



## 1.2 Safeguarding children and child protection

### Safeguarding Policy

**This Policy is reviewed annually, earlier should a concern suggest changes are needed to company policy or procedures.**

Related Documents    Working Together to Safeguard Children February 2017  
                                  What to do if You are Worried a Child is Being Abused March 2015  
                                  Early Years Foundation Stage December 2017  
                                  Information sharing: advice for practitioners providing safeguarding services March 2015  
                                  Buckinghamshire County Council, Early Years and Childcare- Safeguarding/Child Protection Information and Guidance Sept 2015  
                                  Inspecting safeguarding in early years, education and skills settings- Ofsted Sept 2015  
                                  BSCB threshold document and related flowchart  
                                  The Prevent Duty Department of Education June 15  
                                  WHO Understanding and addressing violence against women Female genital mutilation 2012

All children have the right to a safe and happy childhood.

Lilliput Preschool are concerned for the welfare and safety of children and undertakes to act in a way to protect children from harm. This policy considers how the company will act to protect children :-

During recruitment of staff and volunteers, management committee volunteers and students

During training of staff, volunteers and students on work placements

By taking responsibility for safeguarding with the company Manager, named person in the setting and the responsibilities of every member of staff

By ensuring staff volunteers and students know how to recognise abuse, what may make a child more vulnerable and what to do should a child make a disclosure.

By ensuring staff, volunteers and students know what do if they have a concern about a child

By having a clear procedure if a concern is made about a child

By increasing children's resilience to radicalisation

By ensuring staff, volunteers and students know how to behave in the setting to reduce the risk of harm to a child.

By having a clear procedure if an allegation is made about an adult within the company



By controlling the use of mobile phones, laptops, tablets and camera's with the setting

It also provides information and guidance for adults working in the setting.

### **Recruitment of staff, volunteers, management committee volunteers and students.**

At least one member of staff involved in the recruitment process will have undertaken training in safer recruitment.

When making recruitment decisions we will check for gaps in employment history and ask for evidence of qualifications and check that they are full and relevant on the Early Years Qualifications List. We will ask to view photo identification documents e.g. a driving licence or passport and will obtain two references which ask specifically if the referee has any reason to believe the person is not suitable to work with children, or if concerns or allegations have been raised in the past. We will hold a proper interview and will make a permanent record of the interview. We will ask all staff to complete a health and suitability declaration, make a record of contact details and ask for proof of address. We will obtain an enhanced DBS for all adults and young people over the age of 16 in regular contact with children before they start work (in exceptional circumstances and where we have a student on a short term placement (two weeks or less) we will have a risk assessment in place and the adult will be supervised at all times).

It is our practice to repeat **DBS checks** every three years. Staff may wish to subscribe to the DBS update service which allows portability to other employers. All staff will be asked to complete a **Disqualification by Association** declaration. Disqualification by association is where someone who lives or works in the household of the employee has been disqualified from working with children and young people. If a person declares themselves disqualified by association then we must inform Ofsted within 14 days. Ofsted will investigate and while this is going on we will need to deploy the employee elsewhere in the company so they are not working directly with children, give them paid holiday or suspend. The employee may apply for an Ofsted waiver, they may be granted a full or partial waiver. If the waiver is not granted the employee will need to be dismissed. If an employee is unsure whether a person who lives with them is disqualified they can email [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk) that can check and offer advice.

### **Staff Training**

All staff members and students will undertake child protection training during their first week as part of the induction process. This training will be refreshed annually, usually by giving refresher training about this policy soon after the policy review date in April. Full training will be renewed for all staff at least every three years.

The designated safeguarding/child protection lead in the setting as well as another nominated member of staff will undertake the Bucks Safeguarding Children for the Designated Officer training every two years. The owner will also have done the



Designated Officer training and will undertake to do CPD training in order to support the safeguarding leads in the settings.

### **Taking responsibility**

Each setting will have a named individual responsible for taking a lead on safeguarding and child protection. This person is known as the designated person for safeguarding, sometimes called the designated safeguarding/child protection lead. This will be advertised within the setting on the staff notice board. The manager will be a designated lead person for safeguarding/child protection. All staff are expected to take responsibility for safeguarding the children in their care and to act when necessary to prevent harm to a child.

### The role of Designated person for Safeguarding

The Designated person for Safeguarding is usually the Pre-School manager, they should

- ensure that all staff/volunteers, including non -teaching staff are aware of this policy and related procedures.
- ensure that all staff/volunteers have training to enable them to be able to identify signs and symptoms, make records as appropriate and know to whom they must pass their concerns.
- develop an effective working relationship with other agencies
- discuss and follow up concerns and decide whether referral is the appropriate course of action.
- make referrals where child neglect or abuse is likely to occur, or is suspected or disclosed.
- attend case conferences and core groups, or ensure that the appropriate member of staff attends, and is aware of the purpose and procedure of the child protection conference/core groups. Cover must be arranged so the staff member can attend and staff will be paid for any time spent attending meetings, even if they fall outside of their usual working hours.
- cooperate with the Police or Social Care during any subsequent investigation



- ensure that a report is prepared for the conference and provide other documents as required
- meet with Social Care or Health Visitor to monitor children at risk.
- ensure that safeguarding children is an item on every Meeting s Agenda .
- ensure staff are recruited appropriately
- offer support to staff who feel adversely affected by their role in dealing with concerns or allegations

The Role of the Head of Setting (or the Deputy in the case of an allegation involving the Head of setting) is

- To ensure there is a named designated person for safeguarding taking responsibility for safeguarding with the setting structure
- To follow procedure and act appropriately if an allegation is made against a member of staff

The role of all staff

- To act in such a way as to promote the safeguarding and welfare of children.
- To undertake safeguarding training during induction and refresh this training at least annually.
- To know how to recognise abuse, how to deal with a disclosure and how to make accurate records of concerns and disclosures
- To know how to report a concern and understand the procedure to be followed when a concern is raised about a child.
- To follow the policies and procedures of the setting and all times.
- To respect the need for confidentiality within the setting and understand how to share information safely.
- To be responsible for taking action should they feel the named designated person has failed to act appropriately
- To report any unsafe behaviour amongst staff or other adults within the setting



### **Staff, volunteers and students must know how to recognise abuse:-**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others for example, via the internet. They may be abused by an adult or adults, or another child or children.

**Physical abuse** - 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** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying, refer [www.ceop.gov.uk](http://www.ceop.gov.uk)), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is



aware of what is happening. The activities may involve physical contact, including assault

by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching 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 (including via the internet,

refer to <http://ceop.gov.uk>). Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

**Neglect** - is the persistent failure to meet a child's basic physical and/or psychological

needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once

a

child is born, neglect may involve a parent or carer failing to:

- 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 care-givers); or
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Child Sexual Exploitation**- a form of abuse in which young people are tricked or pressured into taking part in sexual activity in return for something like attention, food, shelter, cigarettes, drugs, alcohol, gifts or money.

**Domestic Violence** – any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:- psychological, physical, sexual, financial or emotional abuse.

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 means needed for independence, resistance and escape and regulating their everyday behaviour.

Threatening behaviour is an act or a pattern of acts of assaults, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

**Female genital mutilation (FGM)**- a collective term for a range of procedures which involve partial or total removal of the external female genitalia for a non-medical



reason. It is often referred to as female circumcision or genital cutting. This is unnecessary and extremely painful and can have serious medical consequences at the time of the cutting and in later life. FGM is known to be practised in: 27 countries in Africa and Yemen, especially in the eastern, north-eastern and western regions; some countries in Asia and the Middle East; immigrants from these countries wherever they live, including in Australia, Canada, Europe, New Zealand and the USA; and a few population groups in Central and South America on children from infancy up until 15 or 16 years of age.

**Extremism and Radicalisation-** all providers are subject to a duty to protect children from the risk of radicalisation by extremists. Extremism is defined in the Department of Education document, The Prevent Duty as the “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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.” (If you suspect a child is in danger of radicalisation or being exposed to extremist views treat this as you would any other safeguarding concern and follow normal procedures)

### **Coerced Marriage**

Abuse may involve one or more of the above.

### **Vulnerable Children**

Regard should be given to children in vulnerable situations, for example children with a disability, looked after children, children where members of the household are drug abusers, children in families subject to significant disruption and hardship, children in families where parents have mental health issues or where families isolate themselves and their children from the wider community.

Children may be present at the setting who have already been part of a safeguarding referral, where the setting is aware of this, it may be appropriate for the concern to be shared with key staff especially if ongoing monitoring of the child has been requested by social services.

### **Safeguarding children with special educational needs and disabilities**

- Lilliput Pre-school acknowledges that children with special educational (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.



- Lilliput Pre-School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person (Donna Smith). The information is stored on the child's personal profile.
- We refer concerns to the Local Authority children's social care department and co-operate fully in any subsequent investigation. In some cases this may mean the police or another agency identified by the *Local Safeguarding Children's Board (LSCB)*.
- We take care not to influence the outcome either through the way we speak to children or by asking questions to children.
- We take into account the need to protect young people aged 16-19 as defined by the *Children Act 1989*. This may include students or school children on work placement, young employees, or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

### **Be Alert for**

- unexplained bruising, marks or other injuries



- deterioration in children's general well-being,
- significant changes in children's behaviour, attitude and progress
- Sexual behaviour verbal or non-verbal, that is unusually explicit or inappropriate to his or her age.
- comments which cause concern
- Where a child's basic needs appear to have been neglected- shelter, food, clothing, health and emotional needs
- Any reason to suspect neglect or abuse outside the setting

When a child mentions something that sounds as if they have experienced abuse this is called "making a disclosure ". We have to be very careful how we handle disclosures. If a child is behaving oddly the natural thing is to ask why, that is the correct thing for us to do. It may lead to a child making a disclosure, so be careful not to ask leading questions that could put words or ideas into the child's mind.

## **Child Protection**

### **Dealing with a disclosure**

If a child discloses that he or she has been abused, the member of staff should:

- be aware that disclosures may only occur once and it is crucial that this is recorded accurately.
- listen to what the child says without displaying shock or disbelief.
- accept what is being said.
- allow the child to talk freely and do not stop a child who is freely recalling events.
- reassure the child but not make promises which it may not be possible to keep.
- not promise confidentiality. It may well be necessary to inform Social Care.
- reassure the child – it is not his or her fault.
- stress that it is right to tell.



- listen, do not ask direct or leading questions.
- do not criticise the perpetrator, the child may well still love him or her.
- explain what you have to do next.
- Avoid making a child repeat their story too many times or to too many different people, this is distressing to a child and can make evidence inadmissible.
- Make a brief note as soon as possible including direct quotes from the child if they can be recalled. Dates and times should be recorded as should the names of the people present. These notes must not be destroyed, even if a more detailed report is written later. They may be needed by a Court.
- If more than one member of staff observed the disclosure all staff present should record a note of what they saw/heard.

### **Staff must know what to do if they are worried about a child**

All staff should know that if they are worried about the child they should inform the designated person for safeguarding. If the designated person is not available, inform the manager or deputy will tell you what to do.

You might become worried about a child for various reasons, the child might say something to you to makes you believe they have been abused, you may notice strange marks or bruising for which the parent offers conflicting accounts of how the injury happened, the child may present with a series of injury's that seem to common to be just the normal accidents of child, or the injuries and marks may be unusual in appearance, you might see the child acting in a sexually explicit way, you may see something that makes you worried outside the setting, see worrying pictures or comments on Facebook, the child may have poor attendance and unexplained absences or maybe you just have a general feeling that something is wrong because you have spotted a change or deterioration in the child's behaviour or wellbeing. Always act on your concerns by speaking to the designated person for safeguarding. Your concern should be recorded formally, dated and stored securely. What you are seeing may be part of an emerging pattern or a one off incident. You should not worry that reporting concerns could affect relations with the parents or others.

If a child arrives with a visible bruise or cut/mark we should always record this on the Child Existing Injury Form, some marks may not be visible until the child is being undressed or having their nappy changed, a record should still be made of any injury noticed at that point. The parent should be asked to explain how the injury happened, but make sure this is done privately and with tact. A one off injury may not be considered cause for concern, but a pattern of injuries may lead to a concern being raised in the future.



## **Record keeping is extremely important.**

The initial concern, including details of any disclosure, incidents or conversation should be recorded in as detailed a form as possible, this must include a date, who was present, where it took place, the time if possible and a record of who is writing the document, conversations should be quoted verbatim where possible. Where several people witnessed the incident or disclosure, they should all right up a report.

Records should be kept factual- avoid speculation, opinion and gossip.

Record all subsequent events in which the setting is involved in to do with the allegation and subsequent case. It is good practice to keep a chronological record at the start of the file listing all events and conversations.

Records of conversations with external agencies, including phone call calls should be recorded.

Records of meetings with parents should be recorded and parents should be informed of all concerns unless to do so would put a child at risk or further harm.

Records must be kept in a confidential file and stored in a lockable filing cabinet.

After a concern is raised the designated person may want to seek advice and help about what to do, it can be hard to assess the level of danger to a child and there are circumstances where they may wish to talk through a concern, especially if it involves something that they have little experience with. They may get advice from the First Response, NSPCC, The Stop it Now Charity, the Professional Association for Childcare and Early Years (PACEY) and the Buckinghamshire Safeguarding Children's Board (BSCB) Thresholds Document, may be helpful in assessing the situation. One of the following actions will then be taken

- They will decide that the child is in danger and the designated person will make an immediate referral to The first Responses team and/ or the police. They will probably inform the parents of their decision, but may decide not inform the parent if it is considered that this will but the child in more danger.
- Or - They will speak to the parents and then decide whether they need to take further action or not.

The further action taken will range from asking staff to keep an extra eye on the child through to making a referral to the First Response team depending of the level of concern and the potential level of harm to the child.



By raising a concern, you are helping to protect a child. There is still a lot of fear within the community that Social Care will take away a child, this is a last resort and there is plenty that can be done to help a child, often by improving the circumstances for the whole family.

### **Other action that could be taken**

Often, when a concern is raised we may wish to share this information with other agencies, we work closely with the local Children Centre and many of our families are known at Centre. The Centre also has very good links with the health visitors, housing and other agencies and we can often work with them to get the parents the help they may need. They run various courses designed as early interventions such as the Holding Hands course and often know the families very well. Occasionally a concern may lead to the involvement of the SENCO and referral to paediatricians etc. Or we may refer to the Buck's Family Resilience service. It is often appropriate to inform settings with whom we share childcare or the school the child attends if they are from out of school club, of the concern.

If you feel that the designated person has failed to take proper action, seek help and advice and if required make the referral yourself.

### **Support**

You may find that dealing with a safeguarding concern is difficult and stressful. Members of staff should consider seeking support for themselves, initially from the Designated person for Safeguarding.

### **How to behave in the setting to reduce the risk of harm to a child.**

During the induction process staff are given a pack of policies. In these are details on how to behave in the setting, to reduce risk and to safeguard a child. Staff are required to complete a short multiple choice to ensure that the policies have been read and understood. The policies cover such things as appropriate behaviour in the setting, social media, confidentiality, information sharing and whistle blowing.

### **Increasing resilience to radicalisation**

We can help increase a child's resilience by ensuring that they feel safe and secure in the setting, form strong bonds with staff and by promoting the fundamental values enshrined in British democracy, culture and Law by

- promoting democracy within the setting by facilitating groups of children to work together to make decisions,



- promoting an understanding of the Law by teaching an understanding of right and wrong,
- teaching mutual respect by modelling respect within the staff team and by treating the children and parents in a respectful manner
- teaching individual liberty by promoting diversity, challenging stereotypes , allowing the children to make choices and by valuing what they have to say to us.

### **What to do if an allegation is made about an adult within the company (whistle blowing)**

If a member of staff, student, volunteer has a concern/allegation about a member of staff or they are informed of a concern/allegation by a parent they should report the concern to the Pre-School Manager and the designated person for safeguarding immediately, unless the allegation/concern involves him or her, in which case the deputy should be informed. A formal record should be made of the concern detailing what the concern is, times, dates, places and witnesses. The designated officer/deputy will contact the early years team for advice and inform the Local Authority Designated Officer (LADO) if this is not possible immediately this must happen within 24 hrs.) The owner should be informed.

The concern may arise because the person behaved in a way that harmed a child or had potential to harm, because they committed a criminal offense against or related to a child or otherwise behaved in a way that indicates they pose a risk of harm to children.

The LADO will advise of next steps but this may include advising the DBS, First Response and the police. It is not the responsibility of the setting to carry out an investigation, the LADO will advise how any investigation should be conducted and by whom.

Suspension of the member of staff may be considered.

Ofsted must be informed with 14 days of the allegation being made; failure to do so is committing an offence. In reality Ofsted need to be informed asap, followed by the Bucks Early Years advisors.

The LADO will advise how, and by whom, the parents of the child concerned should be told of the allegation (if they are not already aware of it). Parents are kept



informed of the progress of the case and the outcome (even where there is no criminal prosecution).

Where a child may have suffered significant harm or there may be a criminal prosecution, children's social care or police will consider what support may be needed for the child concerned and Lilliput Preschool will offer support as necessary.

Lilliput Preschool will follow LADO advice regarding what information can be disclosed to the person against whom the allegation has been made. Following the discussion, the member of staff will be informed (in line with the guidance received) of the progress of the case and offered appropriate support as necessary. Regular reviews (at least monthly) will be conducted throughout the course of any investigation. All agencies concerned (including the Local Authority, children's social care, police and employer) should share information about the subject of the allegation and the alleged victim and obtain permission to do so where necessary.

Every effort will be made to keep details of any allegation confidential during any investigation.

Suspension of a person against whom an allegation has been made will be considered where there is cause to suspect that a child is at risk of significant harm, where a police investigation is likely or where the allegation is so serious as to suggest there may be grounds for dismissal. Advice will be sought via the Local Authority Designated Officer, however the decision to suspend can only be made by the employer and will only be done after very careful consideration. Alternative measures may also be employed such as moving the person to other duties while the investigation continues. If a decision to suspend is taken, this will be on full pay. Staff against whom an allegation has been made will be advised to seek support from their union or other professional association if they are a member, The BSCB produces a guide for staff and volunteers facing an allegation. Staff who are suspended will be kept advised of events in the setting so that they do not become out of touch with the day to day operation of the setting. Staff who are subsequently reinstated will be given help and support to enable them to return to their duties.

Lilliput Preschool and the LADO should be informed by the police or Crown Prosecution Service (CPS) straight away when a criminal investigation or subsequent trial is complete, or if the case is closed without charge or a decision is made not to prosecute after the person has been charged. Lilliput Preschool will, in consultation with the LADO, consider what further action may be appropriate and consideration will be given to the circumstances of the case and the standard of proof required for disciplinary proceedings.

All allegations will be investigated and followed up, even if the person concerned resigns or stops providing services to Lilliput Preschool, as it is important that all allegations reach a conclusion wherever possible. Records will be kept in the personnel file of the person against whom an allegation has been made, whatever the outcome, until that person reaches normal retirement age or for 10 years –



whichever is longer. The records kept will be clear and comprehensive and include details of the original allegation, the investigation, decisions made and actions taken. A copy of the records will be also be provided to the member of staff for their own reference.

Lilliput Preschool will not enter into any “compromise agreement”(e.g. agree not to use disciplinary procedures if the person agrees to resign, entering into an agreement for wording of references etc.) in connection with safeguarding allegations.

If the allegation is proved or if a the person is dismissed, resigns or otherwise no longer provides their services and there are concerns over their suitability to work with children Lilliput Preschool have a duty to notify Ofsted and make a referral to the Disclosure and Barring service- details of how to do this and the necessary forms are provided on the DBS website.

All allegations whether substantiated or not will be reviewed to see whether there are lessons to be learned and if procedures or practice should be amended to prevent similar allegations arising in the future.

Malicious or deliberately invented allegations may be referred to the police for consideration of prosecution of the person making the allegation.

### **The role of the LADO Local Authority Designated Officer children and young people**

Staff are often unclear about who or what the LADO is and what they do.

They have the responsibility of dealing with any whistle blowing incidents, for more information please see staffing policy.

They have the responsibility for taking referrals regarding allegations against staff or other adults working with children, they are involved in the management and oversight of individual cases, monitoring the progress to ensure they are dealt with quickly and with thorough and fair process, they can provide advice to employers and voluntary organisations, they liaises with the police and other agencies. They are employed by the local authority for this purpose.

#### Red Flag Behaviour

- Allowing a child to be treated badly or pretending not to know what’s happening.
- Gossiping or sharing information inappropriately
- Showing inappropriate discriminatory behaviour or using inappropriate language
- Dressing in a way that is professionally inappropriate
- Not treating children fairly-showing favouritism to a child
- Showing a lack of understanding about personal and professional boundaries
- Using their position of trust to intimidate, threaten, coerce or undermine



### **Mobile Phones, cameras, laptops and tablets.**

The settings have a mobile phone which is used in emergencies and when taking children outside. Ideally this should not have a camera. This should be in good working order with credit available for calls. Mobile phones which belong to staff members must be handed to the manager when the staff member arrives in the setting and they are then stored safely, this includes the managers own phone. Staff may give out the setting number to schools etc. so that they can be contacted in an emergency while they are at work.

Ipads are available for staff to use to take photos for children's "All About me" books and learning journals or for display within the setting. These Ipads are stored securely and should never be taken home. Children's parents/carers permission is sought about how photos can be used and these permissions should be checked and adhered to. Staff are not permitted to use their own cameras within the setting or on trips or visit's off site and any photo that is being used in advertising or promotional materials needs to be authorised by the manager. Parents and visitors are not allowed to use phones and camera's in the setting unless we are holding a specific event .

At events such as sports day and nativities parents will have the opportunity to take photos. If there is any parent who objects to their child having their photo taken (there are often valid reasons for this) this must be taken in to account. Parents should however be reminded to take care how these photos are shared with others on social media sites.

Laptops and tablets- laptops and tablets are often capable of taking photos. Staff will not use their personal laptops within the setting. All laptops and tablets should be password protected, Staff will never download "work" photo's on to their personal laptops.



Lilliput Pre-School  
Iver - Hillingdon - Uxbridge  
[www.lilliputpre-school.co.uk](http://www.lilliputpre-school.co.uk)