

Holden Park Pre-school

Safeguarding Children Policy

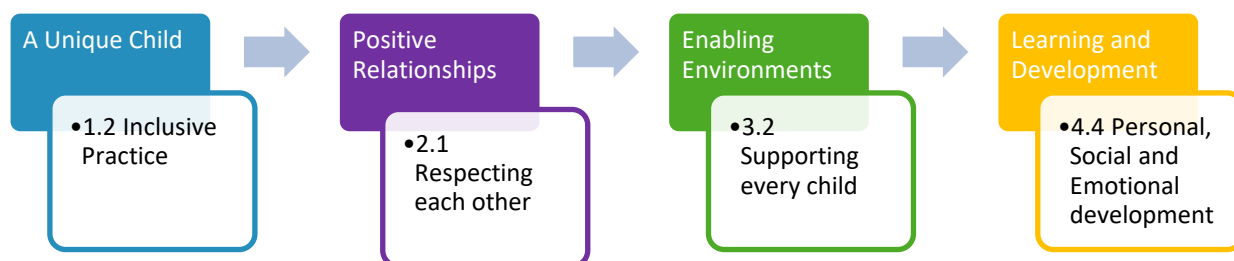
1.1 Children's rights and entitlements

Policy statement

Our pre-school wants to work with children, parents/carers and the community to ensure the safety of children and to give them the very best start in life.

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

EYFS key themes and commitments



Safeguarding Children

1.1 Childrens rights and entitlements (cont)

This policy was adopted onMay 2018.....

Date to be reviewedMay 2019.....

Signed (All Staff).....

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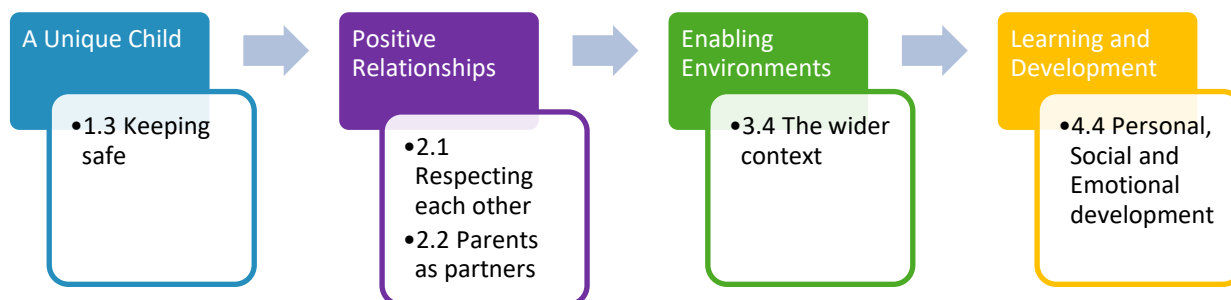
Safeguarding Children Policy

1.2 Safeguarding children and child protection (Including managing allegations of abuse against a member of staff)

Statement of intent

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

EYFS key themes and commitments



Aims

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

Procedures

- The pre school Director/ Manager (Tope, Sarah and Dan) are our designated person who co-ordinates child protection issues.
- Tope, Sarah and Dan are also the DSL appointed for the after school club.
- They two people above can be contacted on 01892 520626 and on the school mobile number 07484523616
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.

Safeguarding Children

1.2 Safeguarding children and child protection (cont.)

- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'Disclosure and Barring' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff, students and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'what to do if you are worried a child is being abused' (HMG 2006). (copy in this file)

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms – physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, behaviour, or in their play.
- Where such evidence is apparent, the child's key person, or another member of staff who observes this evidence, makes a dated record of the details of the concern in the Incident Book and discusses what to do with the Hayley (designated person/manager). If this information develops into being deemed a case of

suspected abuse then this information will be included with information which will now be filed in the Safeguarding book.

Safeguarding Children

1.2 Safeguarding children and child protection (cont.)

- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.
NB this may in some cases mean the police or another agency identified by the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

Recording suspicions of abuse and disclosures

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

- Listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child;
- Makes a written record that forms an objective record of the observation or disclosure that includes:
 - Child's name;
 - The child's address;
 - The age of the child;
 - The date and time of the observation or the disclosure;
 - An objective record of the observation or disclosure;
 - The exact words spoken by the child;
 - The name of the person to whom the concern was reported, with the date and time; and
 - The names of any other person present at the time.

These records are signed and dated and kept in a separate secure and confidential file.

All members of staff know the procedures for recording and reporting.

Informing parents

Parents are normally the first point of contact.

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.

Safeguarding Children

1.2 Safeguarding children and child protection (cont.)

This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform the parents.

Liaison with other bodies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for staff and parents to look at and all staff are familiar with what to do if they have concerns.
- We notify the registration authority (OFSTED) of any incident or accident and any changes in our arrangements which affect the wellbeing of children
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of Social workers, (contact card box) to ensure that it is easy, in any emergency, for the pre-school and social services to work well together.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept. (contact card box)
- If a report is to be made to the local authorities social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time. (White and red leaflet enclosed).

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the pre-school, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the pre-school, or anyone living or working on the premises occupied by the pre-school, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the pre-school or anyone living or working on the premises occupied by the setting, may have taken or is taking place, by first recording the details of any such alleged incident in our Safeguarding book.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.

- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

Safeguarding Children

1.2 Safeguarding children and child protection (cont.)

- Where the management and childrens social care agree it is appropriate in the circumstances, Holden Park Pre-school Limited will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary Action

- Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults Barred List.

Training

- We seek out training opportunities for all adults involved in the pre-school to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the pre-school.

Planning

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

Curriculum

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

- We ensure that this is carried out in a way that is developmentally appropriate for our children

Safeguarding Children

1.2 Safeguarding children and child protection (cont.)

Confidentiality

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

Support to families

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

The legal framework for this work is:

Primary legislation

- The Children Act (1989 s47)
- Data Protection Act (1998)
- The Protection of Children Act (1999)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

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

- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Equalities Act (2006)

Safeguarding Children

1.2 Safeguarding children and child protection (cont.)

- Data Protection Act (1998) Non Statutory Guidance

Further Guidance

- Working together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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Safeguarding children

1.3 Looked after children

Policy Statement

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

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

Principles

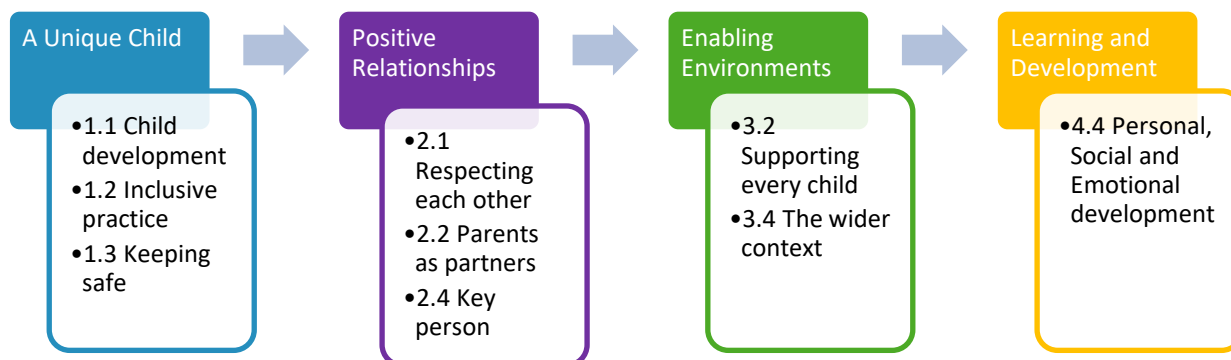
- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not offer placements for babies under the age of 2.
- We offer places to two-year-old to 5-year-old children. In the case of a child being in care he/she ideally should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care and free for 2 places to ensure they receive their entitlement to early education. We expect that the placement in the pre-school will last a minimum of six weeks.

Safeguarding children

1.3 Looked after children (cont.)

- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our pre-school is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.
- In the case of a LAC who is under going the adoption process joining the setting, we would work with the adopting parents, supporting them, attending any meetings with other professionals, settling the child in as normal and offering any help that was required.

EYFS key themes and commitments



Procedures

- The designated person for looked after children is the designated child protection co-ordinator – Hayley Coombes
- Every child is allocated a key person before they start and this is no different for a looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The pre-school recognises the role of the local authority social care department as the child's corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carers role in relation to the pre-school without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - The child's emotional needs and how they are to be met;
 - How any emotional issues and problems that affect behaviour are to be managed

Safeguarding children

1.3 Looked after children (cont.)

- The child's sense of self, culture, language/s and identity – how this is to be supported;
 - The child's need for sociability and friendship;
 - The child's interests and abilities and possible learning journey pathway; and
 - How any special needs will be supported.
- In addition the care plan will also consider:
 - How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the pre-school, when, where and what form the contact will take will be discussed and agreed;
 - What written reporting is required;
 - Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the pre-schools activities that include parents, such as outings, fun-days etc alongside the foster carer
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

Safeguarding children

1.3 Looked after children (cont.)

- Transition to school will be handled sensitively and the designated person and or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfES 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners – A Practical Guide for School Governors (DfES 2006)

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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Safeguarding children

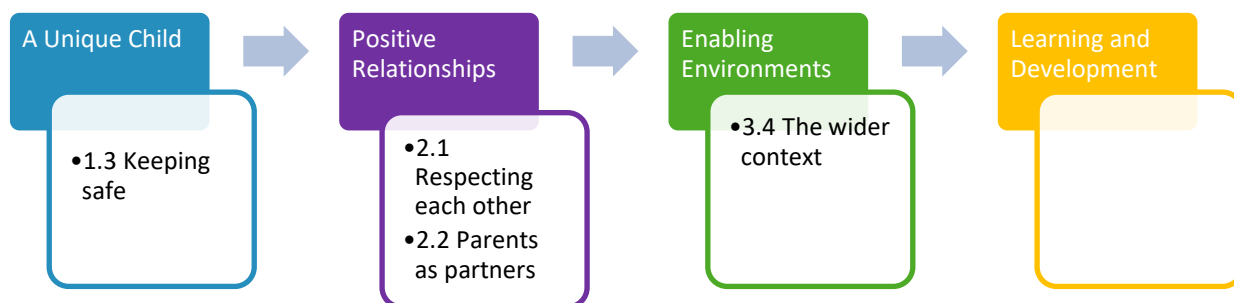
1.4 Confidentiality and client access to records

Policy Statement

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source and which has been shared in a relationship where the person giving the information understood it would not be shared with others.' (Information Sharing: Practitioners' Guide)

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

EYFS key themes and commitments



Confidentiality procedures

- We always regard information shared with us to be regarded as confidential.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.

Safeguarding children

1.4 Confidentiality and client access to records (cont.)

- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) – for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely in a locked filing cabinet and out of hours the office is also locked for security.

Client access to records procedures

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

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

Safeguarding children

1.4 Confidentiality and client access to records (cont.)

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

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)
- www.everychildmatters.gov.uk/_files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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Safeguarding Children Policy

1.5 Information Sharing

“Ensuring that children and young people are kept safe and receive the best support they need when they need it is vital. Where information sharing is necessary to achieve this objective it is important that the practitioners have a clear understanding of when information can be shared. It is also for them to understand the circumstances of when sharing is inappropriate. The Data Protection Act is not a barrier to sharing information but is in place to ensure that personal information is shared appropriately”.

Richard Thomas, Information Commissioner

Introduction to ‘Information Sharing: Practitioners’ Guide’ (HMG 2006)

Policy Statement

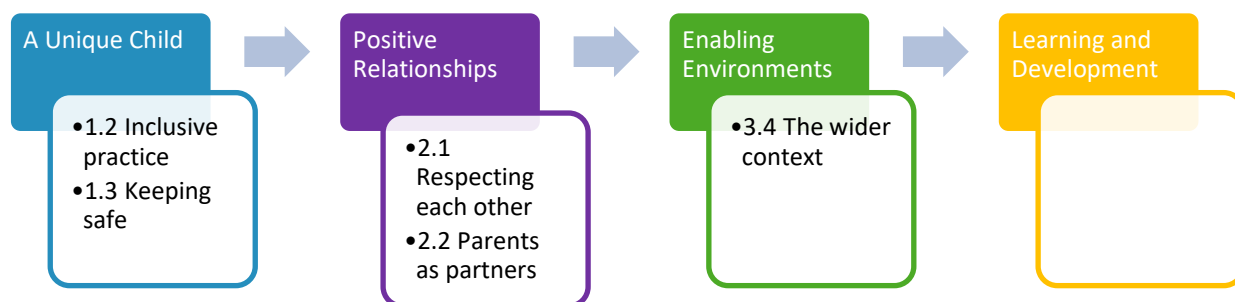
We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

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

The decision should never be made as an individual, but with the back-up of the manager and the deputy supervisor. The three critical criteria are:

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

Safeguarding children**1.5 Information sharing (cont.)****EYFS key themes and commitments****Procedures**

Our procedure is based on the 6 points for Good Practice as set out in Information Sharing: Practitioners' Guide (HMG 2006)

1. Explain to families how, when and why information will be shared about them and with whom. That consent is normally obtained, unless it puts the child at risk or undermines a criminal investigation.
 - We ensure parents receive information about our Information Sharing Policy when starting their child in the pre-school and they sign a form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form
 - We ensure that parents know where our Safeguarding Children and Child Protection policy is.
 - We ensure parents have information about the circumstances when information will be shared with external agencies for example with regard to any special needs the child may have or transition to school.
2. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.
 - We record concerns and discuss these with Dan Gibbons and the owner Tope Egoh. Record decisions made and the reasons why information will be shared and to whom.
 - We follow the procedures for reporting concerns and record keeping.

Safeguarding children

1.5 Information sharing (cont.)

3. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we are able to judge when it is reasonable to override their wish
 - Guidelines for consent are part of this procedure.
 - Managers are conversant with this and are able to advise staff accordingly.
4. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact children's social care for advice where they have doubts or are unsure.
5. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.
 - Our Safeguarding Children and Child Protection procedure and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.
6. Reasons for decisions to share information or not, are recorded.
 - Provision for this is set out in our record keeping procedure.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden.

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus
- Parents sign a form at registration to say they understand this.
- Copies are given to parents of the forms they sign
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?

Safeguarding children

1.5 Information sharing (cont.)

- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal Framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners’ Guide

[www.everychildmatters.gov.uk/ files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf](http://www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf)

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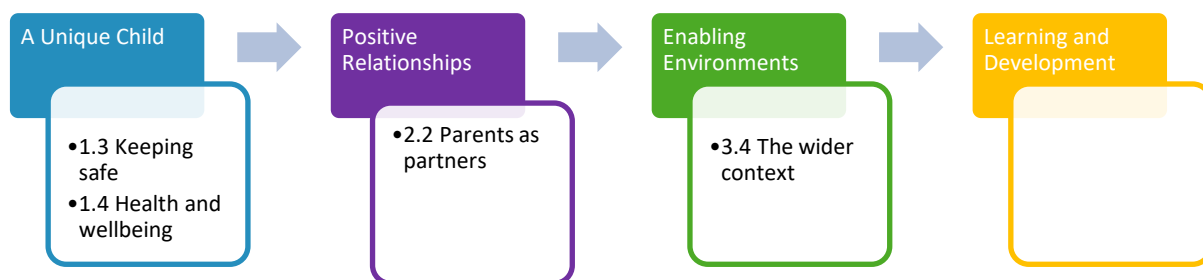
1.6 Uncollected Child

Policy statement

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

We expect children to be picked up at the usual time. If this does not occur then we will assume an emergency has caused the delay and we will instigate our procedure, unless parents call us to let us know they have been delayed.

EYFS Themes and Commitments



Procedure

- Parents of Children starting at the setting are asked to provide the following specific information which is recorded on our registration form:

Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.

- Place of work, address and telephone number
- Mobile telephone number
- Names, addresses, telephone numbers and photographs, if at all possible, of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent plus a password.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child (if applicable)

Safeguarding Children**1.6 Uncollected Child (cont.)**

- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing or verbally and the information is put in our collection book or how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details or verbal which is then put in the collection book and signed by the parent or the person who has taken the telephone message. If this information is given to us via telephone, either message or actual conversation, the number that we have on file must be called back to verify it is the person that they say they are, unless 100% sure that they are that person. They provide us with the name, address and telephone number of the person who will be collecting their child and we agree with the parents how to verify the identity of the person who is to collect their child, usually the person collectings name and the password we have on file. If the person giving this information is not present then the member of staff must sign the collection book.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

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

- The collection book and the child's file is checked for any information about changes to the normal collection routines

The following applies to non-collection of children after the morning session or the lunch time session -

- If no information is available, parents/carers are contacted at home or at work, if contact is unsuccessful then the emergency numbers, and other adults authorised to collect the child on the registration form are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file, unless contact has been made with the parent/carer of child and they have given us an alternative person to collect.
- If no-one collects the child after 45 minutes and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social services care team:
Duty Social Worker (different every day)
01892 515045 (Tonbridge Wells)
01732 525356 (Tonbridge)
- The child stays at pre-school in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.

Safeguarding children

1.6 Uncollected Child (cont.)

- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.

If this is out of hours this will be the out of hours duty officer this person changes every day, **the number is the same as previous but it will give a number to call on the answer phone message.**

The following applies to non-collection of a child after the afternoon session.

- If no information is available, parents/carers are contacted at home or at work, if contact is unsuccessful then the emergency numbers, and other adults authorised to collect the child on the registration form are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- After 10 minutes the out of school club practitioners will take the child to Southborough school infant reception to collect the older children. They will then either go to the school infant playground or straight back to the preschool.
- During this time attempting to make contact will to be made with the uncollected child's parent/carers and emergency contacts.
- When back at the preschool the parents will again be endeavoured to be contacted if no answer then they will remain at the out of school club.
- Any child that has not been collected within 45 minutes after the end of the out of school club session, will become the responsibility of the Social services department. The person in charge of the session will:
 - Call the parents on given contact numbers, if no one is available then:
 - Call the additional emergency contact numbers, if no one is available then:
 - Call the Social Services out of hours Duty Officer and request collection of the child.

Safeguarding children

1.6 Uncollected Child (cont.)

Children who are collected more than 15 minutes late will be charged for a whole out of school club session. If collected outside the end of the out of school club session, a charge will be made to cover the wages of the two members of staff that had to stay to supervise the child and any other wages and administration charges incurred whilst putting our uncollected child procedure into place. They will also be charged for the Out of school session, in circumstances where an additional member of staff is required to comply with ratio requirements because of an extra child the cost of extra wages will also be charged.

- At least two members of fully vetted staff will remain with any children at all times, until they are safely collected either by their parents or Social Services.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.

A full written report of the incident is recorded in the child's file.

Ofsted may be informed

0300 123 1231 - telephone number

Other outside agencies would be informed if required.

Persistent Late Collections

Parents who persistently collect their children late should be:

- Reminded the correct time of the end of the session and if there is a genuine reason for being late,
- Reminded that they must phone the preschool before collection time to notify the setting of the delay,
- Notified that having children on the premises outside of our opening hours contravenes our registration and insurance policy: leaving us without adequate insurance and at risk of being closed down.

Parents who are late collecting their child(ren), without a genuine reason, more than 3 times in two weeks, will be informed that their child risks losing their preschool or out of

school club place. If a child is persistently collected late then they will be charged £5.00 per child administration charge plus any extra staff costs that have been incurred.

Safeguarding children

1.6 Uncollected Child (cont.)

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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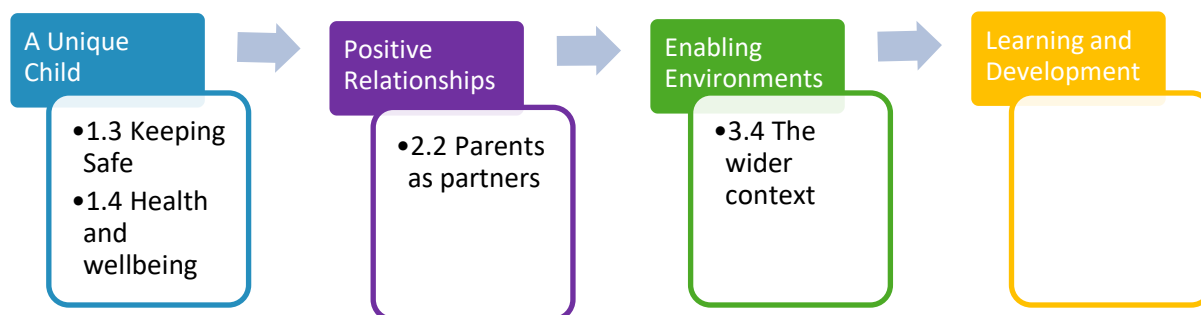
Safeguarding Policy

1.7 Missing Child Policy

Policy Statement

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

EYFS Key themes and commitments



Procedure

All children self register on arrival at the pre-school and are marked in the register by a staff member, when it is presumed that all children are in (within 10 minutes of start of session) a headcount is done, if a child comes in late or leaves early for any reason, they are signed in/out and added to or taken away from the head count, the time they came in or leave is recorded, enabling pre-school staff to obtain a clear picture of who is present at any one time, when the children leave at the end of the session they are marked out of the register as they go.

Child going missing on the premises:

- In the event of a child going missing, the pre-school supervisor is alerted.
- All other children will be collected together in the pre-school building. They will be watched by the correct number of staff required to meet the correct adult: child ratio, whilst the other staff undertake a thorough search of the building and outside play area, also all rooms, cupboards, corners etc.; large enough to hide a child will be inspected.
- The register is checked to ensure no other children have gone astray.

Safeguarding Children**1.7 Missing Child (cont.)**

- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found in the building or grounds, a search of the surrounding area would take place, whilst the supervisor would inform the parents, (through the emergency details on the admissions form) and the Police.
- The supervisor talks to the staff to find out when and where the child was last seen and records this.
- The supervisor (Dan Gibbons) contacts the owner (Tope Egoh) and reports the incident. The owner and all management staff carry out an investigation immediately.

Child going missing on a small group outing:

This describes what to do when staff have taken a small group on an outing, leaving the supervisor and/or other staff back in the pre-school. If the supervisor, all other staff members and all children are on the outing, the procedures are adjusted accordingly.

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

The Investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The pre-school owner speaks with the parent(s)

Safeguarding Children

1.7 Missing Child (cont.)

- The Supervisor and the owner carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The staff member writes an incident report detailing:
 - The date and time of the report
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing
 - The time it is estimated that the child went missing
 -
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents (policy)); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed
- The insurance provider is informed.

Managing People

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Management need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others' they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the pre-school supervisor and the other the owner. No matter how understandable the parent's anger may be aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried the remaining staff caring for them needs to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

Safeguarding Children

1.7 Missing Child (cont.)

- In accordance with the severity of the final outcome, staff may need counseling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The owner will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted on.....

Date to be reviewed

Signed (All Staff).....

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Safeguarding Children

1.8 Preparation of, Supervision of children on Outings and other Off Site Activities

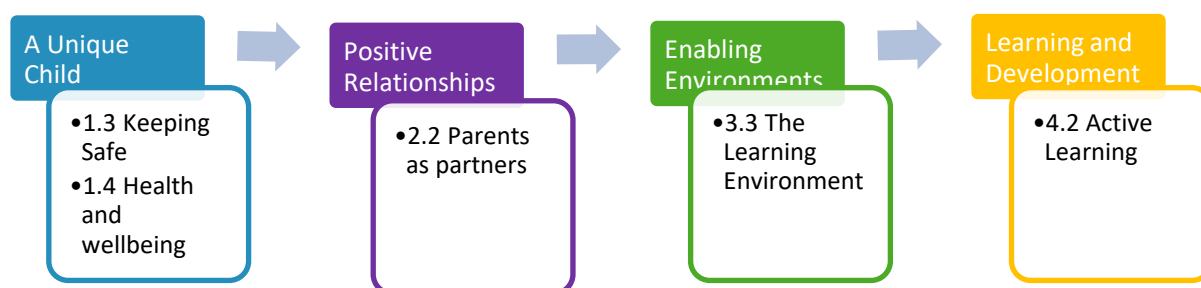
Policy statement

Children benefit from being taken out of the pre-school to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We take children out daily to Southborough school play area and weekly to our allotment in Southborough in addition we have trips to such places as the library the bakers etc.

Aim

1. Broaden their educational experience through activities appropriate to their age and ability
2. Experience educational activities out of the normal pre-school environment.
3. Link pre-school activities with outside experiences and the community
4. Develop their awareness and interest of an environment beyond pre-school.
5. Experience out of pre-school activities as a group.

EYFS key themes and commitments



Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parent to see.
- Our adult to child ratio is high

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Small outings are recorded in our diary which is kept in the setting stating:
 - The date and time of outing
 - The venue and mode of transport (if no mode of transport = walking)
 - Names of staff assigned to named children
 - Time of return
- Staff take a mobile phone on outings, supplies of tissues, wipes, pants, first aid kit, snacks, water, and cleaning gel for hands. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children with named drivers and appropriate insurance cover.
- A minimum of two staff accompany children on outings and a minimum of two remain behind with the rest of the children with adult to child ratios always being adhered to.

Off-site visits are linked to activities undertaken within the pre-school environment. Good planning and attention to safety can lessen the likelihood of accidents. These guidelines should be followed:

1. Before the visit

- Sites or activities selected should be appropriate for the age and abilities of the group undertaking the visit and relevant to the educational development of the children.
- For reasons of safety and educational planning, at least one of the accompanying members of staff should have made a prior visit to the venue and a risk assessment must be done highlighting any areas that need to be addressed prior to or during the visit, to ensure the children are kept safe at all times.
- Before any visit is arranged, the supervisor must give permission for the visit.

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

2. Staff

The Supervisor will have overall authority for the visit.

He/she will:

Follow the pre-school outing policy

Be reasonably fit and hold a current first aid certificate

Ensure that Staff/Child ratios comply with governing legislation

3. Information to parents

- For major outings parents are given the following information in writing (by letter):
- Where – the venue of the visit
- When – the date
- Why – its purpose
- How long – the estimated length of time the children will be off-site
- Who – who will accompany and supervise the pupils
- How – Transport arrangements
- How much – Meeting the cost
- What else – recommendations for appropriate clothing, refreshments, money or any other requirements

4. Permission

- Written permission must be obtained from the parents of all children participating in the visit. Any children whose parents do NOT sign consent forms must stay within the pre-school premises and be supervised by two members of staff or if this is not viable an agreement is made between the parents and the pre-school that that child does not attend on that session and is given an alternative session to attend.
- When children first register with the pre-school, parents will be sent an outings consent form to sign. Children with signed consent forms can be taken off site for walking visits in the locality. No children must leave the pre-school unless accompanied by at least two members of staff.

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

5. Transport

- Only reputable companies will be used for transport hire. Seat belts should be provided and worn by all children at all times. If a mini-bus is used, each child must have a forward facing seat fitted with a seat belt that must be worn. A mini-bus is regarded as a public service vehicle and a mini-bus permit is required, unless a totally free service is provided (no money changes hands.) If staff private cars are used they must have appropriate insurance cover for conveying children in the course of their professional duties.
- If parents volunteer to drive their cars, the owner must see their driving licence, they must sign a declaration that they have a current driving licence, current vehicle road fund licence, current MOT certificate, and vehicle insurance valid for carrying passengers on an offsite visit.
- Car drivers cannot be reimbursed for the use of their cars as this invalidates the insurance policy (unless the car is specifically insured as a taxi).
- The Holden Park school bus, which is insured and driven by clean licensed staff over 25 years of age, is now our main source of transportation.

6. Costs

- Parents may be asked to give a voluntary contribution towards the cost of the visit. A child cannot be prevented from taking part in a visit if the parent has not made a contribution. In circumstances where insufficient money has been contributed collectively to cover the cost of the visit, the trip can be cancelled and contributions returned. Where contributions are made in excess of the cost, parents should be informed that the surplus will go into school visit funds.

7. Meal times

- If an outing is arranged that will include a meal time parents of all the children attending must be informed in order that parents can provide their children with a packed meal.

8. Planning the Supervision of children

- Children should be grouped for adult supervision. Consideration will be given to appropriate levels of supervision taking into account:
 - Type of visit being undertaken
 - Children's ages
 - Special Educational/medical needs

- Children's behaviour

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

9. Insurance

- The Owner is to ensure the insurances held by the pre-school provide sufficient cover for offsite activities.
- If parents wish for a higher level of cover, they are advised to arrange this with an insurance company of their own choice.

The day before the visit

Items to collect together to take on the visit:

The supervisor should carry a mobile phone and some 20p and 50p coins

Relevant phone numbers

A spare set of clothing in an emergency

First Aid kit

Register of all the children and adults attending.

10. First Aid

- Appropriate first aid resources should be taken on the visit and available at all times. It is important to take any medication specific to certain children e.g. asthma inhalers, epipens etc. Where special medication is to be administered the Supervisor must be fully aware of the child's dosage and how to administer it. On the bus/coach take a container (bucket) etc. for sickness, paper towels and tissues.
- Any accidents must be recorded in the Accident Book on return to the pre-school.

11. On the Day of the visit, before setting off

- Before a group of children leaves the pre-school site, the Supervisor must ensure:
 - A headcount of children attending is carried out.
 - That children are advised not to wander off on his/her own or even with a friend
 - That a first aid kit is carried
 - A mobile phone is carried in the event of emergencies.

- Contact cards including the names and numbers of each child are carried.
- Children should use the toilet before leaving the pre-school. Try to ensure that they are appropriately dressed – if not take some clothing from the pre-school.

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

12. On the Journey

- Staff are sat in different parts of the coach/bus to minimise the risk of all staff being injured in the event of an accident. If possible, no children should sit on the front seats, next to an emergency exit or on the centre seat at the rear of a coach/bus.
- Children must be well supervised to ensure drivers are not distracted by loud voices or other activity. Children must sit down, wear seat belts and stay in their seats until the journey is over and the coach/bus stopped in a safe place to alight.
- The staff on the bus/coach must tell children where to line up/wait before entering the bus/coach.
- The staff on the bus/coach must tell children where to line up/wait when they have left the bus/coach and stay until everyone has left the bus/coach and is gathered together.
- Children must wait in their seat until staffs directs them to undo seat belts and leave the coach sensibly. Other member of staff may need to help smaller children climb on or off the bus/coach steps.
- A head count must be undertaken as children enter and leave the vehicle.

13. During the visit

- ‘Supervisors and other staff in charge of children have a common law duty as any reasonably prudent parent would do so in the same circumstances’ (page 3 Health and Safety of Pupils on Educations Visits DFEE 1998)
- The visit should be educational and enjoyable for the children. It is important to remind children to behave sensibly with consideration for other visitors to the venue and to the adults accompanying the visit.
- Staff should undertake frequent head counts of children in their group and maintain vigilance for risks to health or safety.
- Staff should consider stopping the visit if circumstances constitute a risk to the health or safety of children or adults.

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

14. Farm visits

Children should not:

- Place their faces against animals
- Put their fingers/hands in their or anyone else's mouths after touching or feeding the animals
- Eat until they have washed their hands
- Eat any animal foods.
- Drink from the farm taps (except in designated facilities).
- Ride on tractors or other machines.

15. Walking Off-site

- When children are walking as a class group or large group:
 - Children should be lined up in single file or pairs as appropriate to the situation.
 - A member of staff must lead the line of children and another member of staff must be at the end of the line with an overview of the whole class/group.
 - Other members of staff should be equally (approximately) spaced alongside the line
 - Children who have or may cause problems should be positioned to enable close supervision.
 - The lead adult should walk at a pace appropriate to the age of the children
 - The lead adult must stop the line regularly to allow stragglers to catch up and reform the line.
 - The lead adult must ensure members of the public have space to pass safely and with courtesy.
- When walking on roads:
 - The class/group line should be as far as possible from the roadside kerb.
 - Staff should be at each end of the line and walking alongside the line of children on the kerbside
 - Staff must be constantly vigilant in ensuring that children keep safely away from the roadside kerb.
 - The class/group must be gathered together before crossing a road.

Safeguarding Children**1.8 Supervision of children on outings and visits (cont.)**

16. Crossing the road

- Only police, traffic wardens and school crossing patrols have the right under law to control traffic. When a member of staff assumes responsibility for seeing children across the road, he/she must take the following considerations into account:
- Choose a safe crossing place where traffic can be seen in both directions
- A pelican or zebra crossing should be used if available
- The children are gathered into a group or line at least 1 metre away from the kerb or road edge.
- When the road is safe to cross, the member of staff should direct the group to approach the road.
- Each group should only take the same time to cross the road as an individual.

17. The return

- If the return journey is delayed, the supervisor must phone the parents to advise them of the delay. A head count and register of children's and staff names must be called before leaving the visit site. Once the children are back in the pre-school, the class register should be called (before children leave the pre-school site, even if it is home time).

Safeguarding Children**1.8 Supervision of children on outings and visits (cont.)**

OFF SITE VISIT PLANNING AID MEMOIRE

On the day of the visit, a list of children and staff must be left in the pre-school

Visit to :

Date:

Children involved:

Staff involved:

Adults involved:

Ratio of adults to children:

Mode of Transport:

Transport company name and details:

Departure time from Holden Park Pre-school

Departure time from site of visit

Time of arrival back at Holden Park Pre-school

Will the children be off-site at meal times?

Do they need packed lunches?

Costs:

Entrance fees per child

Safeguarding Children

1.8 Supervision of children on outings and visits (cont.)

Transport costs per child

Total cost per child

Contribution requested:

Total contributions received:

Medical check – any special medications needed? For which children?

Brief outline of activities:

EDUCATIONAL VISIT REGISTER

Reminder: where the children shouldn't sit in the transport

Transport company and details:

Contact point:

Tel: 01892 520626

Holden Park Pre-school

Rear of 61 Prospect Road

Southborough

Tunbridge Wells

Kent

TN4 0EH

Supervisor:

List of children in each group:

Timing:

Leave Pre-school at:

Leave venue at:

Return to pre-school at:

Copy to:

Reminder of where staff should sit in the transport.

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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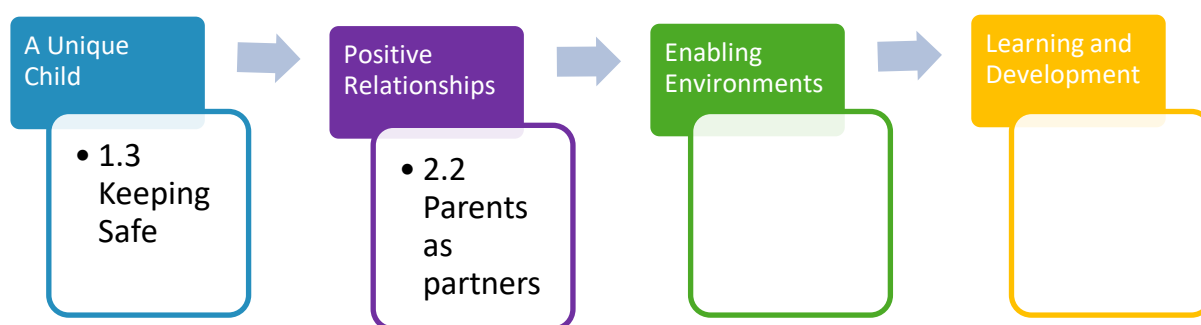
Safeguarding Children

1.9 Maintaining childrens safety and security on premises

Policy Statement

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

EYFS key themes and commitments



Procedures

Childrens personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times
- Whenever children are on the premises at least two adults are present
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the childrens arrivals and departures are recorded
- The arrival and departure times of adults – staff, volunteers, students and visitors – are recorded
- Our systems prevent unauthorised access to our premises
- Our systems prevent children from leaving our premises unnoticed
- The personal possessions of staff and volunteers are securely stored during sessions including mobile phones.

Safeguarding Children

1.9 Maintaining childrens safety and security on premises (cont.)

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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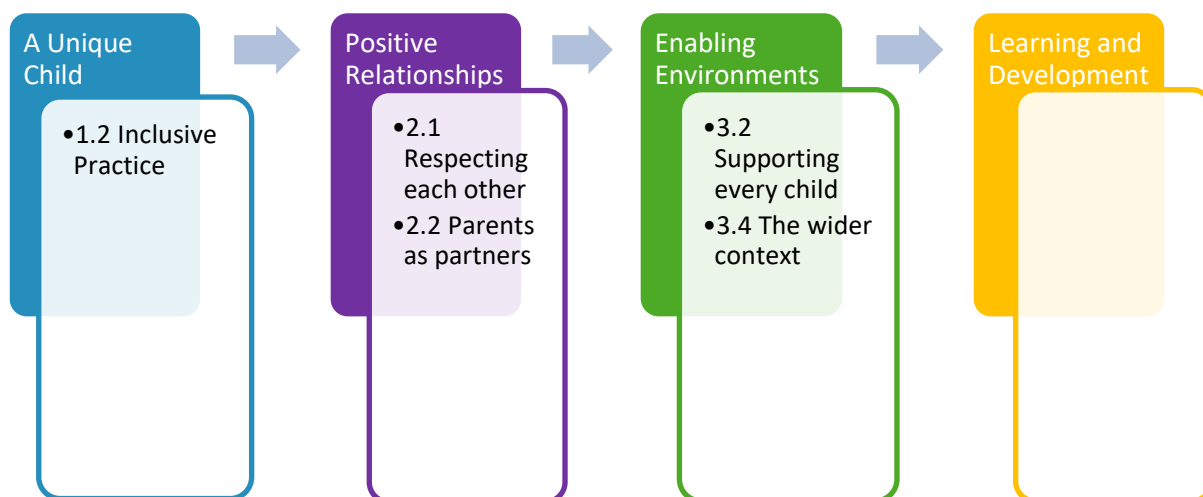
Safeguarding Children

1.10 Complaints Procedure

Policy statement

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

EYFS key themes and commitments



Aim

We aim to bring all concerns about the running of the pre-school to a satisfactory conclusion for all the parties involved.

Methods

To achieve this, we operate the following complaints procedure.

All pre-schools are required to keep a 'summary log' of all complaint that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Safeguarding Children

1.10 Making a complaint (cont.)

How to Complain

Stage 1

- Any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with their child's key person, the pre-school Supervisor or the owner.
- 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 reoccurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaints in writing to the pre-school Supervisor and the Pre-school owner.
- The pre-school stores written complaints from parents in a complaints file. However, if the complaint involves a detailed investigation, the Pre-school will store all information relating to the investigation in the relevant child's file.
- When the investigation into the complaint is completed, the pre-school Supervisor meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints File.

Most complaints should be able to be resolved informally at Stage 1 or at Stage2.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Supervisor and the Owner of the pre-school. The parent should have a friend or partner present if required. An agreed written record of the discussion is made and signed by all parties present, and each person has a copy for their records.
- 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.

Safeguarding Children

1.10 Making a complaint (cont.)

- 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 File.

Stage 4

- If at the Stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussion confidential. She/he can hold separate meetings with the pre-school personnel (pre-school Supervisor and owner) 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 she/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the pre-school Supervisor and the owner 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 for their files. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (OFSTED) and 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 our 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 address and telephone number of our OFSTED regional centre are: 03001231231

Complaints, Royal Exchange Building
St Annes Square, MANCHESTER. M27 7LA

Safeguarding Children

1.10 Making a complaint (cont.)

The details regarding OFSTED are displayed on our notice board.

If a child appears to be at risk, our pre-school follows the procedures of the Area Child Protection Committee in our local authority.

In these cases, both the parent and pre-school are informed and the pre-school supervisor and owner works with OFSTED or the Area Child Protection Committee to ensure a proper investigation of the complaint followed by appropriate action.

Records

All records of complaints against our pre-school and/or the children and/or the adults working in our pre-school are kept, including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

This policy was adopted on

Date to be reviewed

Signed (All Staff).....

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