06 Safeguarding children, young people and vulnerable adults procedures

06.3 Visitor or intruder on the premises

The safety and security of the premises is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

Visitors with legitimate business - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- Manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to ‘lock-down’ of the setting and will be managed by the responding emergency service (see procedure 01.21 Terrorist threat/attack and lock-down).
- The designated safeguarding lead informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the manager/designated person completes 06.1c Confidential safeguarding incident report form) and copies in their line manager on the day of the incident. The owners/trustees/directors ensure a robust organisational response and ensure that learning is shared.

Further guidance

Visitors Signing In Record (Alliance Publication)

Policies & Procedures for the EYFS 2026 (Early Years Alliance 2026)

06.4 Uncollected child

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent, or there are concerns about the child's welfare then this procedure is followed.

- The designated safeguarding lead is informed of the uncollected child as soon as possible and attempts to contact the parents by phone.
- If the parents cannot be contacted, the designated safeguarding lead uses the emergency contacts to inform a known carer of the situation and arrange collection of the child.
- After one hour, the designated safeguarding lead contacts the local social care out-of-hours duty officer if the parents or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents.
- The designated safeguarding lead should arrange for the collection of the child by social care.
- Where appropriate the designated safeguarding lead should also notify police.

Members of staff do not:

- go off the premises to look for the parents
- leave the premises to take the child home or to a carer
- offer to take the child home with them to care for them in their own home until contact with the parent is made
- Staff make a record of the incident in the child's file using , usually an educator. A record of conversations with parents should be made, with parents being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. 06.1c Confidential safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.

If there are recurring incidents of late collection, a meeting is arranged with the parents to agree a plan to improve time-keeping and identify any further support that may be required.

06.5 Missing child

In the building

- As soon as it is noticed that a child is missing, the member of staff informs the designated safeguarding lead who initiates a search within the setting.
- If the child is found on-site, the designated safeguarding lead checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately. The parents are then called and informed.
- The designated safeguarding lead contacts their designated officer, to inform them of the situation.

Off-site (outing or walk)

- As soon as it is noticed that a child is missing, the senior staff present carries out a headcount.
- One member of staff searches the immediate vicinity.
- If the child is not found, the senior staff calls the police and then contacts the designated person.
- The designated safeguarding lead informs the parents.
- Members of staff return the children to the setting as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- The designated safeguarding lead contacts the designated officer, who attends the setting.

Recording and reporting

- A record is made on 06.1a Child welfare and protection summary and 06.1b Safeguarding incident reporting form. The manager as designated safeguarding lead completes and circulates 06.1c Confidential safeguarding incident report form to the designated lead on the same day that the incident occurred.

The investigation

- Ofsted are informed as soon as possible (and at least within 14 days).

- The designated lead carries out a full investigation.
- The designated safeguarding lead speak with the parents together and explain the process of the investigation.
- Each member of staff present during the incident writes a full report using 06.1b Safeguarding incident reporting form, which is filed in the child's file. Staff do not discuss any missing child incident with the press.

06.6 Impaired capacity of a parent/carer

Incapacitated refers to a condition which renders a parent/carer unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

Informing

- If a member of staff is concerned that a parent displays any of the above characteristics, they inform the designated safeguarding lead as soon as possible.
- The designated safeguarding lead assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on form 06.1b Safeguarding incident reporting form.
- If intervention is required, the designated safeguarding lead speaks to the parent in an appropriate, confidential manner.
- The designated safeguarding lead will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child.

- The emergency contact is informed of the situation by the designated safeguarding lead and of the setting's requirement to inform social care of their contact details.
- The designated officer is informed of the situation as soon as possible and provides advice and assistance as appropriate.
- If there is no one suitable to collect the child social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the setting while incapacitated the police are called immediately and a referral is made to social care.

Recording

- The designated safeguarding lead completes 06.1b Safeguarding incident reporting form and if social care were contacted 06.1c Confidential safeguarding incident report form is completed the designated officer. If police were contacted 06.1c Confidential safeguarding incident report form should also be copied to the directors.
- Further updates/notes/conversations/ telephone calls are recorded.
- Staff are offered appropriate support and advice regarding their wellbeing.

06.7 Death of a child on-site

Identifying

- If it is suspected that a child has died in the setting, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

Informing

- The designated safeguarding lead ensures emergency services have been contacted; ambulance and police.

- The parents are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called; asking them to come straight to the setting or hospital as appropriate.
- The designated safeguarding lead calls the designated officer and informs them of what has happened.
- The directors are contacted and 06.1c Confidential safeguarding incident report form prepared by the designated safeguarding lead.
- A member of staff is delegated to phone all parents to collect their children. The reason given must be agreed by the designated officer and the information given should be the same to each parent.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

Responding

- The owners/trustees/directors will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The directors will coordinate support for staff and children to ensure their mental health and well-being.

Further guidance

Supporting Children's Experiences of Loss and Separation (Alliance Publication)

06.8 Looked after children

Identification.

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives.

Services provided to Looked After Children

Under two-year-olds

- Places will not normally be provided for babies and under two-year-olds who are in public care.
- We can offer services that enable a child to play/engage with other children while the carer stays.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

Two-year-olds

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

Three- and four-year-olds

- Places will be offered for funded children who are looked after; where the placement in the setting will normally last a minimum of six weeks.
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

Additional Support

- The designated safeguarding lead and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, 6.8a Care plan for looked after children form is completed. The care plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.

06.8a Care plan for looked after children

This form must be used alongside the individual child's registration form which contains further details.

Name of child		**Date of birth:**	
Child's address			
Contact information for main carers			
1. Name			
Relationship to child			
Phone numbers			
2. Name			
Relationship to child			
Phone numbers			
Any additional healthcare needs (give details and complete 04.2a Health care plan form, if required)			
Social Care/Social Worker			
Name			
Phone no.			
GP/Doctor			
Name			
Phone No.			
Details of professionals meeting convened at start of placement (include date of meeting, names of agencies/professionals attending and any special considerations for the child)			

Risk assessment required?	**Yes or No**
If yes, include details here, including date completed:	
Daily care requirements e.g. before meals/going outdoors	
Describe what constitutes an emergency for the child and what actions are to be taken if this occurs	
Name(s) of staff responsible for an emergency situation with this child	

The child's carer and key person must sign below to indicate that the information in this plan is accurate and the carer agrees for any relevant procedures to be followed.

Carer's name		Signature		Date	
Key person's name		Signature		Date	
Setting manager's name		Signature		Date	

Review completed (at 2 weeks, 6 weeks, 3 months onwards)

Carer's name		Signature		Date	
Key person's name		Signature		Date	
Setting manager's name		Signature		Date	

Copies circulated to:

Carers

Other agencies/professionals

Child's personal records (with registration form)

06.9 **E-safety** (including all electronic devices with imaging and sharing capabilities)

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks.The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system
- Screen based assistive technologies may be used to support staff or children in the setting on a case by case basis
- The setting manager will regularly spot check devices to ensure they are being used safely and securely.
- Families should be informed of how the setting is supporting children's use of technology.

Content

- Children should not be alone when using devices. Screen time should be with the co-engagement of an adult
- Screen time for under 2s should be avoided and children 2-5 years should be limited to less than one hour per day – this includes time spent on screens at home.
- Any content should be slow, repetitive and predictable to support children's learning. It should be free of adverts, scrolling and autoplay features.
- Staff should use their professional judgement when assessing educational tools, software and apps.

Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.

Children are taught the following stay safe principles in an age appropriate way:

- only go online with a grown up
- be kind online **and** keep information about me safely
- only press buttons on the internet to things I understand
- tell a grown up if something makes me unhappy on the internet
- Staff at Billy & Boo Preschools support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Strategies to minimise risk include:

- Check apps, websites and search results before using them with children.
- Children should always be supervised when accessing the internet.

- Ensure safety modes and filters are applied - default settings tend not to ensure a high level of privacy or security. But remember you still need to supervise children closely.
- Role model safe behaviour and privacy awareness. Talk to children about safe use, for example, ask permission before taking a child's picture even if parental consent has been given.
- Make use of home visits/discussions with families to inform your understanding of how technology is used within the home and the context of the child with regards to technology.
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately. (Source: https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners
- Staff keep up to date with news and research on internet safety

Personal mobile phones – staff and visitors (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e,g, staff room. The setting manager completes a risk assessment for where they can be used safely. This includes smart watches and meta glasses.
- Personal mobile phones are switched off and stored in lockers or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.
- Medical evidence is required for an exemption such as diabetes where the phone is used to alert the staff member of reduction in sugar levels. Any electronic devices which are used to manage medical needs must be agreed with the manager. A risk assessment for the storage and management of devices is completed by the manager

Cameras and videos

- Members of staff do not bring their own cameras or video recorders to the setting. They do not use their own personal phones to take any images or videos.
    - Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
    - Camera and video use is monitored by the setting manager or designated safeguarding lead.
    - Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place by parents or guardians. We will advise parents of why we are capturing the image, the security measures that are in place to safely store the image and devices used, how long it will be kept for and how it complies with GDPR legislation and a data protection impact assessment is completed.
    - If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.
    - Photographs and Image scraping

    Billy & Boo Preschools recognises that although some apps and websites provide the option of covering children's faces with emojis and stickers, with the development of AI tools, these can be reconstructed with highly accurate facial likeness. Any photographs used for publicity, will have parent consent and safeguarding risks minimised by ensuring that children are not able to be identified.

    Using stickers and emojis, to protect children's privacy, can be removed or bypassed using editing tools and technology such as image scraping. This means a child's face can still be identifiable or recoverable.

Closed circuit television (CCTV)

Billy & Boo Preschools has chosen not to use CCTV within its setting. The nursery believes that effective safeguarding is best achieved through robust recruitment practices, appropriate staff-to-child ratios, active supervision, regular training, strong leadership oversight, open communication with families, and an embedded safeguarding culture.

The nursery recognises that CCTV can provide additional security benefits; however, we have concluded that the potential impact on the privacy of children, staff and visitors outweighs the benefits in

this particular environment. The nursery is committed to creating a warm, safe and nurturing atmosphere where children can learn and develop without routine surveillance.

To ensure safeguarding remains effective, the nursery maintains comprehensive safeguarding policies and procedures, regular risk assessments, clear reporting mechanisms for concerns, and ongoing monitoring of practice by managers and leaders. These measures provide assurance that children's welfare remains the highest priority while respecting the dignity, privacy and rights of all members of the nursery community.

The decision not to use CCTV is reviewed periodically to ensure it continues to reflect the nursery's safeguarding needs, legal responsibilities, and the best interests of children, families and staff.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated safeguarding lead in their setting

- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the educator and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated safeguarding lead who follows procedure 06.2 Allegations against staff, volunteers or agency staff.

6.10 Key person supervision

Staff taking on the role of key person must have supervision meetings in line with this procedure.

Structure

- Supervision meetings are held every 4-6 weeks for key persons. For part-time staff this may be less frequent but at least every 6-8 weeks
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task
- Key persons should prepare for supervision by having the relevant information to hand.

Content

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. *Safeguarding concerns must always reported to the designated person immediately and not delayed until a scheduled supervision meeting*
- reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for

- promoting the interests of children.
- coaching to improve professional effectiveness based on a review of observed practice/teaching
- reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer/line manager.
- If a member of staff becomes disqualified because they live in the same household as another person who is disqualified or they live in the same household where the disqualified person is employed, they must apply to Ofsted for a waiver.

Recording

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on 06.1b Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated person) should ensure the recording is made and the designated person is notified.

Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff

Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

Further guidance

Recruiting Early Years Staff (Alliance Publication)

People Management in the Early Years (Alliance Publication)