

St John's Childcare

St John's Church, Forest Glade, Langdon Hills, SS16 6RX

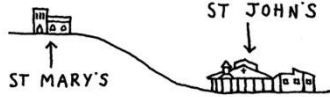
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Child protection

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Bring your own device policy

St John's Childcare realises that many staff 'Bring Your Own device' (BYOD) technology into the setting such as mobile phones, smart phones, smart watches, phablets and/or tablets. St John's Childcare views the safety of the children in our care as paramount but also recognises the need for our staff, committee members and volunteers to stay connected or be contacted in the event of an emergency.

Our Policy

The following policy has been designed to give staff members clear guidelines as to the use of BYOD, when it is permissible and how best to use the technology facilities provided at St John's Church.

When you cannot use your BYOD

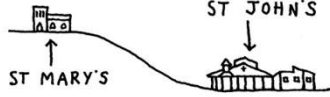
The Childcare does not allow the use of BYOD, in particular mobile phones and smart watches during Childcare hours as detailed in the Staff Handbook. Exceptions to this rule can only be given directly by the Childcare management team.

We require staff to store their phone/watches/tablets etc. in the lockers provided prior to entering any classroom.

Please advise potential personal incoming callers if their call is an emergency to ring St John's Church directly using the 01268 490400 reception number.

Specifically, staff members need to be aware:

- We do not allow the use of any 'BYOD' during Childcare hours, either in the classrooms or in the outdoor play area. This includes children who may bring their own devices from home or school even if they want to use it to complete their homework.
- This ban excludes the use of digital cameras or classroom IT which are the property of St John's Childcare. These cameras are used to provide evidence of children's learning and do not leave the setting and the photos are permanently erased once printed.
- All parents and visitors will be advised of this policy as they enter the childcare setting.
- Parents and visitors will be asked to ensure their BYOD are kept in their bags, or they may store them in one of the rooms/cupboards but not in the Childcare classroom.
- If parents or visitors need to use their BYOD they will be asked to leave the premises in order to do so.



When you can use your BYOD

While Staff are on their breaks it is permitted to use their BYOD outside of the Childcare classroom such as the coffee area, office rooms or outside the main building.

St John's church provides free internet access to its visitors and staff via its internal Wi-Fi. If you wish to use this services please connect to the Wi-Fi named 'IntCafe' and use the password 'stjohnschurch' all in lowercase and no spaces.

The church networks have content restrictions which does not allow access to 'Adult Material' at all times. The use of the network will be monitored and any device attempting to access unauthorised sites or services will be barred indefinitely.

If staff do bring their own device into the Childcare setting, then:

- Staff are responsible for keeping their device locked securely away in the lockers provided, at all times, during working hours.
- Staff are responsible for the proper care of BYOD, including all maintenance and repair, insurance, replacement or modifications, and software updates necessary to effectively use the device. This includes setting up access to the St John's Wi-Fi network.
- The Childcare Management team reserves the right to confiscate and/or inspect any BYOD if there is reason to believe that it was used to violate our policies, administrative procedures, Childcare rules or for general misconduct.
- Violations may result in the loss of privilege to use BYOD at the Childcare setting, and/or disciplinary and legal action, as appropriate

All Staff shall adhere to the above; breach of this policy may result in disciplinary action. This policy has been adopted by St John's Childcare.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September, 2011. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Children's rights and entitlements

Policy Statement

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

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

To be strong means to be:

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

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards themselves and others; and
- be able to represent themselves and others in key decision making processes.



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To be listened to means:

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

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September, 2011. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Favouritism Policy

Nepotism and Cronyism

These terms refer to the practice of favouring relatives or close personal friends in business. Despite the possibility of the persons concerned being capable of the tasks for which they may be employed the stigma of nepotism and/ or cronyism is difficult to avoid and affects employers, employees, prospective employees and the reputation of an organisation.

There are times when the practice can be beneficial; for example in small family businesses. However, even in these businesses nepotism and/ or cronyism can cause serious conflict amongst relatives and close personal friends.

In order to address the potential negative effects it is necessary to have a policy or procedure to manage this. Especially since, human nature being what it is, there is a tendency for the negative aspects to arise. These are some of the effects:

For Employers:

Creating feelings or accusations of favouritism leading to reduced morale amongst staff.

Being perceived as a biased employer and leading to lack of respect and/ or trust. Management decisions become contaminated and viewed with suspicion.

For employees:

Feeling unfairly treated, especially if you believe you are as competent as the favoured person. The favoured person is placed in a difficult situation if they are competent yet perceived as favoured. They may be victimised. This creates unease amongst other employees.

malicious gossip, once started, is difficult to manage or dispel.

For Management:

Perceived as poor quality and not part of a meritocracy. Creates lack of motivation in staff with ensuing difficulty to manage.

For the organisation:

You can be perceived as a 'closed shop' that only favours the few. This can contaminate your brand.



Any employer has a duty of care to ALL staff, now and for the future. All policies, management decisions and practices must be seen as fair, just and without any discrimination or bias, perceived or otherwise and comply with current employment law.

Procedure for the employment of closely related persons and close personal friends:

1: It is not unusual for members of the same family or close personal friends to work in an organisation. However the intention of this procedure is to avoid accusations of favouritism by ensuring that staff who are members of the same family or close personal friends do not have direct control or authority over one another within the workplace.

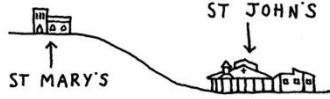
2: Definition:

A member of the same family or family relationship for the purposes of this procedure refers to any person who is related by blood or marriage or who cohabits or is related to the cohabitee. A close personal friendship is more difficult to define and becomes apparent by the familiarity and ease with which such parties relate compared to other staff.

3: Conditions:

- i. Employees who are members of the same family will not be permitted to work in a situation where one has direct authority or control over the other.
- ii. A person applying for employment with the setting will be requested to disclose a relationship to a person already working in the setting in a senior position.
- iii. Employment will not be offered to a candidate if the post for which they are applying would involve supervisory control over an existing employee who is a member of his or her family.
- iv. During organisational change which affects existing staff every effort will be made to avoid a supervisory situation occurring which involves members of the same family.
- v. An exception can be accommodated for a member of staff, employed (i.e. on our payroll) at the date of this policy's institution, providing there is clear direction as to each person's responsibilities and reporting procedures, which are open for all staff to see.
- vi. Should a relationship change or develop between two existing employees or should a relationship be brought to the attention of a manager, consultation must take place with the individuals concerned and arrangements put in place so as to comply with this procedure.

To be reviewed on an annual basis or periodically, as needed.



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Bob Hackett: 13.5.14.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 13th May 2014. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Lock Down Policy

St. John's Childcare recognises the serious risks to children, staff and visitors in emergency or harmful situations. St. John's Childcare's 'Lock Down Policy' aims to ensure that all children, staff and visitors remain in a safe and secure location in the event of a possible threat and that the exposure to danger and possible risk of harm are minimised.

Initial Notification

In the event of a critical incident requiring 'Lock Down', the person witnessing the incident must try to notify the management team in the office to raise the alarm. A 'lockdown' will be initiated by the management team. One of management team will enter the classrooms saying 'Tippy toes', to inform the staff, and instigate the lock down procedure, taking the children's contact details with them. Another member of the management team will immediately call 999, and if appropriate the Chairperson of the Childcare Support Committee.

Lockdown Procedure

- Staff will move the children out of sight to the Rabbit Room (baby room, in the extension side of the building). Once everyone is in the room, staff will close the doors and lock them.
- One of the management team will complete a head count of all the children, and if necessary, a check of the premises for any other children.
- Staff will close all windows, pull the blinds down, and lights switched off.
- Everyone will remain out of sight until further instructions are received from the emergency services.
- Staff will try to ensure the children are kept as quiet and calm as possible until the dangerous situation is over.

If the alarm is raised during arrival/home times, everyone is to be directed to their rooms as long as it is safe to do so. If children are outside playing, staff are to promptly direct the children into the building, if it is safe to do so.

Once the danger has passed

When we are completely sure that the danger is over, the management team will signal to all staff the 'all clear'. Everyone will leave our safe place and continue our activities as far as possible.

One of the management team will phone the parents/carers and the Chairperson (if not already contacted), to inform them of the incident. Records will be made of the event and actions taken will be recorded in our incident book. OFSTED and Early Years will be informed within 24 hours of the incident occurring.



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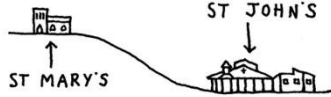


St. John's Childcare will carry out a termly drill to highlight any issues, and will record the drill in the record book.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 12th February 2018. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Looked After Children

Policy Statement

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

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

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

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

- 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 offer places to two-year old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.



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- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is care for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated Safeguarding officer - Mrs Theresa Cobbing.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social work.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; 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 at the
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- setting, when, where and what form the contact will take will be discussed and agreed;
- what written reporting is required;
- wherever possible, and the where the plan is for the child's return home, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc. alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interest and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 13^{5th} June 2014. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Missing child Policy

Policy statement

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

Procedures

Child going missing on the premises;

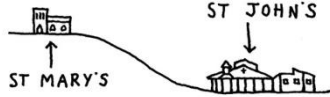
- As soon as it is noticed that a child is missing the key person/staff alerts the Manager.
- The Manager calls the police and reports the child as missing and then calls the parent.
- The Manager will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The Manager talks to the staff to find out when and where the child was last seen and records this.
- The Manager contacts the chair and reports the incident. The chair comes to the setting immediately to carry out an investigation, with the Manager.

Child going missing on an outing:

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

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

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Manager is contacted immediately (if not on the outing) and the incident recorded.
- The Manager contacts the police and reports the child as missing.
- The Manager contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The Manager contacts the chair and reports the incident. The Chair comes to the setting immediately to carry out an investigation, with the Manager.



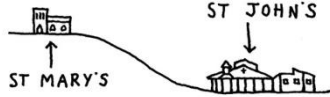
- The Manager or a member of staff may be advised by the police to stay at the venue until they arrive.

The investigation:

- Staff keep calm and do not let the other children become anxious or worried.
- The Manager together with the Chair speaks with the parent(s).
- The Chair and Manager carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people:

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



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- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Chair 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 at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September, 2011. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



The non-collection of children policy

Statement of intent

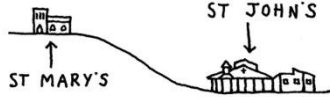
In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a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

Permanent lateness will incur a fee of £2.50 for the first 15 minutes and £5 for every subsequent 15 minutes thereafter.

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

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us verbally or in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us verbally or with written details of the name, address and telephone number of the person who will be collecting their child. We have a password system in place to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:



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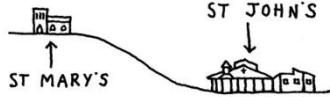


- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We contact our local authority social services department and inform Ofsted.
 - A full written report of the incident is recorded in the child's file.
 - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September 2011. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Policy on the safeguarding of Adults in the Church

This policy will be reviewed each year to monitor the progress which has been achieved.

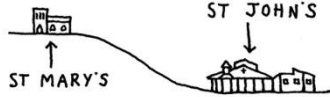
1. We recognise that everyone has different levels of vulnerability and that each of us may be regarded as vulnerable at some time in our lives.
2. As members of this parish we commit ourselves to respectful pastoral care for all adults to whom we minister.
3. We commit ourselves to the safeguarding of people who may be vulnerable, ensuring their well-being in the life of this church.
4. We commit ourselves to promoting safe practice by those in positions of trust.
5. The parish commits itself to promoting the inclusion and empowerment of people who may be vulnerable.
6. It is the responsibility of each of us to prevent the physical, emotional, sexual, financial and spiritual abuse of vulnerable people and to report any such abuse that we discover or suspect.
7. We undertake to exercise proper care in the appointment and selection of those who will work with people who may be vulnerable.
8. The parish is committed to supporting, resourcing, training and regularly reviewing those who undertake work amongst people who may be vulnerable.
9. The parish adopts the guidelines of the Church of England and the Diocese of Chelmsford.
10. Each person who works with vulnerable people will agree to abide by these recommendations and the guidelines established by this church.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September 2011. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

The Rev'd Colin Hopkinson Chairman of PCC

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment.

Providers must follow their legal responsibilities under the Equality Act 2010

British Values and the Prevent Duty

Policy Statement

St John's Childcare actively promote inclusion, equality of opportunity and the valuing of diversity and British values.

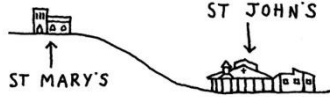
Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, St John's has a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. We also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions, know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on *the Fundamental British Values in the Early Years guidance* (Foundation Years 2015):



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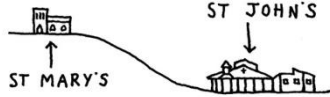
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- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values and to talk about their feelings.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
 - Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Rule of law, or understanding that rules matter (through the prime areas of Personal, Social and Emotional Development and Understanding the World).
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and codes of behaviour and ensure that all children understand rules apply to everyone.
- Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World).
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World).
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories and provide resources and activities that challenge gender, cultural or racial stereotyping.



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- At St John's Childcare it is not acceptable to:
 - Actively promote intolerance of other faiths, cultures and races.
 - Fail to challenge gender stereotypes and routinely segregate girls and boys.
 - Isolate children from their wider community.
 - Fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015, we have a duty "to have due regard to the need to prevent people from being drawn into terrorism"

Legal framework

Counter-Terrorism and Security Act 2015.

Equality Act 2010

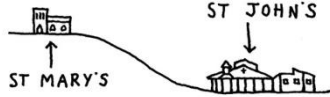
Fundamental British Values in the Early Years (Foundation Years 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 16th February 2016. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Safeguarding children and child protection policy

Policy Statement

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

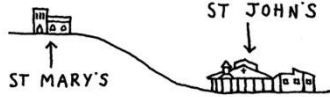
Our designated person who co-ordinates Child Protection issues is:

Mrs. Theresa Cobbing - Manager.

St. John's Childcare has regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent Duty Guidance for England and Wales 2015'.

Staff and volunteers

- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised
- To be counted in ratios at level 3, all employees must hold at least GCSE grade C or above in both Maths and English.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the DBS reference number
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All newly qualified employees must hold a full paediatric first aid qualification to be included in the required staffing levels: child ratios at level 2 or 3 in the setting.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).



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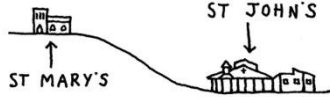
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- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- During special events at St. John's, i.e. Nativity play, Sports day, etc. parents are made aware that the events may be recorded or photographed by parents/carers. We advise that these photos/videos are not shared on social media. Parents have the right to withdraw from the event if they wish.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect or may have affected children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the 'designated person'. The information is stored on the child's personal file.



- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may 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.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the out of having shared it.

Recording suspicions of abuse and disclosures

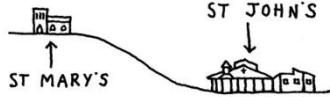
Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse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

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child;
- makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.

These records are signed and dated and kept in the 'Safeguarding' file which is kept securely and confidentially.

The 'designated person' is informed of the issue at the earliest opportunity.

Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.



Informing parents

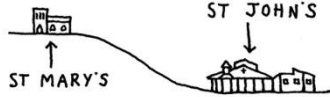
- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have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

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority 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.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.



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- 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.
- Where the management team and children's social care agree it is appropriate in the circumstances, the chair of the PCC 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 volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information, so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

Training

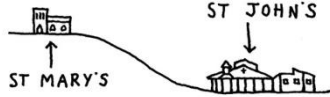
- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

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

Curriculum

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



Confidentiality

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

Support to families

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

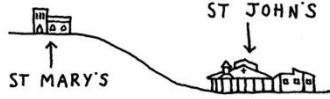
Child Absences from Pre-School

- If children are absent from St. John 's for two consecutive days or more, and the parent/carer has not made contact with the setting to let us know why the child is absent, the key person or childcare manager will call the parent/carer to investigate.
- The date and time of the phone call is recorded on the child's profile on our 'Connect' childcare computer system, and the parent's reasoning's as to why the child has been absent is also recorded.

The legal framework for this work is:

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (2018)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Working Together to Safeguard Children (2015)
- Prevent Duty Guidance for England and Wales (2015)



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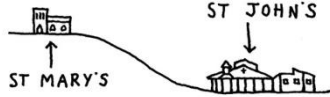
Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September 2011. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Social Networking Policy

St John's Childcare realises that social networking has now become an integral part of everyday life and that many people enjoy membership of social network sites such as Facebook, Twitter, Instagram and Snapchat. However, we are also well aware that these sites can become a negative forum for complaining or gossiping and care must be taken not to breach our confidentiality policy or offend anyone when using these sites.

Our Policy

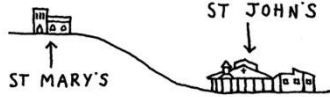
The following policy has been designed to give staff members clear guidelines as to what we at St John's Preschool expect of our staff, committee members and volunteers when accessing these sites.

The absence of, or lack of explicit reference to a specific site does not limit the extent of the application of this policy.

Breach of confidentiality will result in disciplinary action and may result in the termination of your contract.

When using social networking sites staff, committee members and volunteers should give due regard to the following:

- Personal blogs should have clear disclaimers that the views expressed by the author in the blog is the author's alone and do not represent the views of the Childcare. Be clear and write in first person. Make your writing clear that you are speaking for yourself and not on behalf of the Childcare.
- Information published on your blog(s) should comply with the Childcare Confidentiality and disclosure of proprietary data policies. This also applies to comments posted on other blogs, forums and social networking sites.
- Always be respectful to:
 - The childcare setting
 - Other staff members
 - Parents and guardians
 - Children
 - Our childcare partners
 - Competitors
- Staff should be aware that any disrespectful comments to the above may be seen as libellous.
- Social media activities should not interfere with work commitments.
- Remember at all times in or out of working hours you are an ambassador for St John's Childcare.
- Your online presence reflects on the setting. Be aware that your actions captured via images, posts or comments can reflect on our setting.
- Safeguarding and promoting children's welfare/safeguarding Jan 2011
- Do not reference or site parents or children without their express consent.



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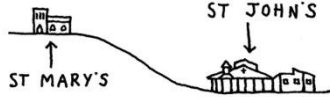
- Respect Copyright laws, and reference or cite sources appropriately. Plagiarism applies online as well.
- St John's Childcare logos and trademarks may not be used without written consent.
- Any employee, who becomes aware of social networking activity that would be deemed distasteful, should make the manager aware.

All Staff shall adhere to the above; breach of this policy may result in disciplinary action. This policy has been adopted by St John's Childcare.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 15th June 2014. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Prevent Duty and British Values Policy

Statement of intent

The provider, management and staff at St. John's Childcare understand and comply with the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Aims

We are aware of the increased risk of online radicalisation, to radicalise young people, children and their families through the use of social media and the internet. As with managing other safeguarding risks, staff are alert to changes in behaviour which could indicate that colleagues, children and their families are in need of help or protection. Children and adults at risk of radicalisation may display different signs or seek to hide their views. Staff will use their professional judgement in identifying children and adults who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

Procedures

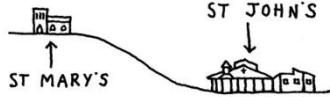
We seek out training to improve our knowledge and understanding including training provided by the local authority and online Channel Awareness Training. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children.

To be both effective and lawful, we meet specific legal duties including those arising from the Prevent Duty. This sets out the need for **British Values** to help everyone live in safe and welcoming communities where they feel they belong. The British Values are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

To fulfil the Prevent Duty, providers must ensure:

- We focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- Staff are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members.
- We take action when they observe behaviour of concern.



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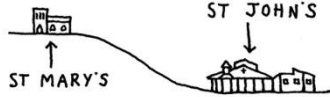


- Staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- They assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the Police, Prevent Co-ordinators, Channel Police Practitioners and the LSCB to take account of local risks and respond appropriately.
- We make referrals to local Channel Panels, Channel Police Practitioners of the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism.
- We assess training needs in the light of their assessment of the risk.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September 2014. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Unacceptable Material Use & Printing

Staff must not use any ICT services for copying, storing, sending or retrieving 'unacceptable material'. Unacceptable materials include any documents, messages, information, graphics, or any other electronic data that:

- Breach UK legislation
- Contravene the settings equality policy
- Contain offensive, pornographic or obscene language or material
- Plan, promote, insight or facilitate illegal or terrorist activities
- Contain defamatory or slanderous language or material
- Denigrate, insult or ridicule another person
- Intimidate, bully or harass another person
- Adversely comment on integrity, personality, honesty, character, intelligence, methods or motives of another person unless it is factual response to a formal reference request
- Provide or facilitate the use of computer hacking tools or virus tool kits.

Staff must not use the internet, external electronic mail, external telephone, or any other form of electronic communication to transmit sensitive subversive information.

This policy was adopted at a meeting of St. John's Childcare and the P C C of Langdon Hills held on the 19th September 2020. Reviewed/Updated September 2020.

Signed on behalf of St. John's Childcare

Miss. Michelle Canham & Mrs. Theresa Cobbing Managers



Addendum to Safeguarding children and child protection policy **COVID-19 setting closure arrangements for Safeguarding and Child Protection** **at St. Johns Childcare**

From 20th March 2020 parents were asked to keep their children at home, wherever possible and for schools and nurseries to remain open for those children of workers critical to COVID-19 response – who absolutely need to attend.

Schools and childcare providers were asked to provide care for a limited number of children – children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Due to very low number of children attending the setting a decision was taken to close St. Johns Childcare on the 24th March, 2020

The addendum of St. Johns Childcare child protection policy contains details of our individual safeguarding arrangements in the following areas

Key Contacts:

Role	Name	Contact number	Email
Designated Safeguarding Lead	Theresa Cobbing	01268 490400	admin@stjohnschildcare.co.uk
Deputy Safeguarding Lead	Michelle Canham	01268 490400	admin@stjohnschildcare.co.uk

Communication with parents

To communicate with parents on a regular basis and log how contact is made. All contacts with families are recorded.

Where parents/carers do not respond and all reasonable attempts are made. If contact by phone or email has not been successful, we may feel a home visit is required. Any such visit will be risk assessed in advance and the member of staff(s) undertaking the visit should be involved in the process. Where a home visit is undertaken, staff members should not enter the home. Staff would phone the parent outside from the outside the home to request sight of the child and to have a discussion with the parent, keeping a safe distance at all times.



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Where attempts at contact with parents / carers have not been successful, we would speak to other agencies already involved with the family.

Vulnerable children

For children in care, or those with a CP or CIN Plan. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority.

St. Johns Childcare will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's workers and the local authority and previously looked-after children. The lead person for this will be **Theresa Cobbing**

Those with an EHC plan will be contacted with regard to their wellbeing and for advice they may need.

Designated Safeguarding Lead

The key contacts are detailed at the start of this document.

Mrs. Theresa Cobbing - Manager.

Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Informing parents

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

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social
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workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.

- If a referral is to be made to the local authority 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.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- well as children and families throughout the process.

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.

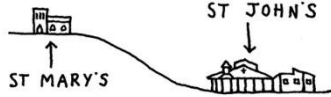
Support to families

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

Concerns for a child

If there was a immediate risk of significant harm, the Safeguarding Lead to make contact with the Children's and Families Hub on 0345 603 727 and ask for the "priority line" or call the Police on 999) There is an "out of hours" service (Mon-Thurs 5pm to 9am, Friday and Bank Holidays 4.30pm to 9am): Emergency.DutyTeamOutofHours@essex.gov.uk or 0345 606 1212. For non-urgent matters, Essex Effective Support – this provides access to an online Request for Support portal.

The Children and Families Hub also offers a consultation line for professionals providing advice and guidance. This can be accessed by calling 0345 603 7627 and asking for "Consultation Line"



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The legal framework for this work is:

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (2018)
- The Children Act (Every Child Matters) (2006)
- Safeguarding Vulnerable Groups Act (2006)
- Working Together to Safeguard Children (2018)
- Prevent Duty Guidance for England and Wales (2015)

Secondary legislation

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

This policy was adopted due to the closure of St. John's Childcare and the P C C of Langdon Hills.

Signed on behalf of St. John's Childcare

Mrs. Theresa Cobbing Managers