

Pillowell Early Years Safeguarding and Child Protection Policy (Last updated 23/11/23)

Policy Statement:

At **Pillowell Early Years** we work with children, parents, external agencies and the community to ensure the welfare and safety of all children and to give them the very best start in life. Children have the right to be treated with respect, to thrive and to be safe from any abuse in whatever form.

At **Pillowell Early Years** we see it as everybody's duty to protect and safeguard the children we care for.

Definitions of Safeguarding:

"Protecting children from maltreatment. preventing impairment of children's health or development. Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care."
(OFSTED safeguarding policy Sept 2021"

Definition of Child Protection:

"Is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm" (DFE website)

We make it our priority to support the children within our care, protect them from maltreatment and in turn we have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the setting's other policies and procedures.

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2023
- Working Together to Safeguard Children 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- GDPR and Data Protection Act 2018
- Keeping Children Safe in Education 2021
- Gloucestershire Safeguarding Children Partnership (GCSP) Working Together 2021

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

(Definition taken from the HM Government document 'Working together to safeguard children' 2019).

Policy Intention

To safeguard children and promote their welfare we will:

- Create an environment that encourages children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

The setting is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly, professionally and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The setting aims to:

- Keep the child at the centre of all we do

- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour and online (E-safety)
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensure that staff understand and are aware of Female Genital Mutilation (FGM) and the early indicators of this and act on them appropriately and in line with national and local procedures.
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the **Gloucestershire Safeguarding Children's Partnership**.
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of setting staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children including those working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the **Gloucestershire Safeguarding Children's Partnership**. (NB: 'Pillowell Early Years' subscribe to the GSCP update service and NSPCC 'CASPAR' updates, which ensure that we are fully aware of changes in legislation and practice guidance).

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to

develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Contact telephone numbers

GSCP – ‘MASH’ (<i>Option 3 for urgent concern</i>) (<i>Option 2 for practitioner advice</i>)	01452 426565
Local Authority Designated Officer (LADO) – for allegations management:	01452 426994
Emergency team (outside office hours)	01452 614194
Government helpline for extremism concerns:	020 7340 7264
Ofsted	0300 123 1231

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

‘What to do if you’re worried a child is being abused (advice for practitioners) 2015’.

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, online abuse, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.

Recording suspicions of abuse and disclosures

Staff should make an objective record of any observation or disclosure, supported by the Setting Manager (**Kelly Bishop**) or Designated Safeguarding Lead (DSL) (**Sally Howell**) or the Deputy Designated Safeguarding Lead (**Kelly Bishop**) This record should include:

- Child's name
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen (if required please use a body map to indicate markings)

- Exact observation of any incident including any concern that was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate)

These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

The DSL will determine the actions that need to be taken in line with guidelines from GSCE. The setting expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff. Staff will adhere to the confidentiality policy for the setting.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or DSL.

“All *unexplained* physical injuries/marks on children should be reported to the MASH, this includes unexplained bruising or any other physical injury such as a bite. “Unexplained” means that the parents/carers nor the childcare provider witnessed the injury occur and do not know how or when it was sustained, or there are concerns that the explanation given does not match the injury/mark. It does not include general small scratches or bruises, that may be age appropriate and where you are satisfied that the injury can be explained and does not raise a safeguarding concern.”

“GSCP safeguarding training, safeguarding best practice, Working Together 2018 and in Education guidance KCSiE”.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the setting manager or DSL. For non-mobile babies in particular, any injuries, bruises or marks should be acted on immediately.

Female genital mutilation

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. Symptoms may include

bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Fabricated and induced illness (FI)

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Procedure:

- All signs of marks/injuries to a child, when they come into the setting or occur during time at the setting, will be recorded as soon as noticed by a staff member
- The incident will be discussed with the parent at the earliest opportunity
- Such discussions will be recorded and the parent will have access to such records
- If there are queries regarding the injury, the local authority children's social care team will be notified in line with procedures set out by Gloucestershire Safeguarding Children's Executive (GSCE).

Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing, the procedure below will be followed:

Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the DSL or setting manager at the first available opportunity
- The matter will be referred to the local authority children's social care team.

We will be aware of the possibility of child sexual exploitation (CSE) and the signs and symptoms this may manifest as. If we have concerns we will follow the same procedures as for other concerns and we will record and refer as appropriate. As this mainly happens with older children we will have heightened awareness in our out of school facilities.

Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure:

- The concern should be recorded and discussed with the DSL or setting manager at the earliest opportunity
- The concern will be discussed with the parent
- Such discussions will be recorded and the parent will have access to such records
- An Assessment Framework form may need to be completed
- If there are queries regarding the circumstances and/or the concerns relate to the parents the matter will be referred to the local authority children's social care team.

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth

or hurt them), arriving at the setting in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Procedure:

- The concern will be discussed with the parent
- Such discussions will be recorded and the parent will have access to such records
- An assessment form may need to be completed
- If there are queries regarding the circumstances the local authority children's social care team will be notified.

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should inform the nursery prior to their children taking holidays or days off, and we encourage all sickness to be reported to the nursery on the day, so the setting management are able to account for a child's absence.

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the setting to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We do not allow volunteers to be alone with children, or any other adult who may be present in the nursery regardless of whether or not they have a DBS clearance.

All staff will attend child protection training and receive guidance on child protection during their induction. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the setting.

We have named persons within the setting who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Lead (DSL), there is always at least one designated person on duty during all opening hours of the setting.

These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The settings DSL's liaise with the Gloucestershire Safeguarding Children's Partnership (GSCP) and the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular

updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

The current DSL personnel are:

Sally Howell – DSL (Lead)

Kelly Bishop - DSL (Deputy)

- We provide adequate and appropriate staffing resources to meet the needs of all children
- Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. All staff and volunteers complete a 'staff suitability declaration' annually containing this information.
- All staff sign a written contract of employment stating that they agree to abide by all of our policies.
- New employees, volunteers and students are required to apply for a DBS check and sign up to the DBS update service to enable us to re-check staff's criminal history and suitability to work with children on a regular basis
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- We ensure we receive at least two written references prior to the interview stage
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised with the children
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- As a staff team we will be fully aware of how to safeguard the whole setting environment and be aware of potential dangers on the setting's boundaries and immediate surrounding areas. We work closely with our neighbouring primary schools to ensure this and to respond to any concerns
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy also, to ensure any changes are reported to management so we are able to

support the individual staff member and ensure the safety and care of the children is not compromised

- All staff have access to, and comply with, the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff are aware of Whistleblowing and understand how to whistle blow and to who.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- The deployment of staff within the setting allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded or there is a safeguarding concern. Parents are informed at the same time as the report is made, except where the guidance of the GSCP/local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the GSCP.

Support to families

The setting takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the setting

The setting will continue to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the GSCP with the provision that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Early Help

'Early Help' is an umbrella term that describes the work of many agencies engaged with children and families and focuses on how we can help people to do things for themselves and build on strengths within families. If we can get this right early on, at the right time, we get the opportunity to help people with areas of their life they may be struggling with, which sets people up for a better long-term future. It is also about

providing support at any and every stage of a child's life: pre-birth, during pregnancy, childhood and/or early adulthood.

Early Help is voluntary and with consent. Before support is undertaken, informed consent will need to be gained from the family. Informed consent means the family are able to fully understand the reasons for consent.

Children, young people and families with additional needs will be supported through the use of the Graduated Pathway of Early Help and Support. Additional details can be found by following the link below:

https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3_2_4#:~:text=The%20Graduated%20Pathway%20of%20Early%20Help%20and%20Targeted,right%20level%20of%20support%20at%20the%20right%20time.

A request for Early Help can be made by any practitioner who is supporting a family and by the family themselves. Families can contact their locality Early Help Team below:

Forest of Dean - 01452 328048 forestofdeanearlyhelp@gloucestershire.gov.uk

Early Help practitioners may contact families via the telephone, letter or email following an Early Help request for service and single consent form.

The Early Help practitioners include:

- **Early Help Co-ordinators** who provide support for practitioners who are working with children and families to meet their needs through the Graduated Pathway
- **Community Social Workers** work with organisations to provide a social work perspective on families they are supporting. This supports practitioners to ensure families receive the right level of support and act as a link between Children's Social Care and the community
- **Early Help Partnership Managers** support partnership work between organisations in communities to support the development of resources available to children and families. They attend District Community Safety Partnerships (CSPs) to make sure there is a focus on Early Help for vulnerable families alongside wider community safety concerns.
- **Advisory Teaching Service (ATS)** The ATS work closely with schools and early years settings to identify pupils who are likely to experience difficulties due to their social and emotional needs.

Employees, students or volunteers of the setting or any other person working on the setting's premises

We have a Staff Behaviour Policy in place that supports us to monitor staff and changes in their character. Staff are aware of the need to disclose changes to circumstance and use the whistle blowing policy where required.

If an allegation is made against a member of staff, student or volunteer or any other person who works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the other manager, DSL or Chair of the Committee instead.

The Local Authority Designated Officer (LADO), Ofsted and the GSCP will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, GSCP) to determine how this will be handled following the concerns and/or allegations against those working in or on behalf of the setting to include the two levels of allegations/concerns in KCSiE 2021 para 336.

1. Allegations that may meet the harms threshold.

2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

(Refer to KCSiE, 2021 for further guidance)

- The setting will follow all instructions from the LADO, Ofsted, GSCE and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The setting reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The setting will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated

- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The setting retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the setting who is affected by an allegation, their colleagues in the nursery and the parents.

Gathering, storing and sharing of information in relation to data protection.

- The setting has robust systems in place that comply with GDPR and data protection.
- Parents receive a Data Privacy Notice at the point of registration which explains in detail how and why we collect information, what information we collect, the purpose for the information, how we store information.
- In most circumstances we will inform parents and obtain their permission before sharing any information with another party.
- GDPR and the Data Protection Act 2018 place safeguarding children and children at risk as a processing condition that allows information to be shared without consent:

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2021 EYFS.

Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)

- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- **Rule of law**, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- **Individual liberty, or freedom for all** (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- **Mutual respect and tolerance**, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

- **At Pillowell Early Years, it is not acceptable to:**
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community

- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

E-Safety

Our setting is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

Within the setting we do this by:

- Ensuring we have appropriate antivirus software on all devices and update them regularly
- Ensure management monitor all internet activities in the setting
- Using approved devices to record/photograph in the setting
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Ensuring children are supervised when using internet devices
- We ensure staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated
- We monitor carefully the amount of screen time available to the children in the setting and ensure that they only have access to material that promotes their learning and development.
- We share information with parents about e-safety and screen time.

Our setting has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the manager or registered person at the earliest opportunity.