

## Safeguarding children



### Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

#### Policy statement

We believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. It is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect regardless of whether or not the child concerns attends our setting, and make a referral without delay if necessary.

We follow Shropshire Safeguarding Children Board (SSCB) procedures and acknowledge that the welfare of the child is paramount. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014, the Compulsory Childcare Register and Working Together to Safeguard Children 2015. **Appendix A.** A copy is held on the Pre-School computer. Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Safeguarding and promoting the welfare of children is defined in the Children Act 1989 and 2004 as: protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully. Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

## Procedures

### *Staff and volunteers*

- Our designated person who co-ordinates child protection issues is:

Wendy Lloyd

Deputy: Michelle Price

- Our designated officer who oversees this work is:

Alison Greenan (Committee member)

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All staff are made aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff members undergo an induction process, are given copies of the procedures they must follow if they suspect abuse or neglect and are able to put these procedures into practice. On-going support is provided through regular supervision and appraisals. All members of staff are expected to up date their child protection training at least every three years, a training matrix highlights when training is required.

Our Designated Lead Practitioner attends Safeguarding Support Sessions regularly, and updates training regularly. She is responsible for:

- Ensuring that all staff have up to date knowledge of safeguarding issues.
- Ensuring that staff are enabled to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Signs that indicate possible abuse may include significant changes in children's behaviour; deterioration in children's well-being; unexplained bruising, marks or signs of possible abuse or neglect; children's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the 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.
- Being the first point of contact for staff, volunteers, parents and children/young people where concerns about children's welfare, poor practice or child abuse are identified.
- Providing basic advice and support with regard to child protection and poor practice.
- Completing the organisation's reporting and recording procedures following the policy and procedures.
- Promoting safe working practice/code of conduct.
- Attending, promoting and organising training.

- Promoting and ensuring confidentiality is maintained.
- Promoting anti-discriminatory practice.
- Maintaining records related to child protection and unsuitable adults, and ensuring these are stored securely on the premises.
- Reviewing records on a regular basis to identify possible patterns of abuse.
- Making decisions on whether or not to refer any concerns, recording the reasons for that decision.
- Maintaining up to date contact details for other agencies and know how to access the most up to date SSCB guidelines.
- Passing information to other relevant organisations/agencies as appropriate.
- Making referrals to the investigating agencies – Shropshire Council Initial Contact Team and the Police – in line with child protection procedures.
- Informing Ofsted of any allegations of abuse made against a person working in the setting, or any other abuse alleged to have taken place on the premises.
- Sharing information about Safeguarding Children procedures with parents prior to their child starting the setting.
- Updating the policy and procedure, and communicating any updates with staff, committee members, volunteers and parents.
- Contributing to multi-agency meetings, assessments, core groups and conferences as required.
- Completing practice audits and Section 11 Audits as requested by SSCB.

### **Responding to disclosure or concerns**

If it necessary to raise a concern about a child, this will be discussed with the family and consent sought unless this may place the child at increased risk of significant harm, place any other person at risk of serious harm or obstruct a police investigation.

If there are concerns that a child is at risk of abuse or significant harm the designated person will telephone Shropshire Council's Initial Contact Team and make a referral. This referral will be made without delay, recording the name of the officer to whom details are given. This will be followed up in writing within two working days. Where a child is considered to be in immediate danger then the police will be contacted by telephoning 999. Referrals will be made even if the child concerned is already known to Children & Young People's Services. Careful consideration will be given to any other children who may be at risk such siblings or peers, (whether or not they attend our setting), and the Initial Contact Team will be made aware of these concerns.

All staff are aware of the referral process, a referral in the absence of the Designated Lead for Safeguarding will be made by the Deputy Michelle Price, or the member of staff.

If the designated lead is unsure whether or not the concern meets the threshold for child protection she will make reference to the SSCB Threshold Criteria and discuss the concern internally. Any concerns that require further consideration may be discussed with an Early Help Advisor, who will get back to us within 48 hours. The concern will be discussed without sharing the identity of the child or persons involved to maintain confidentiality. If the concern is thought to be too urgent to wait 48 hours for discussion it will be referred to the Initial Contact Team, as a Child Protection Referral.

If unmet needs are identified (which do not give concern for immediate action), consent will be sought from the parents/carers to complete a Early Help Assessment Form (EHAF), and to share the information, to identify Key Agencies to attend a Early Help Partnership Meeting (EHPM). (See Early Intervention)

If a child is considered to be at risk of neglect, The SSCB Neglect Strategy and Toolkit will be used to record concerns over time and submitted to the Initial Contact Team as evidence.

It is not our responsibility to attempt to investigate the situation, which is the role of the Police and Shropshire Council's Child Protection Team.

We will continue to offer support to the family on an on-going basis.

If the Designated Lead for Safeguarding is unhappy with the outcome of the referral they will raise the issue with their line manager, following the SSCB's procedure for escalating concerns. The line manager will then discuss the concern with the Initial Contact Team Manager to try and agree a way forward. If a consensus cannot be reached, the concern can be escalated further following the SSCB's procedure for escalating concerns.

Shropshire Council has a statutory duty to inform you of the outcome of your referral. If we have not heard anything within 3 working days, we may contact the Initial Contact Team and request this information. This can be recorded along with the name of the Social Worker and stored with our referral notes.

Where the Shropshire Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow

the steps set down by the Shropshire Safeguarding Children Board. (Up-to-date contact numbers, and Shropshire Safeguarding Children Boards record keeping guidelines are displayed on staff notice board, and safeguarding file).

### **Responding to allegations against staff or volunteers (See Appendix B)**

If an allegation of inappropriate behaviour is made against a member of staff or a volunteer relating to a child, or that abuse may have taken place on the premises, the designated practitioner or manager will follow the procedure for responding to disclosure or concern. Information about the allegation and action taken will be passed to Ofsted within 14 days, and the Local Authority Designated Officer (LADO) at Shropshire Council within 1 working day, and if necessary the Disclosure and Barring Service (DBS). If an allegation is made against the Designated Lead, the Chairperson will make the referral. Once the case has been considered and discussed with the LADO and Ofsted, we will follow their advice as to whether or not to suspend the individual.

If advised to do so the member of staff will be suspended on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

### **Whistleblowing**

Whistleblowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. (see Whistleblowing Policy).

### **Record Keeping**

When a concern about a child's welfare or safety is raised it will be discussed with the lead practitioner and recorded. All records will be stored in a separate confidential file in a locked cabinet with restricted access.

Records will be retained for at least six years and then destroyed, or handed on to the child protection officer in the next organization if advised to do so.

Information is shared as necessary with confidentiality maintained. We will follow the guidance on information sharing set out in the 'Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, HMG 2015, and 'What to do if you are worried a child is being abused', HMG 2015.

When information is being accumulated prior to possible referral it will be reviewed by the designated practitioner at appropriate intervals and at each review a decision will be made as to whether or not to refer and the reasons recorded.

Records will include;

- Full name, date of birth and home address of child
- Details of parent child normally lives with
- All concerns/nature of injuries with dates/times/location (a body map may be used to record site of injuries if required)
- Exact words used by the child if disclosure made and name of others present
- Observations made
- Actions taken
- Reasons for any decisions
- Practitioner's printed name, role and signature, dated and timed
- Clearly and concisely written report in a manner that cannot be erased or added to, as soon as possible after the event

## **Recruiting Staff**

We provide adequate and appropriate staffing resources to meet the needs of children. (see Employment and Staffing policy).

Job adverts and application packs make reference our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding

Vulnerable Groups Act 2006. (see Employment and Staffing and Recruitment and Retention Policies)

Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) and the Compulsory Childcare Register in respect of references and disclosures for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to children. Disclosure and Barring Service checks (DBS) will be made.

We have procedures for the recording of visitors, including prospective candidates, to the setting and ensure we have control over who comes in to the premises so that no unauthorised person has unsupervised access to the children. Visitors are required to show some form of identification and sign the visitors book.

## **Equality and Diversity**

### **Child Protection**

The government set out its definition of British Values in the 2015 Prevent Strategy – this promotes the values of:

- Democracy (making decisions together)
- The rule of law (understanding rules matter)
- Individual liberty (freedom for all)
- Mutual respect (treat others as you want to be treated)
- Tolerance of those of different faiths and beliefs
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Our setting promotes these values to ensure that the protection of children remains paramount.

## **Appendix D**

### **Partnership with parents**

All parents are directed to our website to view this policy and all the others we hold, paper copies are also available. Parents sign to confirm they understand and acknowledge the policy on the registration/consent forms. In general any concerns will be discussed with parents and agreement sought to making a referral unless such a discussion would place the child at an increased risk of

significant harm. Parents are requested to notify us of any accidents, incidents or injuries that may affect the child, these are recorded and signed by the parent.

All accidents and injuries are recorded with parents/carers signing to acknowledge being informed. Parents/carers are encouraged to inform staff of any pre-existing injuries which are also recorded with signatures.

Any serious injury occurring in the setting eg. Broken bone ,is reported to HSE via Riddor. This is also reported to the Initial Contact Team and Ofsted within 14 days. **(see Appendix C)**

### **Early Help Offer**

Sometimes we may come across situations which are not necessarily a child protection concern but where we think a child could benefit from additional support from outside agencies to ensure they reach their full potential. In this process known as Early Help we would consult with parents. See Appendix A for an overview of the Early Help Offer.

### **Use of Mobile phones and Cameras**

Appropriate use of mobile phones is essential at Little Explorers Pre-School. The use of mobile phones does not detract from the quality of supervision and care of children. Practitioners ensure that personal mobile phones are stored away safely in the office, during working hours out of the reach of children, parents and visitors. If a member of staff needs to use their personal mobile, this is done away from the children, and other members of staff are informed. Staff understand their duty to follow this procedure and sign their individual employee handbooks to confirm this.

Visitors to the setting are requested to hand in their mobile phones during their visit.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a children's life. Parental permission for taking photographs and their use is gained as part of the initial registration on parental consent forms. Photographs are taken of children participating in activities with others or alone, and are displayed on our laptop, learning journeys and displays to share with the parents and children. Children are encouraged to use the camera to take pictures of their peers and to support their learning and development of technology. In order to safeguard children, cameras are not taken into the toilets by adults or children. All adults whether practitioners, committee members or volunteers at the setting understand the difference between appropriate and inappropriate sharing of images.

## Staff Medication

If any staff members require to take medication during working hours, they ensure it is locked away and out of reach of the children.

## Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

## Important Contacts

|                                                                              |              |
|------------------------------------------------------------------------------|--------------|
| Shropshire Council Initial Contact Team<br>(Via the Customer Service Centre) | 03456 789021 |
| Emergency Social Work Duty Team<br>(after 5pm and at weekends)               | 03456 789040 |
| Local Authority Designated Officer (LADO)                                    | 03456 789021 |

## Early Help

COMPASS 03456 789021

*Includes consultation with an Early Help Advisor or  
CAHMS Advisor, Early Help Implementation Enquires;  
and to check if an EHAF has already been completed  
by another professional*

|                                 |               |
|---------------------------------|---------------|
| Ofsted (General helpline)       | 0300123 1231  |
| Ofsted (Whistleblower helpline) | 0300 123 3155 |
| NSPCC 24 hour helpline          | 0808 8005000  |
| NSPCC Local Office              | 01743 281980  |

|                                                                                                                                                      |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Police Public Protection Unit                                                                                                                        | 0300 333 3000 |
| Non Emergency Calls to west Mercia Police                                                                                                            | 101           |
| Police Emergencies                                                                                                                                   | 999           |
| Enquires about services for children and young people                                                                                                | 03456 789008  |
| Shropshire's Safeguarding Children Board<br><a href="http://www.safeguardingshrpshireschildren.org.uk">www.safeguardingshrpshireschildren.org.uk</a> |               |
| RIDDOR<br><a href="http://www.hse.gov.uk/riddor">www.hse.gov.uk/riddor</a>                                                                           | 08453009923   |

For children attending the setting that are out of county, children's Social Care Services will be added.

## **Legal framework**

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

## **Further Guidance**

- Working Together to Safeguard Children (HMG 2015)
- What to do if you are Worried a Child is Being Abused (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Advice for practitioners (HMG 2015)

This policy was adopted at a meeting of Little Explorers Pre-school

Held on

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Date to be reviewed

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Annually and when required

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Signed on behalf of the management  
committee

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Name of signatory

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Chairperson

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Role of signatory (Chairperson)

## **Appendix A**

### **Working together to safeguard children March 2015 - Definitions of Abuse**

#### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

#### **Physical abuse**

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

#### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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**

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

#### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

***These are also available in the Shropshire Safeguarding Children Board guidance which is accessible online at [www.safeguardingshropshireschildren.org.uk](http://www.safeguardingshropshireschildren.org.uk) Section 1:1:3***

## **Appendix B**

# **The Local Authority Designated Officer (LADO)**

### **Duty to refer**

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works\* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

**The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.**

In cases where the nature of the allegation has not required immediate referral to the Initial Contact Team or the Police, the Senior Manager and the LADO will make a decision jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or to the Initial Contact Team.

**It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. This is why the LADO should be informed of ALL allegations that come to the employers' attention.**

### **The role of the Local Authority Designated Officer**

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take.

It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether or not the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.

- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

**Referral to the LADO should form part of your disciplinary and whistleblowing procedures.**

## **The role of the setting's Designated Lead for Safeguarding**

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the final outcome;
- Should the allegation be unfounded, giving consideration to a referral either to Children and Young People's Services or the police if the allegation is deemed to be deliberately malicious or invented.

## **Record keeping**

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

## **Further information**

SSCB Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations Against Adults Working with Children & Young People:

[http://westmerciaconsortium.proceduresonline.com/chapters/p\\_all\\_against\\_adults.html](http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html)

\*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.

## **Appendix C**

### **Serious accidents, injuries and deaths - what you must notify to Ofsted:**

- the death of a child while on the premises, or later, as the result of something that happened while the child was in your care
- death or serious accident or serious injury to any other person on your premises (Childcare Register only)
- serious injuries (please see the section below for the definition of serious injuries)
- where a child in your care is taken to hospital (to an Accident and Emergency Department for more than 24 hours), either directly from your provision, or later, as the result of something that happened while the child was in your care
- any significant event which is likely to affect the suitability to care for children.

Serious injuries are defined as:

- broken bones or a fracture
- loss of consciousness
- pain that is not relieved by simple pain killers
- acute confused state
- persistent, severe chest pain or breathing difficulties
- amputation
- dislocation of any major joint including the shoulder, hip, knee, elbow or spine
- loss of sight (temporary or permanent)
- chemical or hot metal burn to the eye or any penetrating injury to the eye
- injury resulting from an electric shock or electrical burn leading to
- unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours
- any other injury leading to hypothermia, heat-induced illness or
- unconsciousness; or requiring resuscitation; or requiring admittance to
- hospital for more than 24 hours
- unconsciousness caused by asphyxia or exposure to harmful substance or
- biological agent
- medical treatment, or loss of consciousness arising from absorption of any
- substance by inhalation, ingestion or through the skin
- medical treatment where there is reason to believe that this resulted from
- exposure to a biological agent, or its toxins, or infected material.

You are not required to inform Ofsted of minor injuries, but you must keep a record of these incidents. You are also not required to inform Ofsted of general appointments to hospital or routine treatment by a doctor, such as the child's general practitioner, that is not linked to, or is a consequence of, a serious accident or injury.

Minor injuries are defined as:

- sprains, strains and bruising

- minor cuts and grazes
- wound infections
- minor burns and scalds
- minor head injuries
- insect and animal bites
- minor eye injuries

minor injuries to the back, shoulder and chest.

## **Fundamental British Values in the Early Years**

### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
  
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of law: understanding rules matter as cited in Personal Social and Emotional development**

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

### **Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
  
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimal approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community

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