

Education Safeguarding Service

Guidance for children and young people visiting Early Years settings



The Education Safeguarding Service (ESS) have produced this guidance for Early Years Settings to assist staff in making suitable arrangements to ensure the children in their care are safeguarded in the event a child or young person is present at the setting who would not normally be on role.

The ESS are aware that on occasion staff members own children accompany them to work, for example through illness or during school holidays. Although this is neither ideal nor best practice, it is recognised that this is common practice for some early years provisions across Kent and at times is seen as necessary due to staff/children ratios.

Many settings will also regularly have young people carrying out work experience at the setting, to give students the opportunity to explore a career in child care. Whilst it is important students are able to continue to experience work placements, steps need to be taken to ensure these young people are suitable to work with children.

Although it may be difficult for some people to accept, children and young people do engage in behaviours which are abusive towards other children. The suitability of a child or young person being present in the setting should be considered from the start.

The Early Years Foundation Stage (DfE 2017) Section 3 – The safeguarding and welfare requirements states under:

3.10. Registered providers must obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care).

3.29. Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.

Below is a checklist to help you undertake a risk assessment and consider the suitability of allowing a child or young person access to your setting. If in doubt consult with your Area Education Safeguarding Adviser.

When children or young people are on Work Experience

1. Does your liability insurance cover students on work experience placement at your setting?
2. Have you spoken with the Designated Safeguarding Lead at the school or college to ascertain the suitability of that young person to work with children? Is there any risk that they may pose? (For example, a history of violent or sexualised behaviour towards other young people or children).
3. Is there anything that you should be aware of with regard to the young person and your duty of care to them whilst at the setting? (For example, a mental health problem).

4. Remember the school or college will have only considered the suitability and safety of you and your staff members in relation to their pupil; it is completely reasonable for you to carry out the same risk assessment for the safety of the children in your care.

5. What processes do you have in place in agreeing to offer a placement? Is there for example, an interview with a parent or carer if suggested by the school or college?

6. Have you considered undertaking an interview with the young person concerned? This will also help to prepare them for the process they would go through if they were to apply for paid employment.

7. How will you ensure the young person is **never** left unsupervised with the children? Can you be confident about this?

8. What systems do you have in place to ensure that the young person is aware of expectations? For example, is there an induction that covers child protection, behaviour management and a code of conduct?

Children & Young People in the Setting Whilst Out of School

1. Does your liability insurance cover the setting should an event arise?

2. What do you know about the child or young person's background and their suitability to be in the setting? Is there a risk of violent, aggressive or sexualised behaviour? Remember the child or young person's relative may paint a positive image which may not be accurate.

3. Why is the child or young person not in school? If the child is unwell is it appropriate for that child to be in the setting; are they contagious? Have they been excluded from school? If so why? Remember to look at the wider context.

4. Will the presence of the young person in the setting adversely affect the care of the youngest children attending?

5. Will the conditions of registration and meeting ratio's impact on the safeguarding and welfare requirements of the younger children?

6. How will you ensure the young person is **never** left unsupervised with the children? Can you be confident about this?

7. How will the young person know what is acceptable and appropriate behaviour in the setting?

8. Is your risk assessment and management of the young person robust enough to be scrutinised and justified should a child make an allegation against the young person?

9. How will the young person be made aware of and understand the CP policy, allegations policy and behaviour management policy.