

# St. Mary's Pre-School Playgroup

## Policy: Safeguarding and Child Protection

St. Mary's Pre-School Playgroup recognise it is our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow set procedures to ensure that children in our setting receive effective support, protection and justice.

### Principles

Our core safeguarding principles are building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery:

- It is the setting's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children in our care.
- The setting will ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this policy.
- The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
- All children and staff involved in child protection issues will receive appropriate support from the Management of the setting who will follow the procedures set out in this policy (if applicable).

### Aims

Our aims are to:

- To provide staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the setting.
- To demonstrate the setting's commitment to safeguarding children.
- The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation.
- The Statutory Framework for the Early Years Foundation Stage 2017 sets out the Safeguarding and welfare requirements for early years settings.

- We will ensure every staff member (including temporary/supply staff/volunteers/student) and governing body or committee members know the name of the Safeguarding and Child Protection designated person.

### Key Personnel

The **Designated Safeguarding and Child Protection person** in this early years setting is:

Name.....

Job Title.....

Contact details.....

The **Deputy Designated Safeguarding and Child Protection person** in this early years setting is:

Name.....

Job Title.....

Contact details.....

The **Group Leader** in this early years setting is:

Name.....

Contact details.....

## Roles and responsibilities of the Designated Safeguarding and Child Protection Person

All early year's settings must nominate a senior member of staff as the Designated Safeguarding and Child Protection Person.

### The Designated Safeguarding and Child Protection person will:

- Provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern.
- Provide safeguarding and child protection induction for new staff, students and volunteers
- Ensure all Safeguarding and Child Protection training is cascaded to the whole staff team.
- Ensure that a record is kept of staff who have completed child protection training.

### The deputy designated safeguarding and child protection person(s) will:

- also, be appropriately trained and, in the absence of the designated person, carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all functions above.

### The Group Leader:

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings.
- Ensures all staff feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and in accordance with the settings whistle blowing policy; and
- Ensures that children's safety and welfare is addressed through the curriculum

### The Committee members ensure the setting has:

- A DSP for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved training in inter-agency working, in addition to basic child protection;
- A child protection policy and procedures that are consistent with the Local Authority requirements, reviewed annually and made available to parents on request;
- Procedures for dealing with allegations of abuse made against members of staff, including allegations made against the manager;

- Safer recruitment procedures that include the requirements for appropriate checks in line with national guidance.
- A training strategy that ensures all staff, including the Group Leader, receives child protection or safeguarding children training, with a refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals; and
- Arrangements to ensure that all temporary staff and volunteers are made aware of the settings arrangements for child protection.

### Confidentiality and sharing information

The setting will ensure all staff understands that child protection issues warrant a high level of confidentiality. This is not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff will only discuss concerns with the designated person/Group Leader. That person will then decide who else needs to have the information and they will disseminate it on a 'need to know' basis.

### Integrated Practice

- Liaise with and make referrals to appropriate agencies about the children where there are safeguarding or child protection concerns, including the Local Authority Designated Officer (LADO).
- Co-ordinate the development of integrated practice for vulnerable children and families including using the Common Assessment Framework (CAF), and Team Around the Child (TAC).
- Develop effective links with relevant statutory agencies. For example, Health, Police, GPs, Local authority.
- Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan.

### Meeting statutory requirements

- Ensure that the child protection policy is updated annually, and that all staff have read and understood this policy.
- Ensure that policies and procedures relating to Safeguarding and Child Protection are fully implemented by the setting and followed by staff, students and volunteers.
- Embed robust Safeguarding and Child Protection practices across all areas of the provision.
- Co-ordinate the early identification of vulnerable children and families and the involvement of mothers, fathers and carers
- Liaise with OFSTED about safeguarding concerns.

- Set up and manage clear, accurate and secure record keeping systems.
- Implement additional safeguarding procedures

### Parental partnership

Where possible, concerns will be discussed with the parent and/or carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral to the Children's Social Care unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent's actions or reactions.

Where we decide not to seek parental permission before making a referral to the SPA team, the decision will be recorded in the child's confidential file with reasons, dated and signed.

Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought by the Safeguarding and Child Protection designated person from the Children's Social Care Team, and the outcome fully recorded.

Parents must notify the setting regarding any concerns they may have about their child and any accidents, incidents and injuries affecting the child, which will be recorded. We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities for safeguarding children by making clear out statutory duties to safeguard children.

### Common Assessment Framework

We will follow the Common Assessment Framework (CAF) procedure to help us understand what to do if we have concerns about a child and to find out whether the child has additional needs or needs that require a response below specialist intervention (i.e. Children's social care) CAF forms and guidance are available at: [www.bromley.gov.uk.caf](http://www.bromley.gov.uk.caf) forms and guidance

### How our setting will put this Safeguarding and Child Protection policy into practice

#### Good Practice guidelines

To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice;

- To treat all children with respect
- To be a good listener
- To ensure staff are positive role models to children and other members of the team and never engage in rough physical or sexually provocative games

- To maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- To be alert to changes in a child's behaviour
- To recognise that challenging behaviour may be an indicator of abuse
- To raise awareness of child protection issues and equip children with the skills they need to keep themselves safe
- To involve children in decision-making which affects them (taking into account their age and stage of development)
- To ask the child's permission before doing anything for them, which is of a physical nature, such as assisting with dressing or administering first aid
- To read and understand all the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical intervention and information-sharing.
- To be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

### Recognising inappropriate behaviour displayed by members of staff or any other person working with children

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them must be a priority always. The Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements (2017) requires every setting to ensure that staff can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of staff, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

### Intimate and Personal Care

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

### Children who may be particularly vulnerable

To ensure that all of children receive equal protection, we will give special consideration and attention to children who are;

- A looked after child

- Disabled or have special education needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living in temporary accommodation or living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality; and
- Do not have English as a first language
- Have a parent with enduring or untreated mental health problems

## The procedure for responding to specific child protection concerns about a child at risk of significant harm

### Taking action

In an emergency take the action necessary to help the child, for example call 999

- To stop other activity and focus on what we have seen or are being told
- To understand that responding to suspicion of abuse takes immediate priority
- Report any concerns we should the Designated Safeguarding and Child Protection person or deputy immediately
- If the Designated Safeguarding and Child Protection person or deputy is not available, ensure the information is shared with the most senior person in the setting that day and ensure action is taken to report the concern to children's social care
- To ask the parent/carer about what has been observed, so long as it does not put the child at increased risk. We will also ask the child if her/she is old enough, and not what they tell us and how they behave
- If we decide not to discuss our concerns with the child's parents we will record this and the reason why we made that judgement
- To take action to obtain urgent medical attention for the child, if required
- To record what we have heard or seen, what has been said, and what we did. We will use a body map, but will not take photographs
- To keep the notes taken at the time, without amendments, omissions or addition, whatever subsequent reports may be written (dated and signed on each page)
- If the Designated Safeguarding and Child Protection person has any reason to believe that a child is subject to either physical, emotional, sexual abuse or neglect, he/she will immediately report these concerns to Children's Social Care Telephone: 020 8461 7026/7373/7379 or out of hours emergency duty social worker on 0300 303 8671. However, if we are seriously concerned about a

child's immediate safety, we will dial 999. We will keep records of all decisions or actions agreed in discussion with the Children's Social Care Team

- To operate on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- To seek support for staff if they are distressed

### **If you have a concern about a colleague – Whistle Blowing**

#### **Recognising and responding to an allegation concerning a member of staff, volunteer, student or other adults in contact with children in the setting.**

All staff have a duty to disclose any concerns they have about the conduct of other staff or adults in contact with children. An allegation of child abuse made against a member of staff (within the work environment or outside of work) or other adult in contact with children in the setting may come from a parent, another member of staff or from a child's disclosure.

The setting will:

- Treat the matter seriously
- Avoid asking leading questions
- Keep an open mind
- Make a written record of the information that includes; when the alleged incident took place (time and date), who was present, and what was said to have happened.
- Sign and date the written record
- Report the matter immediately to the Designated Safeguarding and Child Protection person, or named deputy, where the designated person is the subject of an allegation
- Contact the Local Authority Designated Officer (LADO), and cooperate fully with the process of the Children's Social Care Team and with any Police investigations (the LADO will offer advice and guidance in relation to members of staff working in Bromley regardless where the child lives)
- Follow the settings disciplinary procedure. Due to the serious nature of the concerns, staff may be suspended until a full investigation has taken place. The setting will support and treat with respect the member of staff whilst suspended
- Await the outcome of the investigation before taking further disciplinary action
- Ensure, if it appears from the result of the investigation that the allegations are justified, that disciplinary action will follow, taking legal advice where necessary
- Where it seems likely that 'on balance of probabilities' abuse may have taken place, be able in law to dismiss the individual and refer them to The Disclosure and Barring Service (DBS)



- If the result of the investigation is that it was a false allegation, give the individual appropriate support
- Inform Ofsted throughout the investigation as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made

### Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support the children, their families and staff by:

- Taking all suspicions and disclosures seriously
- Responding sympathetically to any request from a member of staff for time out to deal with distress and anxiety
- Maintaining confidentiality and sharing information on a need to know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of help lines, counselling or other avenues of external support
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies

### Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern). Child protection training will be a mandatory part of our induction process. The designated safeguarding person will ensure that the staff's knowledge, understanding and practice of Safeguarding and Child Protection are current and up-to-date. Where gaps are identified support and training will be mandatory.

Training is up-dated at least every three years and the DP will receive training updated at least every two years, including inter-agency.

### Safer Recruitment)

Our setting endeavours to ensure that we do our utmost to keep children safe and employ staff by following the guidance in Safeguarding Children and Safer Recruitment in Education and guidance from the Disclosing and Barring Service

Our safer recruitment procedure means all applicants will:

- Complete an application form
- Have an appropriate job description
- Provide two referees, including one who can comment on the applicant's suitability to work with children

- Provide evidence of identify and qualifications
- Complete a Criminal Record with the Disclosing and Barring Service (DBS) as appropriate to their role; and
- Be interviewed by a Committee Member and Leader/Deputy
- Have a probationary period with supervision, regular reviews

### Use of mobile phones

Mobile phones have a place in settings for emergency contact use and on outings;

To protect children, we will:

- Use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk
- Ensure all staff hand in their mobile phones whilst working with children.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones
- Ensure all mobile phone use is open to scrutiny
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- Ensure the use of the pre-school mobile phone on outings is included in the risk assessment, keeping personal numbers stored on the phone safe and confidential

### Work mobiles

To protect children, we will ensure that the work mobile

- Is only used by allocated people
- Is protected with a password and clearly labelled
- Is stored securely when not in use
- Is not used in areas such as toilets, Nappy changing area
- Will not be used for taking photographs

### Personal mobiles

To protect children we will ensure that personal mobiles;

- Are stored securely in the office and will be switched off or on silent whilst staff are on duty
- Are not used to take pictures of the children attending the setting
- Are staff's responsibility and no liability for loss or damage will be accepted by the setting
- Belonging to visitors either turned off or stored securely in the office on entering the setting

- Will not be used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting and parents and carers
- Are not used to contact parents or children except in the event of an emergency

### Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place]

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website )
- Ensure the setting's camera is only used in the setting and any images taken will not be emailed as it may not be secure.
- Ensure that children are appropriately dressed, and only use the child's first name with an image
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely.
- Ensure where professional photographers are used parental consent will be obtained prior to photographs being taken
- Ensure the use of cameras, webcam etc is closely monitored and open to scrutiny
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### Primary legislation

Children Act (1998) s47)

Protection of Children Act (1999)

Data Protection Act (1998)

The Children Act (Every Child Matters) (2004)

Safeguarding Vulnerable Groups Act (2006)

Childcare Act 2006

This Policy was adopted by the Management Committee on.....

Signed on behalf of the Group.....(Chair)

## Establishing a professional code of practice

All setting staff are valued members of the team. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All staff will sign and adhere to the setting's code of conduct which outlines the expectations for all staff with regard to children, parents and carers and interactions within the team. In our setting we adhere to the following code of conduct rules.

### All staff should:

- Place the safety and welfare of children above all other consideration
- Treat all members of the setting community, including children, parents' colleagues and Committee Members with consideration and respect;
- Adhere to the principles and procedures contained in the settings safeguarding and child protection policy;
- Treat each child as an individual and adjust meet their individual needs;
- Demonstrate a clear understanding of and commitment to non-discriminatory practice;
- Recognise the power balances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused;
- Understand the setting staff are in a position of trust;
- Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm;
- Encourage all children to reach their full potential;
- Never condone inappropriate behaviour by children or staff;
- Report and challenge abusive adult activities, such as ridicule or bullying
- Share concerns about inappropriate adult behaviour with the designated person
- Be confident and understand the "Whistle Blowing Policy" and procedure;
- Take responsibility for their own continuing professional development;
- Refrain from any action that would bring the setting into disrepute; and
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

### Staff do not:

- Play inappropriate physical contact games with children
- Engage in appropriate verbal banter
- Make suggestive remarks or gestures or tell jokes of a sexual nature
- Rely on our good name to protect them – it may not be enough
- Believe that an allegation could not be made against you – it could

- Give your personal contact details – such as home or mobile phone number, email or home address – to any child, parent or carer that you work with
- Make contact with, or allow contact from children, parents or carers, within social networking sites

Name:.....
Signature:.....
Date:.....

Any staff known to be breaking these conditions will be given a formal warning and disciplinary action will follow:

## Whistle Blowing

Any individual who has reasonable suspicion of malpractice or concerns about a child's welfare should inform the Safeguarding and Child Protection Designated Person immediately.

If they do not feel this is the appropriate person they should approach the Second Designated Person. If they are still concerned they should Call their Local Authority Designated Officer (LADO) on 020 8461 7669.

All reports will be investigated and dealt with in confidence, including only those staff on a 'need to know' basis. Complaints about the Safeguarding and Child Protection designated person should be reported to LADO on 020 8461 7669

Whistle blowing at OFSTED Hotline: To contact the hotline call 0300 123 3155 (Monday to Friday from 08.00 to 18.00), email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or write to WBHL, Ofsted, Royal Exchange Building, Piccadilly Gate, Manchester M1 2WD.

A charity called 'Public Concern at Work' give free and confidential advice and can help you to decide whether and/or how to raise your concerns at work.  
You can call Public Concern at Work on: 020 7404 6609  
Email: advice line: [whistle@pcaw.org.uk](mailto:whistle@pcaw.org.uk)  
Or website link: <http://www.pcaw.org.uk/contact-us>

## Safe Recruitment

We practice robust safer recruitment procedures in checking the suitability of all who work or come into contact with children in the setting. This includes enhanced criminal records checks (DBS), health checks, references and following the guidance from The Disclosure and Barring Service (DBS).

Safer recruitment means that the setting will:

- Have an up-to-date recruitment and selection policy statement and procedure
- Have an up-to-date policy on the employment of adults under Rehabilitation of Offenders Act (ROA) 1974. Sample can be found on the link below:
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239734/DBS sample policy on the recruitment of ex-offenders v 1 1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239734/DBS_sample_policy_on_the_recruitment_of_ex-offenders_v_1_1.pdf)
- Have an appropriate job description and person specification for the role that is up-to-date
- Create a suitable candidate information pack/handbook including the settings 'written statement of employment' and commitment to the safeguarding and welfare of children.  
<https://www.gov.uk/employment-contracts-andconditions/written-statement-of-employment-particulars>
- Obtain a completed application for and scrutinise and address any gaps in employment
- Check that the candidate has the right to work in the UK
- Ensure the candidate provides to referees; at least one must refer to the applicant's suitability to work with children
- Provide a chronological order of secondary education, training and qualifications
- Ensure the candidate has an Enhanced Criminal Record (DBS) check to include the Barred List, and understands that the employer must see the original copy of the DBS prior to starting to validate the security features and ensure it is genuine
- Interview to check the candidate's knowledge and experience against the job description and person specification, which might include a practical activity working with the children
- Have a probationary period with regular reviews and management
- Ensure new members of staff undergo an induction that includes familiarisation with the settings Safeguarding and Child Protection policy and identification of their own Safeguarding and Child Protection training needs.

Safeguarding Children and Safer recruitment in Education. This includes early year's settings)

## Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The setting will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the Safeguarding and Child Protection designated person using the four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect set out below:

### Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional abuse

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 over protection 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), 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

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 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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



## Neglect

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 because 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.

Definitions taken from Working Together to Safeguard Children 2013

## Indicators of abuse and what you might see

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Safeguarding and Child Protection designated person. We are aware that it is our responsibility to report concerns, but that it is not our responsibility to investigate or decide whether a child has been abused.

We are aware that this could take many forms, for instance:

- A child has an unexplained injury, bruise or mark
- A child has an injury, bruise or mark and the explanation given for how it was caused is not consistent with the injury
- There are significant changes in the child's behaviour
- The child shows signs of significant neglect, including untreated medical conditions.
- The child makes comments that give you cause for concern individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding and Child Protection designated person to decide how to proceed. The setting does not need 'absolute proof' that the child is at risk to make a referral

## Confidentiality and sharing information

Child protection information will be stored and handled in line with Data Protection Act 1998 Principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

If a database is used to record sensitive information it will be stored on an encrypted memory stick (not in the hard drive of a computer) and kept off premises or locked in a robust safe in accordance with the Data Protection Act.

Sensitive or personally identifiable information will not be sent via standard email. A secure service will be used. We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters, including attendance at case conferences.

Out setting will consider and incorporate the following relevant procedures in their own policy.

### Links to legislation

- Children Act 1989, 2004 and 2006
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Freedom of information Act 2000
- The Human Rights Act 2000
- Equality Act 2010
- Safeguarding and Vulnerable Groups Act 2006

## Appendix 10