

Springboard Safeguarding Policy and Procedures 2023

Staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

These policies form part of the induction process for all staff, volunteers, and students.

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Maximising Ability; Minimising Disability



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Registered with

**FUNDRAISING
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Children's Rights

At Springboard, we promote children's right to be *strong, resilient, and listened to*. We do this by creating an environment within our setting that encourages all children to develop a positive self-image. This includes **their** heritage stemming from their colour and ethnicity, languages spoken at home, religious beliefs, cultural traditions, and home background.

We promote a child's right to be ***strong, resilient, and listened to*** by:

- Encouraging each child to develop a sense of autonomy and independence.
- Enabling each child to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Helping each child to establish and sustain satisfying relationships within their family, with children, and with other adults.
- Working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

A ***strong*** child is one who:

- Is secure in their foremost attachment relationships where they are loved and cared for, by at least one person who can offer consistent, positive, and unconditional regard and who can be relied on.
- Feels safe and valued as an individual in their families and in relationships beyond the family, such as at Springboard.
- Is self-assured and forms a positive sense of him/herself – including all aspects of their identity and heritage.
- Is included equally and belongs in early years settings and in community life.
- Is confident in abilities and proud of their achievements.
- Is progressing optimally in all aspects of their development and learning.
- Is part of a peer group in which to learn to negotiate, develop social skills and identity respecting the rights of others in a diverse world.
- **Is supported to participate and feel represented.**

A ***resilient*** child is one who:

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





To be **listened** to means:

That the adults who are close to the child

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



Policy Statement 1: Safeguarding Children

What is safeguarding? Safeguarding is defined as promoting the health, safety and welfare of all children and young people.

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. Springboard aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

Staff and volunteers

- are advised to maintain an attitude of 'it could happen here' and no one is beyond suspicion as far as safeguarding is concerned.
- should always act in the best interest of the child.

What is child protection? Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. It is a statutory term.

We intend to create in our setting, an environment in which children are safe from abuse and which any suspicion of abuse is promptly and appropriately responded to. Staff and volunteer recruitment is done by applying the following guidance:

- NSPCC Safer Recruitment Guidance. <https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment>
- Refer to the Wiltshire Safeguarding Thresholds Guidance [Appendix E 2023- low-level concerns flowchart addendum - sept 2021 1.pdf](#)
- Refer to [Keeping Children Safe in Education \(2023\) \(KCSIE\)](#) guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment. [The guidance now states that education settings should consider conducting online searches \(including publicly available social media searches\) as part of their due diligence during the recruitment process.](#)
- Complete an annual safeguarding audit in conjunction with Wiltshire Council to ensure all duties are met and any changes to procedures are acted upon.
- Exclude known abusers - It will be made clear to applicants for posts within Springboard that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants, who apply for work within Springboard, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide two references. All references will be followed up. If an applicant has unexplained gaps in their employment history, or they have moved rapidly from one job to another, explanations will be sought at the interview. A clearance with the Disclosure and Barring Service (DBS) is a requirement of all volunteer and staff roles. In accordance with the 2018 Regulations, Springboard management is no longer required to establish whether a member of staff providing or employed to work in childcare is disqualified by association. This is only relevant where provision is made on a domestic setting such as in childminding. Accordingly, staff and volunteers should not be asked about convictions for cautions of someone living or working in their household.



Staff/volunteers are expected to discuss matters with managers or committee members any situations that occur outside of work that may have implications for the safeguarding of children in our workplace. This will enable processes to be put in place that support staff whilst prioritising a child's safety and making the relevant arrangements.

Most offences that lead to disqualification under the 2018 Regulations will never be protected which means that they **MUST** always be disclosed by a member of staff/volunteers employed in Springboard's activity <https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Indicators of abuse and neglect

All adults are trained and supported to understand the forms in which abuse can occur:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to



facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and the policy and procedures for dealing with it.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Welfare requirements (Early Years Foundation Stage) (EYFS Sept 2021) 3.2. States that "Providers must take all necessary steps to keep children safe and well. The requirements are to safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies, and procedures."

The EYFS Welfare requirements (2021) states:

- 3.4 Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB) (In Wiltshire this is the Safeguarding Vulnerable People Partnership (SVPP)). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>
- 3.5. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB/SVPP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

Springboard has a Designated Safeguarding Lead (DSL) and two Deputy Safeguarding Leads (DDSL), there is a Designated Rep on the Management Committee

- 3.6. Providers must train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:
 - o significant changes in children's behaviour



- o deterioration in children's general well-being
 - o unexplained bruising, marks or signs of possible abuse or neglect
 - o children's comments which give cause for concern
 - o any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation and/or inappropriate behaviour displayed by other members of staff, or any other person working with the Children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of image.
- 3.7. Providers must have regard to the government's statutory guidance '**Working Together to Safeguard Children 2018**' and to the 'Prevent duty guidance for England and Wales 2015'.
 - 3.8. Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

The EYFS Suitability requirements (EYFS 2021) states:

- 3.9 Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.
- 3.11. Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). **Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.**
- 3.12. Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).
- 3.13. Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

The EYFS Disqualification requirements (EYFS 2021) states:



- 3.14. A provider or a childcare worker may be disqualified from registration. In the event of the disqualification of a provider, the provider must not continue as an early year's provider – nor be directly concerned in the management of such provision. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.
- 3.18. The information must be provided to Ofsted or the childminder agency with which they are registered as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Significant Events Employees must notify the Manager or the Chair of the Management Committee of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children.

A significant event could be defined as being involved with an agency such as the police or social services.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless Springboard is confident and can evidence that the applicant can be safely entrusted with children.

Training

We will seek training opportunities for all adults involved in the delivery of Springboard services i.e., volunteers, committee members, to ensure they recognise the symptoms of possible physical abuse, neglect, emotional abuse, and sexual abuse. All staff are expected to have up to date knowledge of safeguarding issues. The manager is trained to train on delivering in house sessions to enable staff to have up to date information. This includes recent initiatives for PREVENT (Safeguarding Children and Young People against Radicalisation and Violent Extremism), Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Private Fostering and for Babies and Non-mobile children and NEGLECT (NSPCC Graded Care Profile).

A nominated person for Safeguarding and Child Protection sits on the management committee and accesses appropriate training **either through Springboard or through their primary employment**. All members of the management committee access the online training available through Wiltshire Safeguarding Vulnerable People Partnership (formerly Wiltshire Safeguarding Children's Board). [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - e-Learning \(wiltshiresvpp.org.uk\)](http://Wiltshire Safeguarding Vulnerable People Partnership (SVPP) - e-Learning (wiltshiresvpp.org.uk)) Training will be assigned according to requirements and organisational need.

Good practice

- When new professionals come to work with Springboard their credentials are checked i.e., ID badges. **Usually, new professionals are introduced by an accompanying colleague or by their employer i.e HCRG Care Group** to facilitate introductions and hand over caseloads. If Springboard staff are in any doubt, credentials will be checked by calling their employer.
- Visiting providers i.e., children's entertainers, photographers are encouraged to provide a current enhanced DBS, **visitors MUST always be supervised**.



- Other visitors who could include fundraisers, members of the press or local dignitaries **MUST always be supervised.**
- Staff / students / volunteers who do not have a current DBS enhanced certificate **will not be left unsupervised in any situation.**
- The Voice of the Child will be included, and children will be encouraged to develop a sense of autonomy and independence through adult support by making choices and to find ways of expressing their feelings. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- The layout of the environment will ensure good supervision and observation of children and adults. Parents are asked to supervise children at all other times whilst on site.
- Visitors are not allowed into the building until staff are available to accompany them. **For arrangements such as meetings and clinic appointments visitors will be signed in on the visitor log and asked to wait in the foyer until a member of staff is available to accompany them to the meeting room.**
- Children must be within sight and hearing of staff and always within sight or hearing,
- **Adequate supervision while children are eating means that children must be within sight and hearing of an adult.**
- For off site visits including home visits or outreach support, Springboard staff will wear ID badges.
- Safeguarding is an agenda item for staff and management meetings, 1-1 supervision and daily team brief.
- 1-1 reviews and team meetings include a discussion of any safeguarding issues or concerns.

Safeguarding Disabled Children

Disabled children are recognised as the most vulnerable group in respect of safeguarding. They may have physical, sensory, and learning disabilities. Severely disabled children often rely on parents and carers to meet most or all their needs. They may have limited mobility and may find it hard to make their feelings and wishes known because of communication or language difficulties. Children with complex needs may receive services in a range of settings from several care providers leaving them vulnerable to ill or cruel treatment, to neglect and abuse. If they have been harmed or ill-treated, they may find it difficult to know how they can express their own concerns about their welfare, and they may not even know that the care they are receiving is not safe or appropriate. Disabled children trust their caregivers and rely on them to be sensitive to their personal care needs, their health, their emotional well-being, and their safety. Staff need to be attuned to the ways in which the child communicates and behaves to enable them to identify any possible symptoms of abuse. [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](#) includes advice about recognition, identification and interventions with disabled children who may have been abused or harmed.

Respond appropriately to suspicions of abuse

Changes in children's behaviour / appearance will be recorded and reported in accordance with local procedures. [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - How to report a concern \(wiltshiresvpp.org.uk\)](#)

If you are concerned about a child, please follow the flowchart for guidance

[Appendix C 2023 What-to-do-if-you-are-worried-a-child-is-being-abused-or-neglected-FINAL.pdf](#)



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 may be 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*

We

- consider factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug, or alcohol abuse, mental or physical illness or parent's learning disability.
- 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 attending our provision.
- 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. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may meet.
- follow the procedure for reporting child protection concerns where we believe a child in our care or known to us may be affected by any of these factors.

Child Sexual Exploitation (CSE)

The sexual exploitation of children is defined as: *'involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) because of their performing, and/or another or others performing on them, sexual activities. It can occur through the use of technology without the child's immediate recognition, e.g., being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child's limited availability of choice resulting from their social/economic and/or emotional vulnerability'*. Further information can be found at www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Staff and volunteers are made aware of the relevant strategies and updates in this category and understand that all children are vulnerable to this abuse.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is a collective term for procedures, which include the removal of part or all the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time





when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases, it is performed on new-born infants or on young women before marriage or pregnancy.

FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed. The Female Genital Mutilation Act 2003 replaced the 1985 Act and made it an offence for the first time for UK nationals, permanent or habitual UK residents to carry out FGM abroad, or to aid, abet, counsel, or procure the carrying out of FGM abroad, even in countries where the practice is legal.

The rights of women and girls are enshrined by various universal and regional instruments including the Universal Declaration of Human Rights, the United Nations Convention on the Elimination of all Forms of Discrimination Against women, the Convention on the Rights of the Child, the African Charter on Human and Peoples' Rights and Protocol to the African Charter on Human and Peoples' Rights on the rights of women in Africa. All these documents highlight the right for girls and women to live free from gender discrimination, free from torture, to live in dignity and with bodily integrity. From the 31st of October 2015, regulated professionals in health and social care professionals and teachers in England and Wales have a duty to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2) (a) or (b) of the FGM Act 2003.

Staff and volunteers are made aware of the relevant strategies and updates in this category and understand that all children are vulnerable to this abuse.

Safeguarding Children and Young people against Radicalisation and Violent Extremism

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011).

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, Incels (online community of young men who consider themselves unable to attract women sexually, typically associated with views that are hostile towards women) and extremist Animal Rights movements.

Staff and volunteers are made aware of the relevant strategies and updates in this category and understand that all children are vulnerable to this abuse.





Parents will normally be the first point of reference. However, all concerns will be referred as appropriate to **the Multi-Agency Safeguarding Hub (MASH) on 0300 456 0108 (out of hours: 0300 456 0100) or if there is immediate danger phone the police or emergency services on 999.** On referral to the MASH a member of staff will complete The Wiltshire Council Professional Notification to Children's Social Care <https://www.wiltshire.gov.uk/article/1436/Child-protection>

All such actions will be kept confidential, shared only with those who need to know. The people most involved will be the member of staff / keyperson, the manager/deputy manager, and the management committee chair.

To make a referral to MASH the following form should be used: [Appendix A 2023 Safeguarding Policy.pdf](#)

Children Looked After (CLA) (Formerly Looked After Children)

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

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

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

Principles

- The term 'looked after' denotes a child's current legal status; this is never used to categorise a child as standing out from others.
- We can offer stay and play placements for babies and children under two years who are in care.
- We can offer places for funded two, three and four-year-olds who are in care to ensure they receive access to early support. 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.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.



Procedures

- The designated person for 'children looked after' is the manager /deputy who are DSL/DDSL
- Every child is allocated a key person before they start. The designated person ensures the key person has the information, support, and training necessary to understand and meet the needs of a child in care.
- 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 setting 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 about the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- Guidance will be taken from the lead professional – usually the social worker on the rationale for the placement.

The support from Springboard will 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.
- 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; In addition, the plan will also guide us with:
- 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 their birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed; what written reporting is required.
- wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc. alongside the foster carer.
- the settling-in process for the child is agreed. It should be done in the same way it is for any other child, with the foster carer being involved unless otherwise agreed. It is even more important that the foster carers remain with the child until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability, and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage areas of learning and development.
- Any concerns about the child will be recorded 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 and reported to the child's social care worker in accordance with the Wiltshire Safeguarding Procedures.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.



- Transition from Springboard to another setting including 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.
- If the child misses two sessions at Springboard the Social Worker will be contacted as a good working practice.

Private Fostering

A private fostering arrangement is essentially one that is made without the involvement of a Local Authority for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative for 28 days or more. Privately fostered children are a diverse and sometimes vulnerable group which includes:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Asylum-seeking and refugee children.
- Teenagers who, having broken ties with their parents, are staying in short-term arrangements with friends or other non-relatives.
- Children who stay with another family whilst their parents are in hospital, prison or serving overseas in the armed forces.
- Language students living with host families

Everywhere children live should provide the same basic safeguards against abuse, founded on an approach that promotes their general welfare, protects them from harm and treats them with dignity and respect. Staff must be aware of the implications of children vulnerable to radicalisation and sexual exploitation.

Whether a child is in foster care, privately fostered, in a residential setting, hospital, custody or living in temporary accommodation with their family, the duty to protect is essentially the same. The local authority has a duty to undertake an Assessment which may lead to a Section 47 Enquiry where there are concerns about significant harm. In some instances, the type of accommodation may complicate this process and draw a wider group of professionals into the matter. Specific issues to consider in different settings are as follows:

Under the Children Act 1989, private foster carers and those with Parental Responsibility (PR) are required to notify the local authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

Springboard staff should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the arrangement has been or will be notified.

It is the duty of every local authority to satisfy itself that the welfare of the children who are privately fostered within their area is being satisfactorily safeguarded and promoted. The local authority must also arrange to visit privately fostered children at regular intervals. All arrangements and regulations in relation to Private fostering are set out in the Children (Private Arrangements for Fostering) Regulations 2005. Children should be given the contact details of the social worker who will be visiting them while they are being privately fostered

Examples of the settings children can be in

- Children in Residential Settings



- Children in Hospital Children in Custody
- Children in Temporary Accommodation

Record Keeping

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child, timed and dated observation, describing objectively the child's behaviour / appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder. If a child has disclosed information this shall be recorded as above. Form to be used is **SFC03 Record of Safeguarding Concern** [Appendix B 2023 SFC03 Safeguarding Concern Record.pdf](#)

A record of the concern will be logged electronically onto the specific Child's Log within Nursery in a Box. Only the date will be recorded and state that there has been a safeguarding concern. The actual record is made on the Safeguarding Central Log, which is monitored and reviewed by the manager/deputy. This is saved electronically on Business OneDrive\Office\Safeguarding\concerns [Safeguarding](#) It is a password protected document.

Safeguarding records will be kept in a separate electronic file and will not be accessible to anyone other than the manager/designated member of staff and key worker as appropriate.

All records relating to Safeguarding must be retained for 24 years. Paper records are scanned in and archived in an electronic folder named- retain until YYYY (the year of destruction) and the document is filed under the child's surname, First name)

Child attendance is recorded for all sessions. Any unexplained non- attendance is followed up. (See procedure.) Children on a CP (Child Protection)/ CIN (Child in Need) or Children Looked After (CLA) will have absences reported to the social worker or lead professional by the manager/deputy. Liaison with the child's mainstream setting on attendance will also be followed up. **KCSIE 2023 clarifications that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.**

Information Sharing – (HM Government 2018) [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](#)

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. Information sharing helps to ensure that an individual receives the right services at the right time and prevents a need from becoming more acute and difficult to meet. Poor or non-existent information sharing is a factor repeatedly identified as an issue in Serious Case Reviews (SCRs) or Learning From Practice Reviews* carried out following the death of or serious injury to, a child. In some situations, sharing information can be the difference between life and death. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Every practitioner must take responsibility for sharing the information they hold and cannot assume that someone else will pass on information, which may be critical to keeping a child safe.

*(Learning from Practice Reviews have now replaced the Serious Case Reviews.)





The principles set out below are intended to help practitioners working with children, young people, parents, and carers share information between organisations. Practitioners should use their judgement when making decisions about what information to share and should follow organisation procedures or consult with their manager if in doubt.

The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

Necessary and proportionate: when taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

Relevant Only: information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Adequate Information: should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate Information: should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely Information: should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations, and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure: Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

Record Information: sharing decisions should be recorded, whether the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

Liaison with other agencies

Springboard operates in accordance with local authority guidelines. If Springboard staff have concerns about a child, confidential information will be shared with the Local Authority Safeguarding team. This is in line with guidance from the Wiltshire Safeguarding Vulnerable People Partnership (WSVPP). Staff must be aware of radicalisation and sexual exploitation and the implications these



have on vulnerable children. Consultation with MASH colleagues is a recognised positive safeguarding action to identify necessary safeguarding actions. Staff are encouraged to contact the Early Help team.

If a report on a child is going to be made to the authorities, the child's parents must be informed at the same time (unless we believe the child to be at risk of significant harm.)

Working with families

Springboard will take every step in its power to build up trusting and supportive relationships between families, staff, and volunteers. Approaches such as multi-agency working within the Early Support Assessment (ESA), or use of DART (Digital Assessment Referral Tool) are promoted to enable parents to access Early Help support. This is an early intervention strategy.

Managers have access to training for the NSPCC Graded Care Profile to reduce the risk of Neglect. Where abuse at home is suspected, the staff of Springboard will continue to support the child and family while investigations proceed.

Springboard supports families to develop an understanding on how to promote their child's ability and keep their child safe when experiencing new learning activities.

Springboard works to create 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. However, it is understood child protection is paramount and cultural approaches that cause harm to children cannot be allowed.

Regard is taken to raise staff and volunteer's awareness when working with difficult and distracting parents who may present in the following ways:

- hide information
- mislead professionals
- be manipulative
- behave in ways that are frightening for professionals

Parents may also demonstrate:

- Ambivalence: not sure of need to change or when families are 'stuck' at a certain point
- Denial/avoidance: not willing to acknowledge abuse and/or purposely avoid practitioners
- Unresponsiveness: no demonstrable improvements in a timely manner (despite apparent compliance)
- Violence/hostility: more serious resistance when families actively display anger at practitioners

Safeguarding can be emotive, and Springboard acknowledges this, by supporting staff and volunteers to be aware of their own feelings and the impact it can have upon them personally. Time is allocated to staff in supervision or with Safeguarding Lead, to make sure that staff feel supported in their work.

If a family is presenting as particularly aggressive, risk assessments should be in place to support the staff and to keep the importance of holding onto the values of partnership during both an ethical and a sensitive practice.

Springboard will do all in its power to support and work with the child's family. Confidential records kept on a child will be shared with the child's parents, unless the child is believed to be at risk of significant harm, the care and safety of the child must always be paramount).





Parents are informed that there is a designated committee member responsible for overseeing Child Protection and Safeguarding children in Springboard.

Information is available on the website <https://springboardchippenham.co.uk/values-and-aims/> and displayed within the centre.

If Springboard staff feel dissatisfied with the agreed outcomes from a child protection concern, Springboard will apply the Southwest Safeguarding and Child Protection Case Resolution Protocol. [case-resolution-protocol.docx \(live.com\)](#)

This document sets out how significant case disagreements will be managed in Wiltshire. It seeks to set out an approach to resolving conflict and to ensuring children's needs remain at the heart of all we do. Escalating concerns about a child is not simply allowed for or tolerated in the Wiltshire system – it is expected. Safeguarding children is not a science; there are no absolutes and no automatic right answers. Discussions and debates about the best way forward for children are part and parcel of safeguarding work.

Contact MASH Multi-Agency Safeguarding Hub (MASH) County Hall, Bythesea Road, Trowbridge Wiltshire, BA14 8JN

Telephone: 0300 4560108 **Out of hours:** 0300 456 0100 **Email:** mash@wiltshire.gov.uk

Fabricated or induced illness (FII): is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. *FII is also known as "Munchausen's syndrome by proxy"*.

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy.
- exaggerates or lies about their child's symptoms.
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes.
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances.

FII can involve children of all ages, but the most severe cases are usually associated with children under five.

In more than 90% of reported cases of FII, the child's mother is responsible for the abuse. However, there have been cases where the father, foster parent, grandparent, guardian, or a healthcare or childcare professional was responsible.

If there is a suspicion that someone may be fabricating or inducing illness in their child, do not confront them directly. Report and record any concerns for discussion with other agencies, following all usual safeguarding procedures.



Domestic Abuse

Where there is an incident of child abuse involving police/social care and a child attends Springboard, the manager (Designated Safeguarding Lead, DSL) is automatically informed through an encrypted message via ENCOMPASS (This is a web based secure system used by the Police for sharing information to schools and settings)

What is Domestic Violence and Abuse? Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial, and emotional. (Home Office, 2013)

- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. (Home Office, 2015)

“The context of coercion and control may present significant barriers to women disclosing either their own or their children’s suffering, particularly in situations where the offending partner is present.” Staff will be supported to understand the impact of domestic violence on the children.

Impact on Children

- 20% of children in the UK have been exposed to domestic abuse and almost 1 in 20 (4.5%) children and young people in the UK have experienced severe forms of domestic violence.
- Seeing and hearing domestic abuse is emotionally abusive and children exposed to domestic abuse are three to four times more likely to experience, physical violence and neglect.
- Children and young people are likely to experience a range of emotional and behavioural responses including fear, anxiety, worry, anger, and aggression. The risk of psychological harm is high for those who also experience other forms of abuse and neglect.
- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of these can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn. (KCSIE 2023).

Understanding the risk to children

- There is a significant overlap between direct harm to children and domestic abuse (62%)
- Research shows a significant link between domestic abuse and other child abuse; wherever one is present, questions should always be asked about the other as a means of creating safer, more sensitive assessments and intervention strategies.
- If an adult is known to be violent, even if domestic abuse has not been identified, then the risk to children should be considered.
- Parental mental health problems and substance misuse are additional risk factors.



- Trigger events increase risks such as separation or relationship breakdown and pregnancy; risk often increases when the perpetrator leaves the home; parental separation does not guarantee an end to violence or the psychological abuse of women and children.
- A mother's ability to parent is likely to be adversely affected by domestic violence; it impacts on their self-esteem and confidence; they can be prevented from undertaking parenting tasks and perpetrators may forge hostile alliances with children or other family members.
- If a 16-18-year-old is in a coercive, controlling or domestically abusive relationship they are a victim of child abuse and child protection procedures must be followed.

Further information can be found at: [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - \(wiltshiresvpp.org.uk\)](http://wiltshiresvpp.org.uk)

Bruising in babies and non mobile children.

Non-mobile; babies and children very rarely cause injuries to themselves and therefore must be considered at significant risk of abuse. Definition of non-mobile: A baby or child who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently. This includes any child with a disability who is not able to move independently is also considered nonmobile.

Terminology: *Not Independently Mobile: a baby or child who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently. Includes all children under the age of six months and any children with a disability who are not able to move independently. Babies or children who can roll or sit independently are classed as non-mobile for the purposes of this policy.*

Babies under 1. [safeguarding-unborns-and-under-1s .pdf \(wiltshiresvpp.org.uk\)](http://wiltshiresvpp.org.uk)

"Infancy remains the period of highest risk for serious and fatal child maltreatment; there is a particular risk of fatality for both boys and girls during infancy" (Pathways to harm, pathways to protection: a triennial analysis of serious case reviews 2011-2014, Brandon et al 2016)

- Bruising is the most common injury to a child who has been physically abused.
- Bruising in a baby who has no independent mobility is very uncommon (Kemp, 2015).
- Severe child abuse is 6 times more common in babies aged under 1 year than in older children. Infants under the age of one are more at risk of being killed at the hands of another person (usually a carer) than any other age group of child in England and Wales.
- Infant deaths from non-accidental injuries often have a history of minor injuries prior to hospital admission.
- Multi-agency information sharing allows for sensible, informed judgements regarding the child's safety to be made.

The pattern, number and distribution of accidental bruising in non-abused children is different to that in those who have been abused. Accidental bruises are more commonly found over bony prominences and on the front of the body but rarely on the back, back, buttocks, abdomen, upper limbs, or soft-tissue areas such as cheeks, around the eyes, ears, palms or soles of the feet.

- A bruise should never be interpreted in isolation and must always be assessed in the context of the child's medical and social history, developmental stage and explanation given.



In non-mobile children, the presence of any injury including bruising, of any size, in any site should initiate an inquiry into its explanation, origin, characteristics and history. It is recognised that a small percentage of bruising in not independently mobile children will have an innocent explanation (including medical causes). This will include where it is believed that the mark is a benign skin mark (birth mark or Mongolian blue spot).

Recording and reporting procedures follow the best practice of safeguarding following WSVPP protocols https://wiltshiresvpp.org.uk/assets/02523611/multi-agency-guidance-bruising-and-injuries_non-mobile.pdf

In all cases where a bruise or injury is observed an explanation about the cause should be sought and the explanation(s) recorded. Professionals should also record exactly what has been seen (e.g., site of injury or bruise, size, and shape etc.). It is imperative that the professional does not suggest to the parent/carer how the injury occurred.

NEGLECT – Graded Care Profile.

Neglect is the most common reason why children are placed on a child protection plan, both locally and nationally. The Graded Care Profile 2 (GCP2) is a NSPCC evidence-based assessment that is now being used in Wiltshire. This is a tool that any practitioner can use or contribute to. GCP2 helps:

- measure the quality of care being given to a child.
- spot anything that is putting a child at risk of harm.
- support the engagement of parents by identifying strengths and needs and helps to target key areas to work on.
- understand parent's capacity to change.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. <https://contextualsafeguarding.org.uk/>

Transitional Safeguarding is an approach to facilitate effective operational and systemic multi-agency working with young adults aged 16 – 25 years who are at risk of serious harm through risk taking behaviour, exploitation by others or a refusal of services. This is something to consider when working with volunteers of students.

Policy Statement 2: Allegations Against a Member of Staff, including reporting procedure and contact details.

1. We ensure that all parents know how to complain about the behaviour or actions of our staff and volunteers
2. We respond to any inappropriate behaviour displayed by any staff or adults working with the children. This includes behaviour such as inappropriate sexual comments, excessive one to one attention beyond the requirements of the role or needs of the child, inappropriate sharing of images
We do this by working with the appropriate agencies to ensure the safeguarding and protection of all children



3. If a child or person alleges abuse by a member of staff, they should be listened to, and the information passed to the Manager (**designated person**) or in their absence other designated staff. **The Chair or Vice-Chair of the Management Committee should also be informed. Procedures are illustrated in the WSVVP Flowchart displayed in the building. See [Appendix D 2023-Allegations against adults who work with children.pdf](#).**
4. Details should be passed to the manager (designated person) or in her absence other designated staff, but there should be no further questioning, interview, or request to write down this information. ***This is to ensure that information sought from the child or person in any subsequent investigation is legally obtained.***
5. The allegation may also come from a parent/carer because of a member of staff using physical force. This should be treated as a safeguarding children matter and not initially as a matter for internal discipline.
6. The Manager (designated person) must make the referral to the Designated Officer for Allegations (DofA)
7. Where an allegation has been made against a member of staff, a strategy discussion will take place between the Children and Families Social Care Team, Police, the LA, and Springboard. It is important, therefore, that the DoFA is also informed immediately by **telephone 0300 456 0108 (Option 3 then 4) OR out of hours contact 0300 456 0100**
8. Where the allegation is against the Designated Person, the DoFA should be contacted for advice on how to proceed.
9. When a report is received about an allegation or a concern about a member of staff or volunteer working with children the DoFA must be informed WITHIN 1 WORKING DAY if it appears that the person has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved in an inappropriate way towards a child which may indicate that s/he is unsuitable to work with children
10. Additionally, the DoFA must be informed:
 - If there are concerns about the person's behaviour towards their own child/ren or child/ren unrelated to their employment or voluntary work and there has been a recommendation from a strategy discussion that consideration should be given to the risk posed to children, they work with; when an allegation is made about abuse that took place some time ago and the accused person may still be working with or have contact with children.
 - If a member of staff discloses that a member of their household is disqualified and is either on the Children's Barred List or has one of the wider disqualification criteria of being cautioned or convicted of certain violent and sexual criminal offences against children and adults
 - Grounds relating to the care of children (including where an order is made in respect of a child under the parent's care)
 - Having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering



11. Referral to the DoFA should not be delayed gathering further information, nor should any action be taken, that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing or interviewing the alleged perpetrator, prior to contacting the DoFA
12. The DoFA will advise on further action that needs to be taken and will liaise with police or social care if they need to be involved.
13. In all cases of allegations or serious concerns about staff or volunteers being referred direct to the police or social care teams, the DoFA should be informed within 1 working day by the police force's designated officer or relevant social care team manager.
14. Ofsted should be informed of any allegation or concern made against a member of staff in any day care establishment for children under 8 or against a registered child minder, a foster carer, prospective adopter, or member of staff in a residential home. Ofsted should also be invited to take part in any subsequent strategy meeting.
15. All staff members have a duty to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Those whose suitability has not been checked, including through a criminal records check, will not have unsupervised contact with children being cared for. (EYFS 2021)

All Staff and volunteers must disclose any information relating to a change in their 'suitability', this could be a change to their health, or a significant event as defined below: -

Policy Statement 3: Lost or uncollected children

The chance of this occurring is minimal, but we must consider what steps would be taken if it did.

At Springboard

- a) Search inside and outside immediately.
- b) Ensure non- playroom staff are alerted.
- c) After 10 minutes contact parent / carer and the police. A member of staff to remain at Springboard until situation is resolved and child found.

Outside (i.e., on a summer outing)

- a) All children have own accompanying adult when we are out of Springboard, so this adult would report the incident to the person in charge of the outing. Make a note of the time.
- b) Search inside and outside immediately.
- c) Contact the Lost Children office at the venue, and parent / carer if not present. This will be part of the initial risk assessment
- d) If child is still missing after 10 minutes, contact the police



In all cases of a lost child the following will occur

- Designated Safeguarding Lead in setting to inform Ofsted of serious incident occurring (lost child).
- Designated Safeguarding Lead in setting to inform Public Liability Insurer of serious incident occurring (lost child).
- Designated Safeguarding Lead in setting to inform Designated Officer for Allegations (DoFA) of serious incident occurring (lost child).
- Designated Safeguarding Lead in setting to investigate how serious incident occurred and take steps to minimize future occurrence.

Uncollected Children

If a child is not collected at the end of a session, we will:

- a) Telephone the parent / carer.
- b) If there is no response, telephone the emergency contact number.
- c) If we cannot reach anyone because there is no reply, or we do not have a telephone number, then after 30 minutes we will telephone **MASH** and follow their guidance.
- d) The child will always remain with a member of staff and wherever possible key staff known to child and parent will stay on site.

Emergency contact details

It is Springboard policy to ensure that children attending Springboard have at least one emergency contact other than parent/carers. This information is audited through the initial registration processes and on a 6 monthly review cycle conducted in July (term 6) and February (term 3).

Policy Statement 4: E- Safety

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Internet

Information & communication technology (ICT), digital and mobile technology resources are now regarded as an essential resource to support learning, teaching, and personal and social development. When using technology with young children, professionals need to ensure that the resource is used safely and responsibly. Computer and web-based skills are vital to access life-long learning and employment; ICT is now seen as an essential life-skill.

'Internet Abuse' relates to four main areas of abuse to children:

- Abusive images of children (although these are not confined to the Internet).
- A child or young person being groomed for the purpose of Sexual Abuse.
- Exposure to pornographic images and other offensive material via the Internet; and





- The use of the internet and in particular social media sites, to engage children in extremist ideologies.
- Children experiencing imagery or audio unsuitable for their age

All staff and volunteers are expected to adhere to the Behaviour Framework and sign the Code of Conduct as part of induction. This includes the inappropriateness of social connections with current families.

1. Why is Internet use important?

- The Internet is an essential element in 21st century life for education, business, and social interaction. Springboard has a duty to provide children and young people with quality IT experiences. However, access to the internet is not a necessary activity and therefore all use is in discussion regarding child's learning needs. **In Springboard it is not an activity that occurs without supervision.**

2. How will Internet use enhance learning and personal and social development?

- Internet access for children and young people will be designed for educational aspects of social and developmental use. Access to the internet is gained only through adult supervision and in line with individual learning needs.

3. How will Internet access be authorised?

- All users of the Internet will need to agree to these terms and conditions for responsible laptop, e-mail, network, and Internet use for Springboard. The WIFI access is for Springboard use only.

4. How will filtering be managed?

The Springboard Manager and Deputy are the designated safeguarding leads (DSL) and have the responsibility for online safety. Professional recommendations are sought for APP (application downloaded to a mobile device) use i.e., Speech and Language, Makaton, Visual aids. **The guidance signposts the Department for Education's new filtering and monitoring standards (DfE, 2023b)**, Senior practitioners will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective, and reasonable.

Springboard will work in partnership directly with parents/carers, and Wiltshire Council, indirectly with the (Department for Education) DfE and, if appropriate, the SWGfL (Southwest Grid for Learning Trust) to ensure systems protect children and young people. This is also governed by the advice of the Wiltshire Vulnerable People Partnership (WVPP) guidance. http://www.proceduresonline.com/swcpp/wiltshire/p_esafety_abuse_dig_media.html?zoom_highlight=Internet
If practitioners or children discover unsuitable sites, the URL (Uniform Resource Locator) (address) and content must be reported to the Internet Service Provider (e.g., SWGfL (Southwest Grid for Learning), Virgin Media etc.) via the designated person for safeguarding.

Any material that the setting or organisation believes is illegal must be referred to the Internet Watch Foundation (IWF - <http://www.iwf.org.uk/>) and/or SWGfL.

5. How will the risks be assessed?

Springboard will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer. Springboard cannot accept liability for the material accessed, or any consequences of Internet access.



The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990. This is also a disciplinary procedure and will be applied to staff/ volunteers if necessary.

The Manager and/or designated safeguarding personnel for Springboard will ensure that they are aware of current e-safety advice and able to embed this within their work with children and young people. All practitioners at Springboard will ensure that the Internet policy is implemented and compliance with the policy monitored.

6 Managing content

If an unsuitable site is discovered, the URL (address) and content must be reported to the Southwest Grid for Learning: 0345 601 3203 or email: support@swgfl.org.uk or the appropriate Internet Service Provider that your organisation uses.

If appropriate, specific activities will be included within the work that Springboard undertakes to allow all children and young people to develop their media literacy skills.

Approved providers will be sought for use of software and/or data bases i.e., Nursery in a Box, electronic learning journals.

6.1 How should website content be managed?

The website should comply with our guidelines for publications.

- It is recognised staff and children may at some time produce and publish materials on an Internet web site associated with the setting or the Local Authority. No materials will be published on the Internet which contains any unacceptable images, language, or content. Photographs of children and materials produced by children will not be named or published on the Internet without parental consent. Infringement of this rule will be taken as a serious disciplinary issue.
- Website and Facebook management is undertaken by authorised personnel. The website is managed by staff only and the Facebook page is overseen by the manager and approved personnel with clearance checks. Passwords are logged and kept securely with the Charity Finance Officer (CFO)

Communication

Managing e-mail

- Springboard will promote safe use of electronic communications to practitioners and parents. Nursery In a Box (NIAB) is used to communicate directly with families, regarding their child, to increase the security of the communication. Springboard will contact families we support by using approved phone numbers and email addresses to share relevant information.
- Staff should immediately report to the Manager if they receive offensive e-mails.
- E-mails sent to an external organisation should be written in accordance with standards in the same way as a letter written on headed paper.

On-line communications and social networking

- In general, the use of online chat should only be used if part of an online learning environment or agreed format e.g., between parents or staff and Springboard, or approved software suppliers. In all cases no references should be made to individuals connected to the Centre. Microsoft TEAMS is the professional and agreed method for communication between staff.
- It is not permissible for staff to have families as personal friends i.e., on Facebook whilst acting as a current professional for the family. If a staff member knows a family before they are referred



to and start accessing Springboard and they are friends already on social media, the staff member should declare the friendship, so it is open and transparent.

Mobile technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before its use within Springboard is allowed, e.g., Wi-Fi enabled devices.
- Mobile phones for business use are available for use by staff to support the promotion of Springboard activities or in an emergency or an offsite visit. such as outings/ home visits/ outreach as part of staff safety and child safety in line with relevant risk assessments. Exceptions can be made, as part of the ongoing assessment of children i.e., visual or hearing impairment parents need to record the child on their own device when in a stay and play session i.e., Rabbits. This information will be recorded and signed by the parent/carer and authorised by the manager on the form **ICTobs01**. We also recognise that parents use mobile technology to book appointments and share reports. In these instances, parents **MUST** be supervised and made aware of good practice. **ALL** staff have this responsibility.
- If parents need to be available for a call during the session, they are encouraged to make staff aware in order that provision can be made for them to take the call.
- **All cameras and recording devices used in the centre are the property of Springboard and only used for professional recording and reporting purposes. Photos for social media and presentation use are deleted once used for the intended purpose. All photos are downloaded and stored on OneDrive or added to the child's Tapestry account. Parents are given the option to download and save all content from their child's account once the child has left. Tapestry Accounts are deleted once children have started school and relevant EYFS information has been shared with parents.**
- No laptop or IPAD can be taken off site without prior agreement with the manager. This may be agreed for training purposes. If the request is agreed a log will need to be completed with all the appropriate information recorded, this generally applies to situations where homeworking is necessary.
- All equipment is stored securely in a lockable cabinet at the end of every session by playroom staff.
- Photographs should not be stored on the IPAD. Once uploaded they should be deleted.

Working with families

All Playroom staff are trained in the use of the Springboard devices for uploading and creating observations to Tapestry (the online learning journey Springboard uses). Parents sign an agreement form to use Tapestry and set up their own passwords for access. Monitoring of content is undertaken by the Deputy/Manager. Any abuse of the system will be dealt with in the usual procedures for safeguarding children.

To improve security:

- Passwords for laptops and devices used for data storage are individual to the user and changed as users change.
- Adults' attention should be drawn to the e-Safety policy in team meetings, training days and management meetings.
- A partnership approach with parents and carers should be encouraged. This could include awareness raising meetings, newsletters and hands-on sessions and suggestions for safe internet use at home.



- Parents should be signposted to the following websites if they would like further information: - **NCA- <https://nationalcrimeagency.gov.uk/>**
- The staff of Springboard will liaise with Portage and partners such as HCRG Care Group and Wiltshire Council on ensuring e-safety throughout the building.

Further resources:

See **[UK Safer Internet website](#)**- latest tips, advice, and resources to help children and young people have a safe and positive time online.

[CEOP,thinkUknow website](#)- advice and guidance for children, young people, their parents, and carers as well as professionals on the safe use of the internet and how to report concerns

[Childnet Advice on Sexting](#)

[Coram Children's Legal Centre](#)- LawStuff is run by Coram Children's Legal Centre and gives free legal information to young people on a range of different issues. See Children's rights in the digital world.

[Social Media as a Catalyst and Trigger for Youth Violence \(Catch 22\)](#) Behaviour that is illegal if committed offline is also illegal if committed online. It is recommended that legal advice is sought in the event of an online issue or situation. There are several pieces of legislation that may apply including:

[Communications Act 2003](#) Sending by means of the internet a message or other matter that is grossly offensive or of an indecent, obscene, or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent there is no need to prove any intent or purpose.

[Protection of Children Act 1978](#) It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison.

[Sexual Offences Act 2003](#) The offence of grooming is committed if you are over 18 and have communicated with a child under 16 on one occasion (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos, or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.



Serious Crime Act 2015 The Act introduces a new offence of sexual communication with a child. This would criminalise an adult who communicates with a child for the purpose of obtaining sexual gratification, where the communication is sexual or if it is intended to elicit from the child a communication which is sexual, and the adult reasonably believes the child to be under 16.

Use of social media

Principles:

- Adults who work with children and young people are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- Adults should continually monitor and review their practice in terms of the continually evolving world of social networking and ensure they follow the guidance contained in this document.

Personal use of social media

Many employees make use of social media in a personal capacity and this policy is not intended to limit staff use or enjoyment of social media.

Staff should remember that even when not acting on behalf of Springboard there is still an accountability for any content that is posted online, which is potentially damaging to the organisation, this is by association.

Never make any postings relating to Springboard on any sites that are detrimental to the organization. The sharing of Springboard's posts is encouraged. Damaging content includes any communication which:

- Brings Springboard into disrepute
- Breaches confidentiality
- Is discriminatory against or bullying or harassment of any group or individual regarding race, religion, gender, sexual orientation which includes homophobic or transgender prejudice.

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct to maintain the confidence and respect of their colleagues, children and young people, public in general and all those with whom they work in line with the agency's code of conduct. Adults in contact with children and young people should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

In response to this a disciplinary process would be undertaken.

Accessing social media for personal use in own time on own equipment is only acceptable in official breaks taken in designated spaces away from children.

Organisational use of social media

Springboard has a website and a presence across most social media, Facebook, Twitter, Instagram, and Linked In. All of these are managed by authorised personnel with DBS clearance. Monitoring is done when updates are made.





All content is shared in line with the explicit and informed consents given for publicity etc. This is in line with the Data Protection Act 2018 (DPA). Children's names are not used, and photographs are used to evidence activity types rather than individuals.

Staff are expected to report any irregularities to the manager. Any incidences and actions will be logged on the Safeguarding Concerns Log saved on Onedrive for discussion with the DSL.

Policy Statement 5: Recruitment of Ex-Offenders

As an organisation using the Disclosure Barring Service (DBS) to assess applicants' suitability for positions of trust, Springboard complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure based on a conviction or other information revealed.

Springboard is committed to the fair treatment of its staff, potential staff, or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability, or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

A Disclosure is requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a disclosure forms part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within Springboard and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process. In accordance with the 2018 Regulations, Springboard management is no longer required to establish whether a member of staff providing or employed to work in childcare is disqualified by association. Staff/volunteers however are expected to discuss matters with managers or committee members situations that occur outside of work that may have implications for the safeguarding of children in our workplace. This will enable processes to be put in place that support staff whilst prioritising a child's safety and making the relevant arrangements.

Unless the nature of the position allows Springboard to ask questions about the applicants' entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Springboard who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g., the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place about any offences or other matter that might be relevant to the position. Failure to reveal





information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS aware of the existence of the Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar someone from working with us. This will depend on the nature of the position and the circumstances and background of the offences.

All staff/ volunteers and Trustees will be required to inform the Manager of any cautions, charges, reprimands, fines, or convictions immediately whilst employed or volunteering at Springboard. The question will be asked at all team and committee meetings, 1:1s and a form will be circulated annually.

Policy Statement 6: Taking of Photographs and Video Recordings

For reasons of confidentiality parents and visitors are NOT permitted to take photographs or video recordings within Springboard unless authorised by the manager.

Parents and visitors may not use cameras, video recorders or mobile phones during play sessions unless authorised by the manager.

Parents give their 'Informed' consent and state their individual wishes regarding the taking and use of photos as part of the registration process. This information is accessed through Nursery in a Box (NIAB). Explicit and freely given consent for photography is gained from parents and carers for themselves and for siblings.

- Staff are provided with an overview list of consents regarding photographic use.
- Staff must use the Springboard cameras/gadgets when taking photographs of the children in line with parental consent given.
- Personal cameras MUST NOT be used to photograph Springboard children within the setting. Exceptions can be made as part of the ongoing assessment of children i.e., visual or hearing impairment where parents need to record the child on their own device when in a stay and play session i.e., Rabbits. This information will be recorded and signed by the parent/carer and authorised by the manager on ICTobs01.
- Photographs MUST NOT be taken in the toileting area when children are present.

Up-skirting

Up-skirting is a highly intrusive practice, which involves someone taking a picture under another person's clothing without their knowledge and is a criminal offence. All reports will be taken seriously, and procedures followed.

It is our policy when taking photographs of children within the setting or on outings, that only Springboard equipment will be used.



- The playroom staff will download and edit the photographs on the Springboard system. All computers are password protected, known only to authorised personnel.
- The playroom staff will oversee the printing of photographs and store images to OneDrive once the printing has been completed. The storage of photographs is in line with the consent given by parent/carers.
- Only authorised staff will pass photographs on to a third party i.e., newspaper with explicit permission sought from parents first.

Policy Statement 7: Mobile Phone/Technology Policy

In the developing world of technology. Staff need to be vigilant to the range of gadgets now in use – watches, phones; tablets etc. and be confident in challenging any suspicious activity not only by adults but also by children.

- To ensure safety of children, personal mobile phones **must not** be used in the playroom. Springboard mobiles are available for use by staff in an emergency such as no working landline and off site visits.
- Parents, visitors, and staff are requested to turn their phones off when in meetings held at Springboard. Visitors are asked to leave phones in the office as they sign in. Exceptions can be made as part of the ongoing assessment of children i.e., visual or hearing-impaired parents need to record the child on their own device when in a stay and play session i.e., Rabbits. This information will be recorded and signed by the parent/carer and authorised by the manager on the form ICTobs01.
- A landline number is available, and staff should provide all next of kin and essential contacts with the landline phone number for use in an emergency.
- Mobile phones **MUST** be kept with the other valuables in lockers provided for staff and visitors.
- Only approved mobile phones can be used for business use, including the taking of promotional photographs.
- Staff, volunteers, and visitors can check their mobile phones away from the children's areas during breaks.
- In the event of outings where staff go off site with the children, a Springboard mobile should be taken for safety reasons. In the event of a Springboard phone not being available it will be recorded that a staff personal phone has had to be used.
- Springboard mobile phones should be used for home visits and outreach meetings.

Policy Statement 8: Visitors Policy and Procedures

Best practice will always be that all visits are pre-booked and are arranged in accordance with the activities identified on the Outlook calendars. Children's needs are always considered.

In line with good practice there are no more than 2 visitors per playroom booked in at any one time. This is in consideration of children's wellbeing and staff time. Visitors to the playroom can cause disruption and distraction for children and staff.

Therapist visits are generally co-ordinated through the deputy/manager in line with assessment and review needs. These visits will be specific, and time bound to ensure everyone's time is used to best effect. These visits must be considered as additional workload within the playroom and managed to ensure that staff are able to undertake their core duties.





When there are other planned activities e.g., meetings or paediatrician clinics, all other appointments including centre visits, fundraisers or media should be avoided. Regular activities for example meetings and clinics are always planned well in advance and entered on to the calendar.

Professional visits to observe individual children should be booked in the calendar and parents must be notified by the visitor in advance, this includes Educational Psychologists, mainstream pre-school settings and school liaison visits.

Student, volunteer, and work experience visits must also be planned and booked in advance.

It is appreciated that there can be exceptions to the rule, for instance forthcoming assessment deadlines. These situations must be discussed and agreed with the deputy/manager on a case-by-case situation.

All visitors' names contact number and purpose of the visit should be clearly entered on the Outlook Calendar for the day of the planned visit. Any queries regarding the playroom should be directed to the manager/deputy, other queries regarding charitable activities should be directed to manager/business administrator.

For safeguarding and security reasons, visitors need to use a buzzer/ camera system to be given access inside the building. The outside external automatic doors are open to enable families/ visitors to wait in the foyer, whilst the camera system is used to verify the visitor(s) and to authorise entry.

Staff have their own key fobs to give them entry into the building.

All visitors must report to the main office to be signed in on Nursery In A Box Visitors (NIAB) Register by a member of the admin team, on leaving the building they must also make themselves known to the admin team to ensure that they are signed out. People visiting for the first time must be made aware of both the health and safety and safeguarding requirements which are available as leaflets.

When parents arrive for appointments or out of session drop off or collection times, they will be asked to remain in the foyer area until a member of staff is available to receive and supervise them. If a parent for visitor needs to use the toilet they must be supervised by a member of staff. No member of the public should be left unsupervised in the building when children are present.

Parents who are in the building solely to drop off or collect their children do not need to sign in the visitor's book. However, if a parent is in the building for more than ten minutes, whether it is to meet with a staff member, or for activities including settling in sessions and assessment sessions they must be signed in. For group activities such as playdates, Saturdays, and meetings there will be an in session/ meeting register.

For meetings, visitors will be brought to the meeting in groups once they are signed in. This reduces the transitions between office and meeting room and ensures a member of staff is available to supervise the attendees.

Known visitors who arrive without an appointment will be asked to wait in the foyer whilst it is determined to see if the visit can be accommodated. Where necessary parental consent for the visit will





be sought. The safety and well-being of the children is paramount and if it is not appropriate to visit the playroom then this will be managed by the staff at the time.

Visitors are responsible for their own belongings. Lockers are available and will be offered to store bags and personal belongings, alternatively they can be stored in the office. Unless necessary, bags are not to be taken into the playroom. Health and Safety for the children is paramount.

Photographic and recording devices can only be used in accordance with parental and staff consent, this is a GDPR requirement and consents are logged. These can be checked by all staff. This applies to Press photographers and fund-raisers. Visitors will be made aware of the E-safety policy which covers all electronic devices (smart watches and fitness trackers can also take pictures) and on the rare occasion that a professional needs to use a laptop in the playroom for recording assessments, paper will be taped over the camera to eliminate the use of the camera. **ALL** staff have a duty to implement this.

Visitors will be encouraged to become involved in activities with the children where appropriate and to keep distracting noise levels down. Conversations between adults need to be monitored and managed in a way to ensure that the Springboard staff can carry out their duties.

If visitors or visits cause staff to be concerned, then this must be reported to the manager/ deputy to follow up.

The WI-FI code is confidential to Springboard employees and is **NOT** provided to visitors. This is to prevent any misuse of service and information sharing,

The keypad entry code is confidential to Springboard employees along with key staff from Portage. It is **NOT** given to visitors. Contractors such as cleaners will have access to all codes in line with their contract and will sign a confidentiality and key holder agreement. **The manager is the only person authorised to give any access codes to non-employees, in the rare and exceptional circumstances when this is required, the manager will record who has been given a code, for what purpose.**

Policy Statement 9: Alcohol, Smoking and Drugs

Springboard holds the safety, security, wellbeing of our members, staff, volunteers, and visitor's paramount and will always endeavour to protect them from any known or potential dangers. Staff are expected to adhere to Springboard Behaviour Framework. If at any time we feel that any adult within the Springboard environment poses a risk, we will take necessary steps to safeguard all concerned.

All staff and volunteers must disclose any information relating to a change in their 'Suitability', this could be a change to their health, or a significant event as defined below: -

Welfare requirements (EYFS 2021) 3.9 states: Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable.



Suitability requirements (EYFS 2021) 3.16 states: A registered provider must notify Ofsted or the agency with which the childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event.

Suitability requirements (EYFS 2021) 3.18 states: The information must be provided to Ofsted or the childminder agency with which they are registered as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

The consumption of alcohol, smoking of cigarettes/e-cigarettes, tobacco and the using or possession of any controlled drugs or illegal substances is strictly forbidden on Springboard premises or within its boundaries during working hours or when children are in attendance.

Staff taking medication/other substances (EYFS 2021) 3.19 states: Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. Providers must ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises must be securely stored, and out of reach of children, always.

Staffing

All staff members, volunteers or visiting professionals must ensure they are in a fit state to work with/care for children during working hours. If anyone is found taking, in possession of, or under the influence of any forbidden substance during working hours it will constitute gross misconduct and may result in immediate suspension without pay or instant dismissal.

If it is necessary to take prescribed or over the counter drugs during working hours the Manager/Deputy or Charity Finance Officer (CFO) should be informed upon arrival at work, all medication must be stored in a safe, secure place out of sight and reach of children. A decision can be made as to whether the member of staff is deemed "fit for work" taking into consideration the safety of children and staff.

Self-administration of medication must occur away from the children.

Parents/Carers

If we have reason to believe that any parent/carer is in possession of or is under the influence of either alcohol or controlled drugs and we consider their ability to safeguard or care for the child impaired, we will not release the child into their care and will take one of the following actions:

- Contact a suitable named contact e.g., partner, grandparent to collect the child
- Keep the child until collected by appropriate adult
- Contact duty officer MASH 0800 456 0108
- Inform Police Tel: 0845 4087000
- A written report will be recorded in the Child's file ON Onedrive – Safeguarding Concerns





Reference [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Induction Check

I confirm that I have read and discussed the above Safeguarding policies numbered 1-9, with the manager as part of my induction to Springboard Chippenham

Signed By:

Date:

This policy was adopted at a meeting of Springboard Chippenham's Management Committee

Held on: 28th September 2023

Date to be reviewed: 28th Sept 2024

Signed By:

Name:

Position:

