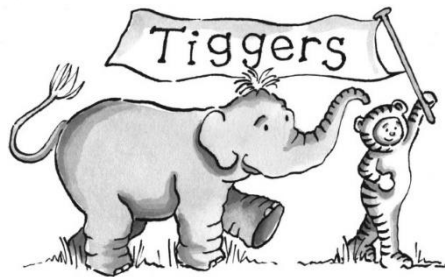


Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.



Safeguarding children and child protection

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

Policy statement

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. This covers all forms of abuse and neglect underlining our support of British values and the Prevent duty.

Procedures

We commit to the following procedures to ensure our Safeguarding Children Policy.

Key commitment 1

Tiggers Nursery is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our safeguarding lead, who co-ordinates safeguarding and child protection issues is:

Claire McFadden

- Our designated safeguarding lead is available at all times that the setting is open. A deputy safeguarding person who is on-site when the lead is absent is **Victoria Chapman**
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues. We regularly review and update our child protection policies.
- Both designated lead and deputy safeguarding persons refresh their skills annually and take safeguarding training every 2 years.
- We provide adequate and appropriate staffing resources to meet the needs of children. We update staff regularly (in house) on safeguarding issues.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure & Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to keep them safe, record their development or their participation in events organised by us. Parents sign a consent form to permit their child's image and photographs to be displayed in the setting.

Key commitment 2

Tiggers is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2015).

Responding to suspicions of abuse

- What is child abuse and neglect?

Child abuse is 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 (for example, via the internet). They may be abused by an adult or adults, or another child or children.

Definitions of abuse and neglect:

Physical abuse

Physical abuse is a form of abuse that 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. This is possibly a more obvious form of abuse as injuries can often be seen, but not always. All children acquire bumps and bruises, cuts and grazes from time to time but sometimes the injuries can be found in unusual places which may be cause for concern.

Signs which may suggest physical abuse:

- unexplained bruising, marks or injuries on any part of the body
- bruising to a non-independently mobile baby
- multiple bruising in clusters, often on the upper arm, outside of the thigh
- bruising of different colours indicating repeated injuries
- fingertip bruising to the chest, back, arms or legs
- human bite marks
- burns of any shape or size
- an injury for which there is no adequate explanation.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes 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.

Signs which may suggest emotional abuse:

- Neurotic behaviour, for example 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.

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 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.

Child sexual exploitation (CSE)

Sexual exploitation is a form of sexual abuse in which a young person is manipulated, or forced, into taking part in a sexual act. This could be part of a seemingly consensual relationship or in return for attention, affection, money, drugs, alcohol or somewhere to stay.

Signs which may suggest sexual abuse:

- Pain, bruising or bleeding in the genital area
- Vaginal discharge or infection
- Stomach pains
- Changes in behaviour
- Fear of being left with a specific person or group of people
- Sexual knowledge beyond their developmental level
- Sexual drawings or language
- Eating problems
- Self-harm
- Acting in a sexually explicit way towards adults

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 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)
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs.

Signs which may suggest neglect:

- Constant hunger

- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate clothing for the conditions
- Medical assistance not sought when necessary
- Mentioning being left alone or unsupervised

Definitions above adapted from Working Together to Safeguard Children 2015

Female genital mutilation (FGM)

FGM 'includes all procedures which involve partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons whether for cultural or other non-therapeutic reasons' (WHO, UNICEF, UNFPA, 1997).

FGM constitutes child abuse and causes physical, psychological and sexual harm which can be severely disabling. In the case of suspected FGM providers must not contact parents before seeking advice from SPA or mediate between the children and their parents.

Signs which may suggest FGM

- A child may talk about a special procedure or ceremony that is going to take place
- Prolonged absence from the setting
- Change in behaviour on return
- Damage to the genital area and/or adjacent tissues
- Pain or difficulty in sitting
- Bleeding or infection
- Urine retention
- Fracture or dislocation as a result of restraint
- Psychological damage, including depression, anxiety, and sexual dysfunction

More information regarding FGM can be found on the London Safeguarding Children Board website.

Domestic violence and abuse

The cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial

- emotional

Signs which may suggest children are exposed to domestic abuse:

- Aggressive behaviour
- Displaying anti-social behaviour
- Acting out their experiences
- Suffering from depression or anxiety
- Not achieving potential - due to difficulties at home or disruption of moving to and from refuges.

Indicators of abuse

It is vital that staff are aware of the range of physical and behavioural indicators of abuse and report any concerns to the safeguarding and child protection designated person. It is the responsibility of the childcare setting to report concerns, but that it is not their responsibility to investigate or decide whether a child has been abused.

Indicators could take a number of forms, and individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of the picture, and each small piece of information will help the safeguarding and child protection designated person decide how to proceed. The setting does not need absolute proof that the child is at risk to act.

Children who may be particularly vulnerable to abuse

All children should receive equal protection, so providers should be particularly aware of children in the following circumstances who may be particularly vulnerable.

- Looked after
- Disabled or have special educational 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
- Do not have English as a first language
- Having a parent with enduring or untreated mental health problems
- Young carers
- At risk of being radicalised or exploited.

- We are aware of other factors that affect children's vulnerability such as fabricated or induced illness and child abuse linked to beliefs in spirit possession that may affect, or may have affected, children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board (Wandsworth).
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept secure and confidential.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.

- Where the Local 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 Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- Our Safeguarding Incident Referral form is used to contact the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2015).
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board (Wandsworth LADO).

Informing parents

- **Parents are normally the first point of contact.** We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). We also reference a copy of Wandsworth's Protocol for the management of allegations against adults who work with children. **In all cases, notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.**
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept (0808 800 5000, or email at: help@nspcc.org.uk).

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) as well as the Single Point of Access (SPA) to investigate:

LADO Service

Advice – LADO@wandsworth.gov.uk

LADO, Anita Gibbons - 07974 586461

terim LADO Alice Peatling, alice.peatling@richmondandwandsworth.gov.uk

Wandsworth SPA

Access Team Phone number: 020 3513 6631

E-mail wandsworthcamhsreferrals@swlstg.nhs.uk

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- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
 - We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
 - Where the owner and children's social care agree it is appropriate in the circumstances, the owner will suspend the member of staff on full pay, or the volunteer, 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.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure & Barring Service (DBS) of relevant information, so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

Key commitment 3

Tiggers Nursery is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

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 so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, 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.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Key Commitment 4

Tiggers Nursery has due regard to the need to prevent people from being drawn into terrorism (known as the 'Prevent duty', and now law through the Counter-Terrorism and Security Act 2015 (section 26). Furthermore, our promotion of British Values aims to keep children safe and promote their welfare.

What is Prevent duty?

- From 1 July 2015, childcare providers must have due regard to the need to prevent people being drawn into terrorism.
- The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."
- Accordingly, we:
 - assess the risk of children being drawn into terrorism;
 - demonstrate protection of children from being drawn into terrorism by having robust safeguarding policies;
 - ensure that our safeguarding arrangements take into account the policies and procedures of the LSCB;
 - make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism; and
 - expect to ensure children are safe from terrorist and extremist material when accessing the internet.

The general risks affecting children may vary from area to area, and according to their age. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff are on the alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Furthermore, we are alert to any issues for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views.

We can help build a child's resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-

making. We help promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

What are British values?

- Democracy
- The Rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

The promotion of British values are firmly embedded in the Early Years Foundation Stage (EYFS) and included in our planning. Briefly, these categories relate to the following:

- **Democracy** - making decisions together, for example giving 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; for example, collaborating with children to create rules and codes of behaviour;
- **Individual liberty** - freedom for all; for example, reflecting on their differences and understanding we are free to have different opinions;
- **Mutual respect and tolerance** - treating others as you want to be treated; for example, sharing and respecting other's opinions.

It also highlights what is not acceptable; for example, failure to challenge gender stereotypes and routinely segregating girls and boys.

To help demonstrate what this means in practice, we use the following examples based on what is in the statutory guidance.

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 we 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 ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

- Staff 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 that these 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 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 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 encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff 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.

We also understand that a minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting' British Values.

Furthermore, 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.

Key Commitment 5

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At Tiggers Nursery, we work in line with Keeping Children Safe in Education 2016, which states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. The document also states it is most important to ensure opportunities to let the voice of the child be heard. To that end, we commit that:

- Our setting will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide,
- Systems will be in place for children to express their views and give feedback, and ultimately, any system and processes should operate with the best interests of the child at their heart.

At Tiggers Nursery, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Key Commitment 6

Tiggers Nursery has a commitment to keeping children safe and healthy and the e-safety policy operates at all times under the umbrella of the Safeguarding Policy. The e-safety policy is the implementation of the Safeguarding policy in relation to electronic communications of all types.

Children do not have access to the internet – online monitoring and filtering systems are not required.

Managing e-mail

- Children will not have access to e-mail.

On-line communications and social networking

- On-line chat rooms and social networking sites such as Facebook or Twitter will not be used in the nursery.
- Staff will not discuss individual children or their setting on Facebook, Twitter or any other social networking site.

Mobile technologies

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of mobile phones and cameras in the setting (see our separate 'Use of Mobile phones and Cameras' policy).

- Personal mobile phones belonging to members of staff are not used on the premises during shift hours.
- At the beginning of each individual's shift, personal mobile phones are stored in the kitchen cupboard.

Key Commitment 7

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 appropriate job description and person specification for the role that is up-to-date.
- Obtain a completed application form and scrutinise and address any gaps in employment.
- Check that the candidate has the right to work in the UK.
- Ensure the candidate provides two referees; at least one must refer to the applicant's suitability to work with children.
- Provide evidence of identity and a declaration of any family or close relationships to existing employees or employers.
- Provide a chronological order of secondary education, training and qualifications.
- Ensure the candidate has an Enhanced Criminal Records (DBS) check to include the Barred List, and understands that the employer must see the original copy prior to starting to validate the security features and ensure it is genuine.
- Be registered with the Disclosure and Barring Service (DBS). Information is available here: <http://www.homeoffice.gov.uk/crime/vetting-barring-scheme/>
- 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 line management.
- Ensure new members of staff undergo an induction that includes familiarisation with the setting's Safeguarding and Child Protection policy and identification of their own Safeguarding and Child Protection training needs.

Key Commitment 8

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 manager, Ofsted, SPA or the local authority's Early Years Consultant. It is recognised that for some people this can be a daunting and difficult experience. 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/manager should be reported to Single Point of Access (SPA) by telephone on 020 3513 6631.

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 or write to WBHL, Ofsted, Royal Exchange Buildings, Piccadilly Gate, Manchester M1 2WD.

A charity called Protect (formerly called 'Public Concern at Work') gives free and confidential advice and can help you to decide whether and/or how to raise your concerns at work. You can call Protect on: 020 3117 2520 or via email through the online form at: <https://protect-advice.org.uk/contact-protect-advice-line/>

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- General Data Protection Regulation (2018)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- The Prevent Duty (Counter-Terrorism and Security Act 2015, s26)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)

Further guidance

- Working Together to Safeguard Children (HMG 2015)
- Keeping Children Safe in Education 2016
- Safeguarding Children and Safer recruitment in Education (<http://www.education.gov.uk>).
- DBS information is available from: www.gov.uk/dbs
- What to do if you're 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)
- The Prevent duty (Departmental advice, Dept for Education, June 2015)
- Disclosure & Barring Service (<https://www.gov.uk/government/organisations/disclosure-and-barring-service>)

This policy was adopted at a meeting of Tiggers Nursery *(name of provider)*

Held on 01 September 2023 *(date)*

Date to be reviewed 01 September 2024 *(date)*

Signed on behalf of the provider



Name of signatory Andrew Pitayanukul

Role of signatory (e.g. chair, director or owner) Director