

MARLOW OPPORTUNITY PLAYGROUP

1.2 Safeguarding Children

Policy Statement

The safety and protection of children is of paramount importance to everyone at MOP; Safeguarding is everyone's responsibility. All staff take the welfare of the children seriously and encourage children to communicate to us about anything that may worry them. They are alert for signs of safeguarding issues with those children who are unable to talk.

Safeguarding and promoting the welfare of children is best defined as: -'Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes'.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the D of E documents: -

'Working Together to Safeguard Children' (March 2015)

'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (Sep 2016), as well as the Buckinghamshire LSCB Child Protection Procedures as set out on their website

<http://www.bucks-lscb.org.uk/bscb-procedures/>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children.
- To ensure that all personnel are able to identify safeguarding concerns and are aware of what action to take.
- To create and provide an environment that is safe, secure, warm and welcoming for children, combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to playgroup personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and external agencies.
- To ensure compliance with all relevant legislation connected to this policy.

Abuse

Types of abuse

There are four types of child abuse as defined in "Working Together to Safeguard Children' (March 2015)

Physical abuse

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

Emotional abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently 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 or 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

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. It may include a failure to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- Respond to a child's basic emotional needs

Signs of abuse

Physical abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

Emotional abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

Sexual abuse

All Staff and Volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Discomfort when walking or sitting down

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse

- Suddenly having unexplained sources of money
- Not allowed to have friends
- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'
- Constant hunger, sometimes stealing food from other children
- Losing weight, or being constantly underweight
- Inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised
- Not having many friends
- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments

Specific Safeguarding Issues

There are specific dangers and concerns that have become critical issues in safeguarding and M.O.P will endeavour to ensure that staff, committee members and volunteers are familiar with these and there are processes in place to identify report and monitor. Key issues are:

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. The setting has an admission register and an attendance register and all children are placed on both. We require parents to notify MOPs why a child is absent. 'S' (sick) or 'H'(holiday) or 'A' (appointment) is recorded on the register.

Child Sexual Exploitation

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child believes they are voluntarily engaging in sexual activity. Child sexual exploitation does not always involve physical contact and can happen online. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from sexually transmitted infections
- Children who suffer from changes in emotional well-being
- Children who appear under the influence drugs and alcohol
- Children who regularly miss playgroup

Honour Based Violence

So called Honour Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes Female Genital Mutilation (FGM) and Forced Marriage. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs causing long-lasting harmful consequences. Forced marriage is entered into without the full and free consent of one or both parties, and where violence, threats or any form of coercion is used to cause a person to enter into a marriage.

Warning signs that FGM is about to occur to a girl can include a girl talking about;

- Being taken 'home' to family
- A special occasion to 'become a woman'

Indications that FGM has occurred can include a girl presenting as:

- Having difficulty walking, sitting, or standing
- Spending longer than normal in the toilet
- Have unusual behaviour after an absence from school
- Be particularly reluctant to undergo normal medical examinations

Warning signs that Forced Marriage is about to occur can include:

- Request for extended leave of absence or failure to return from a visit to a country of origin
- Fear about forthcoming holidays
- Prevented from going on to further/higher education
- Reports of Domestic abuse or Family disputes
- Self-harm, eating disorders, depression
- Siblings within the family reported missing

All forms of HBV are abuse and will be handled and escalated as such. If a child discloses to an adult that they have been a victim of FGM or an adult observes signs that FGM has been carried out then that person has a legal responsibility to report this in person to the relevant Police Force within one working day; this duty cannot be passed to another member of staff although the adult will be supported by the Designated Safeguarding Lead.

Radicalisation

Prevent Duty: As part of the Counter Terrorism and Security Act 2015, settings have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. As a setting:

- We will protect children from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervene as appropriate. We will consider the level of risk to identify the most appropriate referral.
- We will ensure that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).
- We will make sure that staff training on the PREVENT strategy gives them the knowledge and confidence to identify children at risk of being drawn into terrorism. Staff will know where and how to refer children and young people for further help.
- We promote the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Through those, we contribute to our children's acceptance of our diverse society.

Peer on Peer Abuse

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. It may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

It will be the Designated Safeguarding Lead's professional judgement to determine whether abuse has taken place or was intended to take place. If abuse is identified, then the same procedure will be followed by the DSL as if the perpetrator was an adult i.e. referral to Social Care.

Further causes of Safeguarding

Listed below are other concerns, although not exhaustive, that can result in safeguarding concerns.

- Bullying/Cyber bullying
- Children missing from home/care
- Domestic Abuse
- Gangs
- Mental Health
- Sexual Relationships
- Substance/Alcohol Misuse

M.O.P will incorporate signs of abuse, specific safeguarding issues, and further causes of safeguarding into ongoing training for staff, committee members and volunteers.

Safeguarding roles and responsibilities

The Voluntary Management Committee

The VMC are responsible for ensuring that the statutory guidance and legislation is followed.

The VMC must ensure the setting meets the following key requirements:

- The Safeguarding policy, procedures and training are effective and comply with the law;
- The setting contributes to inter-agency work, meeting statutory requirements;
- The setting takes into account LSCB procedures and practice;
- There is a nominated committee member to deal with any allegations of abuse made against the Playgroup Leader;
- There is a staff code of conduct which includes staff use of social media;
- There are two senior members of staff appointed to act as a Designated Safeguarding Lead;
- Consideration is given to how safeguarding is taught to students;
- Safer recruitment procedures, including appropriate use of reference checks on new staff and volunteers, are in place;
- There are procedures to deal with allegations of abuse against members of staff and volunteers;
- That any action taken is always in the best interest of the child and takes account of their wishes and feelings;
- The Designated Lead is in charge of Children in Care;
- There are procedures are in place to report children missing from education see link:

<https://www.gov.uk/government/publications/children-missing-education>

The Playgroup Leader

The Playgroup Leader is responsible for:

- Ensuring all policies and procedures are followed by staff;
- Ensuring all staff are appropriately trained in safeguarding procedures;
- Ensuring everyone connected to the school is aware of this policy;
- Ensuring the Designated Safeguarding Lead works in accordance with all legislation and guidance;
- Ensuring there is always cover for the role of Designated Safeguarding Lead;
- Ensuring adequate resources are provided for all staff to undertake their role in safeguarding children;
- Ensuring safe recruitment practices are in place and legislation is adhered to;

- Liaising and seeking advice from the Local Authority Designated Officer (LADO) when the need arises and provide a written record for any LADO referrals. The Playgroup Leader will always follow procedure and protocol as set out by the LADO.
- That all staff have an annual supervisory meeting to foster a culture of mutual support, teamwork and continuous improvement which encourage the confidential discussion of sensitive issues.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (Playgroup leader) is the Head of Wellbeing and Safeguarding with cover being provided by the second Designated Safeguarding Lead (Supervisor/SENDSCO)

The Designated Safeguarding Lead(s) will meet the responsibilities outlined in Annex B of Keeping Children Safe in Education (Sep 2016) and follow the Bucks LSCB Child Protection Procedures

Key points of the role of Designated Safeguarding Lead

- Promptly refer all cases of suspected abuse to the relevant Local Authority Children's Social Care;
- Report any cases to the Police and DBS where appropriate;
- Act as a source of support, guidance and expertise on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Receive appropriate bi-annual training and deliver annual updated training to staff, volunteers, committee as required;
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help

Assessments

- Have a working knowledge of how Local Authorities conduct Initial and Review Child Protection Conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands the playgroups Safeguarding Policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff,
- Ensuring the policies are known and used appropriately;
- Work with the committee to ensure that the playgroup's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- Ensuring the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the playgroup in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- When children leave the playgroup, ensure their Safeguarding file is transferred to the new placement as soon as possible. This should be transferred separately from the main file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to this they will

- Seek advice when there is any uncertainty regarding a concern about a child or vulnerable adult;
- Consider any measures to be put in place to protect the child following an allegation of abuse;
- Only disclose personal information about a child to other members of staff on a need to know basis;

- Ensuring that records are kept up to date with brief entry of concerns and actions to provide a chronology;
- Provide prompt written reports when required by any agency in connection with safeguarding;
- Attend (or delegate this requirement to another appropriately informed member of staff) family support meetings, core groups, or other multi-agency planning meetings;
- Ensure that any child currently on a Child Protection Plan, who is absent without explanation, is referred to their Social Worker at the Local Authority;
- Ensure that where there is an allegation of abuse by a student of another student that both students are considered as vulnerable and in need of consideration for action to be taken; referral for each student would be made, with all relevant parental and agency communication;
- Ensure that all playgroup staff know how to recognise and refer any concerns;
- Ensure annual training is provided for all staff and themselves undertake annual training

All Staff and Volunteers

Safeguarding is everyone's responsibility as outlined in Keeping Children Safe in Education (Sep 2016). All staff are expected to fulfil the following duties as part of their role:

- Confirm in writing they have read and understood this policy and Keeping Children Safe in Education Part 1 and adhere to the guidance/instructions;
- Be aware that they have a professional responsibility to keep safeguarding information confidential, and also, that we must share information with other agencies in order to safeguard children;
- Attend safeguarding training on reporting procedures, identifying signs of abuse and the effects of it every three years;
- Highlight to senior staff and the safeguarding team if they do not understand the policy and procedure around safeguarding;
- Recognise that Safeguarding is their main responsibility and treat children's welfare with utmost importance;
- Know the Designated Safeguarding Leads (DSL) and how to report concerns;
- Report promptly any concerns of potential abuse,
- Be alert at all times to the signs of abuse, namely physical, emotional, sexual or neglect;
- Take notes and complete a skin map regarding any concerning remarks or marks on a child and pass directly to the DSL;
- Establish and maintain an environment where children feel safe to talk and where personnel listen to children;
- Know what to do if a child makes a disclosure and not promise confidentiality to any child, but always act in the interests of a child;
- Keep up to date with changes in procedures;
- Ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- Take every opportunity to preserve dignity when dealing with children;
- Provide privacy for manual handling and intimate care treatments;
- Report any concerns they have on any aspect of the playgroup;
- Alert a more senior person if they feel a person or practice is placing children at risk.
- Only use MOP digital equipment within playgroup (IPad, Phones, recorders) unless special permission is given by playgroup leader for emergency situations.
- Parents and Caregivers can take digital photos for private use only and must not put them on social media. A sign informing parents of this will be put up on the parents notice board.

The named members of staff for Safeguarding within the playgroup are:

- Jane Gibbons -Designated Safeguarding Lead
- Sharon Bailey -Deputy Designated Safeguarding Lead

Confidentiality and sharing information

- We recognise that all matters relating to safeguarding are confidential. The Designated Safeguarding Lead(s) will disclose personal information about a child to other members of staff on a need to know basis only
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and to balance the risk of sharing with the risk of not sharing
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation
- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. Information may still be shared without consent if, there is good reason to do so, such as where safety may be at risk. Judgement should be based on the facts of the case. When sharing or requesting personal information, the basis upon which it is being done must be certain.

Reporting concerns about a child

- Whenever a member of staff has a concern about a pupil they will speak to the Designated Lead as soon as possible ensuring as much detail is given as possible.
- Designated/Deputy Safeguarding Lead will record, in writing, the details as soon as you have identified the concern
- This takes priority over anything else you have to do
- The Designated Safeguarding Lead (DSL) will discuss the concern with you to get clarification and further information. The DSL will make it clear the next steps to be taken and whether you will need to contribute further. If liaison is required with Social Care or an Early Help/Safeguarding Referral is needed, then this will be completed by the DSL
- When a safeguarding concern is raised about a child, a safeguarding record will be opened for that child by the DSL. This will include a chronology of events and detailed case recording relating to any contact about that child
- If the DSL does not get back to you, you have a duty to check what action has been taken
- If you are not satisfied a child is safe, or your concern has been dealt with appropriately, the duty to get help remains with you

The phone numbers for reporting concerns are: -

Buckinghamshire

Bucks First Response Team -	0845 4600 001	0800 999 7677 (out of hours)
Local Area Designated Officer (LADO) -	01296 382070	bdlay@buckscc.gov.uk
Bucks Safeguarding Children's Board -	01296 383485	www.bucks-lcsb.org.uk

Berkshire

Windsor and Maidenhead Multi Agency Safeguarding and Early help HUB
(MASH) - 01628 683150

Escalating a Concern

- If you are not satisfied that sufficient action has been taken about your concern, then escalate this by speaking to the DSL.
- Remember there is no hierarchy in safeguarding. You can question anyone's actions to a member of the safeguarding team and they have a duty to act on any information given to them.

- If you are still dissatisfied with the action taken within setting, notify the Chair of the Voluntary Management Committee.
- You can also make direct Early Help/Safeguarding referrals to Local Authorities or contact the LADO if you have serious concerns or you feel the playgroups safeguarding team is not acting. Alternatively, you can contact the NSPCC Whistleblowing Hotline (0800 028 0285 help@nspcc.org.uk) for advice.

Disclosures of Abuse

- If a child is disclosing an act of abuse against themselves, listen quietly without investigating, clarify using open questions, reassure them they are right to tell someone and inform them that you must tell someone else, i.e. that you cannot keep this information to yourself
- Record in writing, dated and signed, who has made the disclosure and the nature of it. This record should be handed to the DSL

Allegations of abuse made against staff/adults

- Any allegations or concerns about staff, volunteers, or contractors working in connection with the setting need to be reported immediately to the DSL
- If the allegation is about the DSL it should be reported immediately to the Chair of Management committee
- All concerns relating to staff, volunteers, or contractors will be passed on to the Local Area Designated Officer (LADO). If required, the LADO may inform the relevant Police force
- If required, the LADO will convene a Strategy Meeting where next actions will be agreed. The member of staff at the centre of the allegation may be removed from duties and may be subject to agreed disciplinary procedures
- The playgroup will act in line with statutory guidance and legislation as outlined in Section 4 of Keeping Children Safe in Education (Sep 2016)
- All employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide employee with a named contact if suspended
- Reporting concerns is everyone's duty. Reporting concerns regarding a child or an adult will not prejudice your status, position, or employment within setting. Failure to do so may be a disciplinary offence. (See Whistleblowing Policy)

Early help and prevention

- The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families
- Specific staff in MOP may be required to act as Lead Professional if an Early Help Plan has been identified as a required support for a child or their family
- If staff feel that an Early Help Plan would be of benefit, then consent from parent or carer will need to be obtained before this process can begin
- Early Help is about supporting issues when first identified and preventing escalation
- The DSL will offer advice and guidance to staff wanting to implement this type of support
- Staff should, in particular, be alert to potential need for early help for a child who:
 - Is Disabled and has specific additional needs
 - Has special education needs
 - Is a Young Carer
 - Is showing signs of engaging in anti-social or criminal behaviour
 - Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, or domestic abuse.
 - Has returned to home from care

Safer Recruitment

- As per part 3 of Keeping Children Safe in Education (Sep 2016), MOP has adopted recruitment procedures that help deter, reject or identify people who might abuse children

SEND Vulnerability

Children with special education needs and disabilities face additional safeguarding challenges. MOP acknowledges that barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without showing outwardly any signs
- Communication barriers and difficulties in overcoming these barriers

Marlow Opportunity Playgroup's day to day safeguarding practice will take into account these challenges and this will also be a key topic in annual safeguarding training.

Raising awareness of this policy

We will raise awareness of this policy via:

- Staff recruitment, induction, training and meetings
- The safeguarding leaflet given out to visitors
- The staff handbook
- The MOP website
- Meetings with families
- Information displays in the main entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been assessed in relation to equality and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this setting.

Monitoring the effectiveness of this policy

Review of Procedure

This procedure shall be subject to a yearly review and the procedure may be changed from time to time.

Management of policy

The voluntary management committee and playgroup leader have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes

This policy was adopted by

MARLOW OPPORTUNITY PLAYGROUP

(name of provider)

On

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory
