand out for Parents regarding the Procedure for Making a Complaint.

We aim to provide a high quality, efficient and accessible service to parents/carers and children. At regular intervals the management and staff meet to discuss and review the daily running of the setting, as well as possible improvements to the services offered by the setting. However, from time to time a complaint may arise about some aspect of the setting, or an individual member of staff. Usually it should be possible to resolve any problems informally as soon as they occur.

Procedures:

Stage 1

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- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Record; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
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- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee present.

- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

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- Staff or volunteers within the Pre-school Learning Alliance or staff at BAND are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and the chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

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- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

If you are still unhappy:

- Parents may approach the Office for Standards in Education, Children's Services and Skills (Ofsted) directly. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
 - The contact information for Ofsted with regard to a complaint/concerns is:
(Telephone): 0300 123 1231 (Email): enquiries@ofsted.gov.uk
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- These details are displayed on our setting's notice board.
- Address – Ofsted, Applications, Regulatory and Contact (ARC) Team, Piccadilly Gate, Store St, Manchester, M1 2WD
- Website: www.ofsted.gov.uk

Equality and Diversity Policy

We will ensure that our service is fully inclusive in meeting the needs of all children, All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parents and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment.

Some children come from families that experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the wellbeing of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions
- make inclusion a thread that runs through all of the activities of the setting and foster good relations between all communities.

We are committed to creating an environment in which individual differences and everyone's contributions are recognised and valued and we believe in promoting dignity and respect to all.

Procedures

Admissions

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in different languages as required.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are: disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity and marriage and civil partnership.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory behaviour by staff or parents.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- We will recruit and employ people on the basis of their skills, experience and knowledge. We aim to ensure that no applicant or employee is subject to discrimination of any kind (see appendix 3) on the grounds of having, or being perceived as having, or being associated with someone who has, a protected characteristic, as defined by the Equality Act 2010 (see appendix 2). We will advertise for staff and management using a mix of methods and using a mixture of minority and mainstream press. We will always follow the procedures outlined in our Recruitment Procedure. Training, development and progression opportunities will also be available to all staff.
- Posts are advertised widely and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (DBS). This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- Staff religious beliefs will be taken into consideration when staff leave is requested to travel abroad to attend religious festivals or rituals.

Training

All staff will be made aware of this policy through the induction procedure. Staff and management will be offered training in all relevant aspects of Equalities.

We will ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures if these are required.

Registered Person

If the Registered Person comprises of more than 1 individual, we aim to ensure it reflects the make up of the community that it serves. We will take reasonable positive action to enable this, including addressing any communication needs and varying the time and place of meetings, to ensure that all families will have the opportunity to contribute and be involved in the running of the setting. It is a condition of membership of the committee and employees (both paid and voluntary) to follow the principles outlined in this policy.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children who are disabled or have special educational needs will be included, valued and supported and their individual needs met and reasonable adjustments will be made, as required.
- monitoring and evaluating the effectiveness of inclusive practice that promotes and values diversity and difference. See also our policy 1.12 Supporting Children with Special Educational Needs.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
-

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.

- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation, if required, to ensure that all parents have information about and access to the meetings.

Harassment

We will not tolerate incidents of harassment or abuse and will address any complaint or occurrence of harassment or abuse promptly. This includes harassment by third party and harassment directed at others, as defined by the Equalities Act 2010.

We will deal with incidents sensitively, with a view to supporting both parties involved in the incident, that is the person who has been harassed and the perpetrator. We will work with the perpetrator with the aim of helping them to overcome their prejudice and understand the effect of their behaviour.

Cases of harassment will invoke disciplinary measures for the perpetrator. For staff and management this will be in line with our Disciplinary and Grievance Procedures. In the case of parents exhibiting discriminatory behaviour, we will remind them of their need to comply with this policy. If further incidents occur, this will result in them being asked to leave the premises and prevented from returning until written assurance has been received stating that they will comply with it.

Parents with concerns over staff behaviour should follow our general complaints policy.

Where the perpetrator is a child, we will follow our Behaviour Management/Anti Bullying Policy and Procedures.

All incidents of harassment or abuse will be recorded as an incident on the appropriate form and if necessary Ofsted will be informed.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them regularly through reflective practice and self-evaluation to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see on our website.

Magic Dragon Preschool Privacy notice

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, and family details.

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you are self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending.

Who we share your data with

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law, by a court or the Charity Commission;
- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example by sharing information with social care or the police;
- it is necessary to protect our/or others rights, property or safety
- We transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

All personal data is kept in files in our setting's locked office cupboard or on password protected computers or archived at 66 Kings Drive, BS7 locked and alarmed (MD's registered address).

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements.

Automated decision-making

We do not make any decisions about your child based solely on automated decision-making.

Your rights with respect to your data

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

September 2022

Whistleblowing policy

Aims

- To encourage staff and volunteers to feel confident in reporting serious concerns about any aspects of the setting's work.
- To provide ways for staff and volunteers to report concerns.
- To ensure that staff and volunteers get a response to their concerns and that they know what to do if they are not satisfied with this.
- To reassure staff and volunteers that they will not be penalised for coming forward with their concerns.

Definitions

What is **whistleblowing**?

Whistle blowing is reporting a serious concern, which someone reasonably believes shows wrongdoing or a cover-up by that organisation. The concern may relate to something that has happened, is happening or that a person may fear will happen in the future. This may be passed on to a senior member of staff or management for action if they are not complicit but may go directly to an appropriate external organisation.

What is a **serious concern**?

A serious concern might be;

- a criminal offence
- abuse or neglect of children
- bullying or victimisation of staff, volunteers or children
- financial malpractice
- a health and safety risk
- a failure to deliver appropriate standards of care

There may be other serious concerns, which do not fit into these categories.

For allegations of abuse or neglect of children made against individual members of staff, use the Staff Allegations section in our Child Protection Policy or Low-Level Concerns policy.

Procedure

How to report a concern

Internal:

- Any staff member or volunteer can report a concern.
- Concerns can be reported verbally or in writing.
 - In most circumstances this would be to the line manager.
 - If the concern involves the line manager or it is felt they are unlikely to take any action, the member of staff should contact a more senior manager, Chair of the Management Committee or Registered Person.

❖ **External:**

- If the concern involves the management of the organisation and there is no one internally to report to safely, then a report should be made to an appropriate external organisation.
- Staff who feel unsure about whether or how to raise a concern or want confidential advice can contact the independent charity Protect, Speak up, Stop Harm. Their lawyers can give free confidential advice on how to raise a concern about serious malpractice at work.
- Staff can also contact the Ofsted, (if the concern relates to any areas covered in the safeguarding and welfare requirements, especially child protection), NSPCC whistleblowing advice line (if the concern relates to child protection), the Police and/or The Health and Safety Executive.

What will happen next?

- All reported concerns will be investigated.
- Verbal concerns will be recorded in writing.
- The person to whom the concern has been reported to will assess what action needs to be taken. This could be an internal enquiry or more formal enquiry, for example involving Ofsted and the Police. More senior management will be informed.
- In some cases, the concern may be better addressed under another policy or procedure, such as Child Protection, Discipline and Grievance or Health and Safety.
- The person reporting the concern will be advised of the outcome as soon as possible, normally within 2 weeks of the date of their disclosure. Where a longer period is needed for investigation, the person will be informed in writing.
- Where a person is not satisfied with the outcome, they should put their concerns in writing to the person in charge of the organisation.
- If the staff member has needed to report their concerns externally in the first instance, then they should be guided by the external organisation in term of what will happen next.

Confidentiality

Staff are encouraged not to report concerns anonymously as this makes them more difficult to investigate. Any concerns raised will be dealt with confidentially wherever this is possible. If other organisations need to be involved, it may not be possible to conceal the source of the information.

Safeguards

- The organisation will not tolerate any harassment or victimisation and will take appropriate action to protect those who report a concern in good faith.
- No action will be taken against anyone who makes an allegation in good faith, reasonably believing it to be true, even if the allegation is not subsequently confirmed by the investigation.

Appendix A – Legal framework and contact details

The Public Interest Disclosure Act 1998 protects employees against detrimental treatment or dismissal as a result of any disclosure of normally confidential information in the interests of the public.

Protect, Speak up, Stop harm (formerly PCAW) on 020 3117 2520 for confidential advice relating to serious malpractice at work. Or by webform: [Contact our Advice Line - Protect - Speak up stop harm \(protect-advice.org.uk\)](#)

Ofsted regulates childcare providers in England in line with the Early Years Foundation Stage (EYFS). Ofsted's role is to make sure that the childcare provider is following all [registration requirements](#) and to take action if necessary.

To complain about a childcare provider or childminder agency, get in touch at enquiries@ofsted.gov.uk or 0300 123 4666.

[Complaints procedure - Ofsted - GOV.UK](#)

NSPCC Whistleblowing Hotline. T: 0800 0280285 or email: help@nspcc.org.uk
Provides free help and advice to people who suspect their organisation might be putting children at risk, even if they're not certain that this is the case. For further info: [Whistleblowing Advice Line | NSPCC](#)

General guidance on whistleblowing
[Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

Free information and advice can also be obtained from the **Advice, Conciliation and Arbitration Service (ACAS)** – Telephone: 0300 123 1100

Department for Business, innovation and skills; blowing the whistle to a prescribed person
[Whistleblowing: list of prescribed people and bodies - GOV.UK](#)

Confidentiality and Data Protection Policy

Overview

We understand that at times, the work of the setting and with children, families and staff will bring our staff into contact with confidential information. To ensure that all who use and work in the setting can do so in confidence, confidentiality will be respected in the following way:

Aims

- The setting will ensure that all information is stored and shared according to the regulations and guidance of the General Data Protection Regulation 2018.

- The setting will ensure that the staff team are aware of the implications of the GDPR 2018 in so far as it affects their roles and responsibilities within the setting.
- The setting will ensure there is a Privacy Notice for parents, staff and an Information Audit/Record of processing activity alongside this Confidentiality and Data Protection policy
- The setting will ensure it facilitates an open approach with the parents/carers with regard to its policies and procedures and the information that the setting holds on their child.

Compliance with the GDPR

- The setting will comply with the six principles of the GDPR which say that the data processing must be lawful and transparent; only used for the purpose for which it was originally requested (unless with further consent); limited to what is necessary, accurate and kept up to date; retained or deleted appropriately; and processed with integrity and responsibly to avoid loss or damage.
- The setting will appoint a 'data controller' and if required register with the Information Commissioner's Office (ICO)
- In line with the EYFS, we will liaise with parents/carers to keep them updated about their child/ren's well-being and progress. Parents / carers have rights to their own information as well as that of their children. The Parents' Privacy notice will detail this and the 'lawful basis' for holding this data.
- In line with the EYFS and Employment law we will keep records on staff and volunteers to ensure suitability, good practice and well-being. Staff and volunteers have a right to their own information.

Procedure

- Prior, written permission and consent will be obtained to hold personal details on children, parents and employees and management.
- All personal records will be stored in a secure location. For paper records this means, within lockable storage. For computer or digital records this means that files will be pin/password protected. Security measures will be implemented for any and all portable media equipment.
- The safety and welfare of the children will be paramount; any disclosures relating to issues of child protection will be discussed with the relevant agencies and our child protection policy will be implemented.
- Parents/carers will be made aware that as an early years education provider we have a duty to share/pass on child protection/safeguarding information to the next education provider.
- Any serious concerns / evidence relating to a child's personal welfare will be recorded and kept in a confidential file and will not be shared within the setting except with the necessary staff and the parents / carers. The exception to sharing information with the parents / carers is where doing so would put the child at significant risk of harm.

- All children's records will be available to the parents / carers of that child, but they will not have access to any information about other children. This includes having separate accident and incident reports to respect the confidentiality of the other children. Relevant staff will have access to this information.
- Records and information will be made available to parents/carers/staff and volunteers upon request ('Subject access request'), within a month, unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing within a month.
- Staff will not discuss individual children, other than for purposes of planning / reviewing or group management, with anyone other than the parents / carers of that child without their permission, unless required to do so by an Ofsted inspector.
- Personal information will not be released to external agencies without the prior permission of parents / carers. We will seek active consent to share information with health, education and inclusion professionals. The exception to this is where doing so would put the child at significant risk of harm.
- Parent/carer information may be shared with the HMRC and other providers of funded places.
- The management, staff, volunteers and any other individual associated with the running or management of the setting will respect confidentiality by:
 - Not discussing confidential matters about children with other parents/carers.
 - Not discussing confidential matters about parents/carers with children or other parents/carers.
 - Not discussing individual children outside of the provision.
 - Not discussing confidential information about staff members.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to those directly involved with making personnel decisions.
- Students, volunteers and management will be advised of our confidentiality and data protection policy and are required to respect and adhere to it.
- Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provisions of the Disciplinary Procedure

Data breach

- We must report any data breach to the ICO if, for example, personal data was lost, destroyed, shared inappropriately, or if someone accessed information without permission. Parents have a right to complain to the ICO.
- If a data breach occurred the individuals involved would be informed and it would be addressed promptly. We would take steps to establish the severity and tell the ICO, if required. If it was decided not to report the breach this decision would need to be justified and recorded as an incident in the Log of Data Breaches and consider how we might ensure that the data breach could not occur again. We must investigate a data breach within 72 hours and failure to notify a breach may result in a fine.

Advice is available from the **ICO Helpline 0303 123 1113**

Children's rights

- Children have the same rights as adults over their personal data and only children aged at least 13 or over are able provide their own consent in the UK. For children under this age we need to get consent from whoever holds parental responsibility for them. We must make reasonable efforts to verify that the person giving consent does, in fact, hold parental responsibility for the child. There is some information which we must hold by law in order to register a child, such as a child's date of birth and parents' contact details. There is also a statutory requirement to keep some record of your child's learning progress. There is other information which we may ask for, which is based on consent and we should indicate that it is consent-based, so that you have the option to refuse or withdraw consent, for example you may not wish us to take photographs of your child.

Retention of records

- When a child has moved on from the setting we will hand over educational records (learning diary), and photographs to the parent/carers and delete any copies. Other records will be retained for a varying length of time depending on the reason for retaining those records. We have detailed the retention periods in the Privacy Notice to parents/carers and retention of records document for staff.
- If we resign the childcare registration we will keep records securely for as long as we are legally required, depending on the reason for retention.
- Paper documents will be shredded. Information on digital storage devices will be deleted when it is no longer required
- Staff records will be retained throughout employment and when an individual leaves some records will be handled in line with the retention of record document.

Complex Issues

Data Protection, Freedom of Information, Confidentiality and Information Sharing is a complex area and the setting will seek advice on complex issues on a case by case basis from:

- Data Protection <https://ico.org.uk/>
- Freedom of Information of information Act <https://ico.org.uk/>
- Bristol's Information Sharing Protocol
<https://www.bristol.gov.uk/data-protection-foi/information-sharing-agreements>
[Guidance on the Transfer of a Child Protection Safeguarding File to another Education Setting https://bristolsafeguarding.org/children-home/professionals-and-people-who-work-with-children-young-adults/policies/#TransferEdu](https://bristolsafeguarding.org/children-home/professionals-and-people-who-work-with-children-young-adults/policies/#TransferEdu)

This policy will be regularly reviewed to ensure we remain compliant with GDPR.

Legislation

General Data Protection Regulation 2018

Freedom of information Act 2000

Safeguarding and Child Protection Policy

- Our setting considers that the welfare of the child is paramount and it is the duty of members, staff and volunteers under HM Government's Working Together to Safeguard children 2023 to implement this policy, and to ensure that it has in place appropriate procedures to safeguard the well-being of children and young people and protect them from abuse

Implementation and Monitoring

- The Management Committee/Registered Person will appoint a child protection officer. The child protection officer will receive appropriate safeguarding and child protection training to equip them with the knowledge to provide effective support.
- One role of the Child Protection Officer will be to identify or ensure there is a member of staff to take the lead responsibility for safeguarding children within the setting and liaising with local statutory children's services as appropriate. This person will be the **Designated Safeguarding Lead (DSL)** The DSL must attend an advanced inter-agency child protection training course, which must be updated at least every 2 years (in Bristol this is run by the Keeping Bristol Safe Partnership – KBSP).
- The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters. This will be through staff meetings, inset day sessions, briefings, checking knowledge, information boards and professional discussions.
- The DSL will take lead responsibility on online safety and filtering and monitoring of the internet and devices in the setting.
- This Child Protection Officer will receive reports from the DSL of any occasions when there are concerns or issues of Child Protection.
- All staff and volunteers are to undertake child protection training, which must be updated every 2 years. This training will be in line with EYFS requirements. There will also be an annual in-house update for all staff;
- The Child Protection policy must be part of the induction for all staff and volunteers;
- All staff and volunteers are aware of how to support children to understand and recognise risk;
- The setting will review this policy annually, to ensure it is up to date and is being implemented correctly;
- If the DSL is uncertain about concerns about a child, they should contact Family Help.
- Staff and volunteers working with children must maintain an attitude of 'it could happen here'.

Designated Safeguarding Team

All staff have a safeguarding duty. However, the management and leadership team with specific safeguarding responsibilities are;

**Designated
Safeguarding Lead
(DSL)**



Ali Lloyd-Jones

**Deputy Designated
Safeguarding Lead
(DSL)**



Niki Hawke

**Child Protection
Governor/Trustee/
Officer**



Eileen Newby

Definitions of Abuse:

Child abuse is any action by another person – adult or child – that causes significant harm to a child.

The 1989 Children Act recognises four categories of abuse:

- **Physical Abuse** – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, or failure to prevent physical injury. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
- **Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (see child on child abuse).

- **Emotional Abuse** – the persistent emotional maltreatment of a child as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing a child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Neglect** - the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - b. Protect a child from physical and emotional harm or danger
 - c. Ensure adequate supervision (including the use of inadequate care-givers)
 - d. Ensure access to appropriate medical care or treatment
 It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

Safeguarding issues:

Historical Abuse

There may be occasions when a child will disclose abuse (sexual, physical, emotional or neglect) which occurred in the past. This information needs to be treated in the same way as a disclosure of current child abuse. The reason for this is that the abuser may still represent a risk to children now.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate family partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial and emotional. Children can be victims of domestic abuse and exposure to domestic abuse and/or violence can have a serious, long-lasting impact on children. Children seeing, hearing or experiencing this may demonstrate many of the

symptoms listed in the Recognising Abuse section. Staff will need to treat them sensitively, record their concerns and consider informing First Response.

Female Genital Mutilation (FGM)

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent residents to take their child abroad to have female genital mutilation (Female Genital Mutilation Act 2003). Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

Section 73 of the Serious Crime Act 2015 amended the Female Genital Mutilation Act to include FGM protection orders (FGMPOs). An FGM protection order is a civil measure which can be applied for through a family court. The FGM protection order offers the means of protecting actual or potential victims from FGM under civil law.

It is helpful if you can have conversations at the earliest opportunity with parents and carers and provide information in leaflets and posters about FGM from the KBSP website Communities page:

[Welcome to the Keeping Bristol Safe Partnership website. \(bristolsafeguarding.org\)](http://bristolsafeguarding.org)

All agencies have a statutory responsibility to safeguard children in terms of preventing girls from FGM and identifying children who have already survived the procedure. It is important that staff are aware of what FGM is and the signs to look out for in girls at risk of the practice. For more information, please go to the Keeping Bristol Safe Partnership FGM Safeguarding Guidance, in the Honour Based Violence section:

<https://bristolsafeguarding.org/policies-and-guidance/honour-based-violence/>

Being able to identify girls who are at risk needs a sensitive approach.

The Keeping Bristol Safe Partnership has an FGM referral risk assessment for professionals to consider the risks of girls from FGM.

<https://bristolsafeguarding.org/media/27269/fgm-referral-risk-assessment-2018.pdf>

If used, a record of the outcome must be kept.

Consider whether any other indicators exist that suggest FGM may take place or has already taken place, for example:

- The child has changed in behaviour after a prolonged absence from the setting;
- The child has health problems, particularly bladder or menstrual problems;

- The child has difficulty walking, sitting or standing and may appear to be uncomfortable.

If a girl is at immediate risk of FGM taking place, it is a significant child protection issue and must be reported to the police and/or First Response.

You have a statutory duty to report if a girl under 18 informs you they have had FGM or if you see it. If FGM has taken place it is a significant child protection issue and must be documented and reported to First Response and/or the police.

When FGM has taken place, the Children's Social Care team will liaise with the health services so that a statutory safeguarding assessment takes place and to look at how the girl and family will be supported to access appropriate health care if needed. Legal action may be considered.

At any time, you may seek advice from BAND, Family Help or First Response

For more information on this topic, see the online South West Child Protection Procedures, NSPCC or, locally KBSP. Contact details are in the appendix.

The Prevent Duty/Radicalisation

Staff will be trained to recognise possible signs. In line with our Online Safety Policy, appropriate controls for digital content will be in place.

Our setting can also build pupils' resilience to radicalisation by promoting fundamental British values of: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith or by discussing human rights so enabling children to challenge extremist views.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist or extremist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. It is important to take action if staff observe behaviour of concern. The Police Prevent Team can give advice, contact 01278 647466 or ring 101 and ask for the Prevent team, explaining you are calling about extremism or radicalisation.

Any concerns about a child will be referred through First Response or the police. The concern may then be dealt with through usual safeguarding procedures or referred to the Channel process. For information regarding the Channel process, an email address is in the appendix, along with other contacts.

Another source of advice around preventing extremism in schools and children's services nationally is the Counter Extremism Group. If concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the helpline.

Telephone 020 7340 7264 or

Email counter.extremism@education.gov.uk

Non-Mobile Babies Injuries in non-mobile babies are rare and must be further investigated by a paediatrician, even if an explanation seems plausible. The mark/injury **must be** recorded along with the explanation given. All non-mobile babies with an injury will be discussed with a Hospital or Community Paediatrician or the Children's Emergency Department who **will make a** decision on whether the baby needs to be examined by a medical professional made. Early Years Settings and Childminders working with non-mobile babies need to follow the Keeping Bristol Safe Partnership, "[Multi Agency Protocol for Injuries in Non-Mobile babies](#)".

If settings need to use the procedure, it is important that as well as discussing this with and/or arranging for the baby to be examined by the Community Paediatrician, settings contact Social Care / First Response to request checks are made on the family. The referrer will request the check under the **non-mobile baby protocol**. This information will be made available to the Community Paediatrician to help in any risk assessment of the injury. This is not the same as making a safeguarding referral and parents should be reassured that this is the case, but it is important that they check to see if the baby/family is already known to Social Care/Police.

The setting will support the parent/carers in making arrangements to attend medical examination appointment and will check with the hospital/medical examiners that the baby did attend the appointment.

If a parent/carer informs the setting that the baby has previously been medically examined for this injury/mark, then details need to be requested and this information double checked.

If a baby presents with a serious injury then seek medical attention immediately, usually by calling 999

If an injury is serious or suggests abuse, we will make a **safeguarding referral** to Social Care/First Response regardless of whether the child is a non-mobile infant.

Missing Child / Unexplained Absence

Children going missing from the setting when this is unexplained (through not attending when expected), particularly if this is a prolonged absence or if a child is unexpectedly removed from a setting, can act as a vital sign for a range of safeguarding possibilities. This may include abuse and neglect, sexual abuse or exploitation and criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, risk of forced marriage, family crisis or other issues that could affect the health and well-being of a child.

Although the children are not in compulsory education, we have a responsibility to follow up on unexplained absences to ensure that the child and family are safe and well, which forms part of

our safeguarding commitment. We will expect that every child registered will have two emergency contacts and parents will be made aware that if their child is absent without a reason given that we will make contact to ascertain the reason. Particular care will be taken where there are known vulnerabilities and also when the family might otherwise be isolated (e.g.: summer holidays). The setting will risk assess and decide if any action involving external agencies is needed to safeguard children.

To manage this appropriately we have detailed information regarding children's absence without notification in our Attendance and Absence policy and Parental agreement.

Child on child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; harmful sexual behaviour, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sharing nudes or semi nudes and initiation/hazing type violence and rituals. It is important that all victims are taken seriously and offered appropriate support.

Keeping Children Safe in Education 2025, part five, provides information and guidance on managing cases of child-on-child sexual violence and sexual harassment. Other areas of child-on-child abuse will be dealt with in line with existing policies e.g., anti-bullying or behaviour management.

Young people concerned about their own or other's sexual thoughts and behaviours may contact Lucy Faithfull Foundation's "Shore Space" confidential chat service.

In addition, safeguarding action may be needed to protect children against:

(Please note that some of these terms are used to describe the same/similar harms and there are often overlaps: e.g. a child might get groomed or coerced into a gang where there is the risk of being a victim of serious violence and that gang might be involved in county lines drug selling.)

- Bullying, including online bullying (cyberbullying) and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Child Sexual Exploitation and trafficking -
- Modern slavery/trafficking/children from abroad
- Child Criminal Exploitation and County Lines (Serious violence)
- Gang activity or youth violence
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or

radicalisation; and risks of accessing and generating inappropriate content, e.g.: sharing nudes or semi nudes and accessing pornography

- Teenage relationship abuse
- Substance abuse
- Poor parenting
- Homelessness
- Forced marriage
- So-called “honour-based” abuse (this includes Forced Marriage, FGM and Breast Ironing)

Child Sexual Abuse in the Family Environment

Intra-familial child sexual abuse refers to child sexual abuse that occurs within a family environment. Around two-thirds of all child sexual abuse reported to the police is perpetrated by a family member or someone close to the child. Sexual abuse which takes place within family environments often remains hidden and is the most secretive and difficult type of abuse for children and young people to disclose. Therefore, professionals must be able to spot the signs of possible sexual abuse and take the appropriate action. The Centre of Expertise on child sexual abuse have produced resources to support professionals, including the ‘signs and indicators’ template for identifying and responding to concerns of child sexual abuse (<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>).

ACES and Trauma Informed Practice

Trauma-informed practice is an approach which is grounded in the understanding that trauma exposure can impact a child’s neurological, biological, psychological and social development (KBSP).

Adverse Childhood Experiences (ACEs) are stressful experiences occurring during childhood that directly harm a child or affect the environment in which they live. Recognising and understanding the impact of trauma informs an approach to building resilience.

More information: [Adverse Childhood Experiences and Trauma Informed Practice in Bristol](#)

Safer Options and Contextual Safeguarding

An approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

More information: [Safer Options, Contextual Safeguarding and Extrafamilial Harm](#)

Confidentiality and Appropriate Disclosure of Information Confidentiality is crucial to all our relationships, but the welfare of the child is paramount. The law does not allow anyone to keep concerns relating to abuse to themselves. Therefore, confidentiality may not be maintained if the withholding of information will prejudice the welfare of the child.

All information that has been collected on any child will be kept locked and secure and access will be limited to the appropriate staff, management and relevant agencies.

In the event of an investigation, it is essential that no information on child protection concerns relating to a child are disclosed inappropriately. Any such disclosures could have serious consequences for both the child concerned and any investigation.

If uncertain about what information may be shared, take advice or refer to HM Government's Information Sharing, Advice for practitioners. (Please see Further Information section for a link.)

- Whilst parents / carers have the right to see any records kept on their child, this might not always be appropriate and should not put the child or yourself at risk;
- It is very important that only those who need to know, actually know, to avoid any rumour and gossip that could affect the child, parent / carer and the group.

Information keeping

Information on child protection/safeguarding concerns should be kept confidential and stored securely. Each child will have a separate child protection file.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome;

Where there are a number of concerns;

- an overview timeline linked to the concern reports.

Transfer of a Child Protection Safeguarding File from one education setting to another
(e.g. from an early years setting to another early years setting or to a school)

- The DSL must inform the receiving setting that the child has a child protection file and that this is going to be transferred to them;
- The DSL should pass the original of the child protection/ safeguarding file to the receiving setting. A copy of the file should be retained by the setting. This should be delivered separately from the child's main file and be delivered either by hand or by recorded delivery. The parents/carers of the child must never be used to transfer the child

protection file. The transfer must happen within five school days from notification and the setting should record that the transfer has been made;

- The setting should ensure that confidentiality is maintained and the transfer process is as safe as possible;
- When a new child starts that has previously been attending another setting, the previous setting will be asked if the child has a Child Protection/ Safeguarding file;
- If so, once the transfer of the file has been made, the setting should record that the file has been received (receipt) and keep this record for 6 years.
- Settings transferring the file, should keep a copy of the transferred file themselves. This should be until the child reaches their 25th birthday. A recommendation is to mark the envelope with the date of the child's 25th birthday as the 'Date for Destruction'.

Please refer to the KBSP document "**Guidance on the Transfer of a Child Protection Safeguarding File to Another Education Setting**", for full details of what should be in a file, how to transfer it and what records should be retained.

Parents/carers will be made aware when registering their child with us, that we have a duty to share/pass on child protection/safeguarding information to the next education provider.

Protecting Children and Young People

Please refer to the KBSP Bristol – Effective Support for Children and Families in Bristol, to help you identify the response needed.

Recognising Abuse, Neglect and Exploitation

Recognising abuse is one of the first steps in protecting children and young people and there could be signs or behaviour that make you feel concerned. All staff should be alert to the following situations and types of behaviour in children:

- Becoming excessively aggressive, withdrawn or clingy;
- Seeming to be keeping a secret;
- Significant changes in children's behaviour;
- Deterioration in children's well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Any bruising or marks on a non-mobile baby;
- Unreasonable fear of certain people or places;
- Acting out in an inappropriate way, perhaps with adults, other children, toys or objects;

- Children's comments which give cause for concern, e.g.: inconsistent explanations of bruising, injuries or burns;
- Self-harm;
- Sexually explicit language or actions;
- Being upset, withdrawn or angry after using the internet or texting;
- Children who go missing, particularly on repeat occasions.

Vulnerability

Vulnerability considerations raised by the Equality Act 2010 and Keeping Children Safe in Education 2025

In relation to safeguarding and promoting the welfare of children, our setting will consider how we are supporting children regarding protected characteristics - including disability, sex, sexual orientation, gender reassignment and race

Some children may be more vulnerable to abuse for a range of reasons, so staff need to be alert to these.

- Disabled children. Staff should be vigilant regarding possible signs of abuse relating to disabled children and not automatically assume that signs relate to their impairment.
- SEND/children with behaviour issues
- Looked after children/children in care
- Homelessness
- Children with allocated social worker or family support worker
- Privately fostered children
- Young carers
- Parents/carers in prison
- Parents/carers or children with alcohol, drug use or domestic abuse issues
- Mental Health issues in parents/carers or children
- Missing from home, care or education
- Is at risk of being radicalised or exploited
- Children isolated and unsupported for a range of reasons

This list is not exhaustive and vulnerability is a changing situation which can affect any child. These children may benefit from Early Help.

Every vulnerable child will have a named Key Worker and when needed they will work together with the DSL or Inclusion Lead to ensure the child is supported. If needed, a written support plan will be put in place.

Not all concerns about children or young people relate to abuse, there may well be other explanations. It is important to keep an open mind and consider what you know about the child and their circumstances.

If you are worried, it is not your responsibility to investigate and decide if it is abuse. It is your responsibility to act on your concerns and do something about it.

What to do if Abuse is Disclosed

The setting is committed to ensuring that it meets its responsibilities in respect of child protection by treating any allegation seriously and sensitively.

- **Stay calm;**
- **Listen** to what the child / young person is actually saying;
- **Reassure** them that they have done the right thing by telling you;
- **Ask Open questions**, e.g.: Can you tell me why you are upset? Can you tell me what is frightening you? Can you tell me why you don't want to go home today? Open questions enable you to gain information and clarification;
- **Don't ask leading questions.** This could lead a child to say something or agree with you wrongly. A closed question is: Are you afraid to go home because your Mum will hit you?;
- **Do not ask the child / young person to repeat** what they have told you, for another worker or committee member. If the matter is to be investigated further, this will be done by trained professionals;
- **Do not promise the child that this information can be kept secret**, as subsequent disclosure could then lead to the child feeling betrayed;
- If appropriate, explain to the child who you are going to tell and why. If the child asks what might happen next, it is ok to say that you don't know, but that you can be there to support them if they want;
- Make a note of any conversations with the child, trying to make these as detailed as possible, including when and where the conversations took place. Use a body map or draw a diagram, if appropriate, to show the position of any bruises or marks the child or young person shows you, trying to indicate the size, shape and colour;
- **Record** this as soon as possible on the setting's Disclosure Form and use the **actual words** used by the child;
- **Keep all records factual.** Be aware of not making assumptions or interpretations of what the child / young person is telling you. Store all records securely;
- **Discuss your concerns with the DSL.** If the disclosure involves a member of staff, follow the Staff Allegation section;
- **If appropriate, inform parents / carers** that you are going to report your suspicions / concerns. This might not always be possible and should not put the child or yourself at risk. When you report an incident, the First Response/duty officer will ask you if the parent / carer has been informed. If you haven't, they will want to know the reasons why;

- The DSL must report the disclosure to the appropriate agency. In cases where a child is suffering significant harm or is likely to suffer significant harm, or where a child has multiple complex needs this will be First Response, who will triage the call (see Appendix A). You can contact First Response by phone or if it is at the Family Help level, by using the online form (see First Response link in 'further information');
- First Response will assess the call/webform contact and pass you onto an appropriate agency. This will be Social Care (Level 4 Specialist, Statutory Response) if it is a Child Protection issue or the child is in need of another specialist service or Family Help (Level 3 Intensive support) where the children and families have multiple complex needs requiring intensive and co-ordinated support.
- The DSL or First Response may also decide that support could be offered at Level 2 (Additional needs), from community-based services. An identified lead agency will be expected to continue providing or start providing support, according to this advice (this may be our provision). First Response may also make a "No Further Action" decision.
- In all cases the referrer/DSL will be contacted using the contact details provided. Referrers/DSL must feedback the outcome of the referral to the child/family.
- Where a child has an existing social worker or Family Help worker, information on disclosures should be shared directly with the lead professional. First Response manages new referral and requests only.

What to do if Abuse is Suspected

- If any signs or symptoms lead you to feel concerned that a child may be being abused or neglected, it is important that you record these using the setting's Concerns Form (recording what, when & where) and share these concerns with the DSL;
- With the DSL, decide on a plan of action:
 - Ongoing observation of the child, noting any further concerns;
 - Discussion with other staff to gain any further information they may have;
 - Discussion with parents/carers to establish if there might be reasons for the child's behaviour /actions;
 - Work with the child and parents/carers to reduce risk, this may be by offering a service through your setting or by referring to additional support externally.
- If you or the DSL are uncertain about whether the concern is reportable, call the Family Help for advice;
- If you are still concerned about the welfare of the child / young person, this information must be passed on to First Response. Parents / carers

should be informed unless you think this could put the child or yourself at risk;

- First Response will assess the call/webform contact and pass you onto an appropriate agency. This will be Social Care (Level 4 Specialist, Statutory Response) if it is a Child Protection issue or the child is in need of another specialist service or Family Help (Level 3 Intensive support) where the children and families have multiple complex needs requiring intensive and co-ordinated support.
- First Response may also decide that support could be offered at Level 2 (Additional needs), from community-based services. An identified lead agency will be expected to continue providing or start providing support, according to this advice (this may be our provision). First Response may also make a “No Further Action” decision.
- In all cases the referrer/DSL will be contacted using the contact details provided. Referrers/DSL must feedback the outcome of the referral to the child/family.
- Where a child has an existing social worker or Family Help worker, information on disclosures should be shared directly with the lead professional. First Response manages new referral and requests only.

All staff should be aware 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 harmful. It is important to maintain professional curiosity and to speak to the DSL if you have concerns about a child.

What to do if it is an Emergency

If you think a child is in immediate danger or a criminal act has taken place you should telephone the police on 999. In all other circumstances, you need to refer the matter to First Response and follow the procedure described in the section above;

In a medical emergency, your first action may need to be one of the following:

- Telephone for an ambulance, or;
- Ask the parent to take the child to the hospital at once, or;
- Take the child yourself.

The child is the legal responsibility of the parent/carer and they must be involved as soon as practical, unless to do so would put the child at immediate risk of harm. Having taken the necessary emergency action, it is important that you make immediate contact with First Response. If it is out of office hours, contact the Emergency duty team.

Working with Children and Young People

Recognising Inappropriate Behaviour in Staff, Volunteers and Other Adults.

There is no guaranteed way to identify a person who will harm children. However, there are possible warning signs. These may include:

- Paying an excessive amount of attention to a child or groups of children, providing presents, money or having favourites;
- Seeking out vulnerable children, e.g. disabled children;
- Trying to spend time alone with a particular child or group of children on a regular basis;
- Making inappropriate sexual comments;
- Sharing inappropriate images;
- Being vague about where they have worked or when they have been employed;
- Encouraging secretiveness.

There may be other sources of concern; this is not a conclusive list. If you are concerned about another staff member or volunteer's behaviour you need to pass this on to the DSL.

Staff Allegations and Low-Level concerns

- Staff member notices a concern
- Staff member records their concerns about another staff member or volunteers conduct and reports this to the DSL
- The DSL must assess whether the reported behaviour meets the harm test:

Definition of harm test - Staff allegation

If it appears or has been reported (e.g.: by a parent/carer or another child) that a staff member or volunteer has:

- * behaved in a way that has harmed a child, or may have harmed a child, or;
- * possibly committed a criminal offence against or related to a child, or;
- * behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- * behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Staff Allegation: If the harm test is met or is possibly met:

- The DSL should take steps to ensure that during the remainder of the working day that particular member of staff is not left in sole charge of any child or children;
- At the earliest opportunity, the DSL must contact the setting's Child Protection Officer - see list in Appendix A;
- It may be clear in some cases, where a child has been injured and/or there is clear evidence of significant harm or risk of significant harm, an immediate referral must be made to the police, First Response or emergency services. In addition:

- Either the DSL or the Child Protection Officer must then contact the Local Authority Designated Officer (LADO) WITHIN 1 WORKING DAY of receiving the report of an allegation, **using the online LADO referral form.** [1-lado-referral-form-kbsp-oct22.doc \(live.com\)](#)

The LADO MUST be involved and consulted on ALL staff allegation incidents that may meet the harm threshold before an investigation of any type occurs.

Initial contact is to be made using the online form, further contact may be made:

Local Authority Designated Officer (LADO)

Telephone: 0117 903 7795 or Work Mobile: 07795 091020

Email: LADO@bristol.gov.uk

- The setting must follow the LADO's advice on how to deal with allegations against staff. **Note:** Do not start any investigation into the allegation until the LADO has been contacted;
- If the allegation hasn't been made by the parent/carer, the setting should take advice from the LADO on how and when to inform them;
- The setting is required to inform OFSTED of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing within 14 days. (See Appendix A);
- If the concern is regarding the DSL, the above procedure will be followed but the report will be made to the Deputy DSL/Child Protection Officer.

Low-level concerns

A low-level concern is a concern about behaviour or conduct, no matter how small, that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Where a concern does not meet the harm threshold it will be dealt with under our low-level concerns policy and procedure. If a setting is uncertain if a concern is at a low level or staff allegation level, a professional discussion with the LADO should be sought.

Support to Staff and Volunteers

The Management Committee/Registered Person will fully support all members of staff in following this procedure. Following an allegation or investigation:

- Staff and volunteers who work with issues of child protection may themselves need support in dealing with the emotional distress this can cause. They can talk to the setting's DSL or Child Protection Officer and any of the appropriate agencies listed in Appendix A;
- Staff, volunteers or management members may also be subject to allegations of abusing children in relation to their work for the setting. While support will be offered to these

individuals by the setting, we will ensure that the agency dealing with the matter is given all assistance in pursuing any investigation and the Bristol LADO will be informed. The disciplinary procedure may be implemented.

- Staff and volunteers may also experience abuse outside of the work setting. They can talk to the setting's DSL or line manager to seek support. E.g. Domestic Abuse

Recruitment and Employment of Staff and Volunteers

We acknowledge that paedophiles and those that pose a threat to children may be attracted to employment that allows them access to children and young people. As part of this policy, we will ensure that people working with the children are safe to do so.

- The Safer Recruitment policy of the setting will be adhered to. This must include a full employment history, qualifications, interview and identity checks;
- Applicants will be informed of any online searches as part of the recruitment process. This would normally be carried out on short-listed candidates only;
- Two references will be taken up prior to appointment for new staff and volunteers and a medical reference may also be required. These references will be obtained directly by the setting and will meet EYFS requirements
- All staff (including the setting's Manager/Leader) and volunteers will be checked by the Disclosure and Barring Service on joining the setting, to be renewed every 3 years;
- All people connected with the setting must declare all convictions/cautions incurred since DBS disclosure which may affect their suitability to work with children;
- All people connected with the setting must declare their disqualification status;
- Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been had the person not left the setting first) because they have harmed a child or put a child at risk of harm;
- All safer recruitment information will be recorded on the settings single central record.

Use of Mobile Phones, Cameras and Online safety

We are aware of the risks associated with the use of mobile phones and cameras in the setting. To manage this appropriately we have separate policies regarding the use of these devices and online safety. In addition, we will ensure that all internet compatible devices used in the setting will have appropriate filters and controls. The implementation of filters and controls will be overseen by the DSL.

Staff Behaviour

All staff, volunteers and management members within the setting recognise that they need to conduct themselves in an appropriate, open and transparent way to ensure a safer environment for all.

In addition, we will use "Guidance for safer working practice for those working with children and young people in education settings," as a tool to develop setting specific guidance on behaviour or Code of conduct for staff and volunteers.

Whistleblowing

We have a separate Whistleblowing Procedure so serious and or systemic concerns about senior staff or management may be reported to more senior staff/management or to an appropriate external organisation if necessary. Allegations about specific staff members should be dealt with in line with the Staff Allegation section earlier in this document.

Further Information

South West Child Protection Procedures – provide detailed online information on all aspects of child protection, e.g. : Staff allegations

[Welcome to the South West Child Protection Procedures \(trixonline.co.uk\)](http://trixonline.co.uk)

[**Multi Agency Guidance for injuries in non-mobile babies**](#)

[non-mobile-baby-injury-policy-update-final-july-2023.pdf \(bristolsafeguarding.org\)](#)

Working Together to Safeguard Children 2023

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)

[Making a referral to **First Response** online advice and link to practitioner booklet](#)

<https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response>

Guidance for safer working practice for those working with children and young people in education settings

<https://saferrecruitmentconsortium.org/>

[Professional and Personnel Relationships \(cimpres.io\)](http://cimpres.io)

Information sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2024

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners)

[KBSP “Guidance on the transfer of a child protection safeguarding file to another educational setting”](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

<https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf>

[Guidance on the transfer of a Child Protection Safeguarding File to another educational setting \(bristolsafeguarding.org\)](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

[Prevent Duty Guidance for England and Wales](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

[The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

[KBSP Threshold Guidance 2023 “Effective Support for Children and Families in Bristol” Update 2025](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

[Keeping Bristol Safe Partnership: Effective Support for Children and Families in Bristol](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

[Keeping Bristol Safe Partnership: Indicators of need](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

EYFS Safeguarding and Welfare Requirements – Child Protection Sept 2025

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](https://www.gov.uk/government/publications/eyfs-safeguarding-and-welfare-requirements)

Inspecting safeguarding in early years, education and skills

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

Keeping children safe in education 2025

[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

[KBSP Protocol: Children who Display Harmful Sexual Behaviour](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

[kbsp-harmful-sexual-behaviour-guidance.pdf](https://bristolsafeguarding.org/media/myopzmfj/transfer-of-cp-and-safeguarding-file-reviewed-may-2020.pdf)

Lucy Faithfull: Shore Space

A confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours

[About Shore - Shore](#)

Safeguarding children and protection professionals in early years settings online safety considerations

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

Safeguarding d/Deaf and disabled children and young people

[Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

Appendix A – Useful contacts

1. Committee Members/Registered Person responsible for Child Protection (Child Protection Officer)

Name: Eileen Newby

2. Staff Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

DSL Name: Ali Lloyd Jones

DEPUTY Name: Niki Hawke

3. Referral Agencies

- **First Response** T: 0117 9036444 (all Bristol)
The place to call if you are concerned about a child or young person or think they need some help. Calls to First Response may result in direct referral to a Social Work Team or to Early Help and/or advice and guidance being given about services to help families.
- **Family Help: North** 0117 352 1499; **East / Central** 0117 3576460; **South** 0117 903 7770
- **Disabled Children Team** (all Bristol) - Tel: 0117 9038250
- **Emergency Duty Team /Out of Office Hours** T: 01454 615 165
- **Police:** Non-emergency – TI: 101 Emergency – Tel: 999
- **On-Call Consultant Paediatrician** (via BRI Switchboard) T: 0117 923 0000 – non-mobile babies

4. For Staff Allegations Contact:

- **Online Lado referral form** [1-lado-referral-form-kbsp-oct22.doc \(live.com\)](#)
- **Local Area Designated Officer** – T: 0117 903 7795, Work mobile: 07795 091020

- Registered providers must inform Ofsted of any allegations of serious harm or abuse as soon as reasonably practicable, but at the latest within 14 days of the allegations being made.

[Report a serious childcare incident - GOV.UK](#)

5. Support and advice

- **South West Child Protection Procedures** (online guidance)
<https://swcpp.trixonline.co.uk/>
- **Childline**: 0800 1111 (open 24 hours)
- **National Association for the Prevention of Cruelty to Children (NSPCC)** -T: 0808 800 5000
- **NSPCC Whistleblowing hotline**: T: 0800 028 0285 or email help@nspcc.org.uk
- **NSPCC FGM helpline**: T: 0800 028 3550 or email fgmhelp@nspcc.org.uk.
- **Keeping Bristol Safe Partnership** (guidance and training)
[Welcome to the Keeping Bristol Safe Partnership website. \(bristolsafeguarding.org\)](http://www.bristolsafeguarding.org)
- **Police Prevent Team**: T: 01278 647466
PreventSW@avonandsomerset.police.uk
- **Refuge National Domestic Abuse Helpline**: [T: 0808 2000 247](tel:08082000247)
- **Next Link (domestic abuse Bristol)**: [T: 0800 470 0280/0117 925 0680](tel:08004700280)
- **Employers initiative on domestic abuse** <https://www.eida.org.uk/>