# Notting Hill Nursery Safeguarding Policy

This policy needs to be read in conjunction with information available on the Somerset SCP

website. The policy applies to everyone in the nursery including staff, students, families and visitors.

Safeguarding Lead Practitioner is Emma Poole

Deputy Lead: Jayney Cousins

As a setting we aim to:

* Create an environment which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background.
* Help children to establish and sustain relationships within their families, with peers, and with other adults.
* Encourage children to develop a sense of autonomy and independence.
* Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
* Work with parents/carers to build their understanding of, and commitment to, the welfare of all our children by building trusting, respectful, reciprocal relationships.
* Promote anti-bullying strategies.

# **Recruitment Procedures** Please refer to full policy - main points below

The following procedures are in place to ensure that no individual who has been disqualified has access to the children in our care.

* Applicants are required to complete a police check (DBS).
* Any job offer is dependent on clear DBS. If an applicant is rejected because of information which has been disclosed in the checks, they have a right to know and to challenge incorrect information.
* References are checked and gaps in employment history are explored.
* No unauthorised adults including students/volunteers have unsupervised access to the children
* Details of all visitors are recorded, and there are security steps in place to prevent unauthorised access to the nursery. In the case of unauthorised access to the site, the Police will be called if necessary.
* We respect all requirements in the 1999 Protection of Children Act regarding any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal, for reasons of child protection concern
* Adequate staff ratios are maintained in accordance with Ofsted requirements.
* Induction procedures ensure new staff understand procedures concerning safeguarding, so that if an incident arises, they know how to react.
* All staff are requested to read the policy and are familiar with the ‘Effective support’ document and know who the safeguarding lead is.
* There is an established process for contacting Social Care, and the relevant contact numbers are easily located in case of emergency

**Good Practice in the Nursery**

* Daily attendance registers are kept and include hours of attendance.
* The layout of the rooms allow for constant supervision. Bathroom doors have been removed and replaced with curtains for privacy
* If children arrive at nursery with significant bumps and bruises these will be recorded on an accident form and signed by parents with an explanation.
* If more than 2 sessions are missed without reason the nursery will seek to make contact and seek an explanation for the absence from the parent. Tapestry will be used as a means of communicating and recording absence from the setting, displaying a gap in their attendance.
* Mobile phones are not permitted to be used within the nursery. Parents are remined by staff should this occur.
* Photos used on websites/social media are used with parents permission
* Safeguarding issues form part of our termly staff meetings
* Risk assessments are conducted and reviewed on the nursery environment both indoors and out.
* Maintaining contact with the Education Welfare Service with regard to transitions and children deemed as missing from education (CME) for example, if we are informed that a parent is planning to make the transition to home educate (EHE) it is our role to advise them that they must inform the local authority.
* Key elements of safeguarding are delivered through the Early Years Foundation Stage so that the children can develop understanding of why and how to keep safe, as appropriate to their age and stage of development;
* We create a culture of value and respect for the individual and their family.

**Staff Conduct**

Your general daily behaviour, attitude and speech both in and out of work reflect on the nursery. Staff should be reminded to set a good example, remembering that they are a role model for others to follow. Staff should aim to be friendly, professional and welcoming to parents, staff and children alike. Good communication skills are vital to work as part of an effective team enabling staff to respond to the needs of the children, parents, volunteers, students and colleagues they work with.

Advice and guidance on the correct conduct regarding the following can be found in the staff handbook

* Social media
* confidentiality
* Use of ITC including phones and cameras including apple watches

**Signs and Symptoms**

Nursery Staff play an important role, in identifying suspected actual or potential abuse and are reminded that the interests of the child must come first. Unfortunately, some children may suffer from more than one type of abuse. The signs listed below may indicate that children are being ill treated.

**Physical**

Common sites for non-accidental injury are:

* Back
* Backs of legs
* Under the arm
* Genital, rectal area
* Neck, mouth, behind ear

Other examples include bruising, bite marks, burns and scalds, black eyes, fracture and dislocations where there is no satisfactory explanation.

**Sexual**

Sexual abuse appears in all classes of society and is more common than widely assume, some signs include;

* Failure to thrive
* Unusual marks
* Repeated urinary infections
* Changes in behaviour
* Behaviour which displays knowledge beyond a child’s age

**CSE (Child Sexual Exploitation)**

Any child or young person may be at risk of sexual exploitation, regardless of their background or other circumstances. Sexual exploitation can take many forms from the seemingly ‘consensual’ relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

The perpetrators of sexual exploitation are often well organised and use sophisticated tactics. They are known to target areas where children and young people might gather without much adult supervision, such as: shopping centers; cafes; takeaways; pubs; sports centers; cinemas; bus or train stations; local parks; playgrounds and taxi ranks; or sites on the Internet used by children and young people. The process of grooming may also be visible in adult venues such as pubs and clubs. In some cases perpetrators are known to use younger men, women, boys or girls to build initial relationships and introduce children to others in the perpetrator networks.

National guidance recognises that early intervention is a ‘sound investment’ and is ‘likely to be far more effective than intervention at a later stage when the impact on the child or young person’s health or development is likely to have escalated

**Female genital mutilation (FGM)**

May be carried out at anytime. Birth, childhood adolescence or later.

There are 4 types

1. Removal of the clitoris or just surrounding fold of skin
2. Removal of clitoris and labia
3. Narrowing of opening to the vagina by creating covering seal repositioning the labia
4. Other harmful procedures such as piercing, pricking, scraping and cauterizing.

A study in 2015 claims that no local area was likely to be free of FGM. Prevalent in 28 African countries, middle east and Asia. There is no data as yet for somerset. It is an offence to fail to protect a girl from FGM.

There is a duty to report suspected or identified cases of FGM

**Trafficking**

When children are recruited, moved or transported and then exploited and forced to work or sold.

Children are trafficked for,

* Benefit fraud,
* forced marriage,
* domestic servitude such as cleaning, cooking or childcare,
* forced labour in factories or agriculture.
* criminal activity such as pick pocketing, being used for the transportation of drugs
* many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse. Physical, sexual and emotional abuse are often used to control victims of trafficking

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of a family or community. They may threaten families, but this isn't always the case. Traffickers may promise children an education or persuade parents their child can have a better future in another pace. Sometimes families will be asked for payment towards the ‘service’ a trafficker is providing for example sorting out the child's documentation prior to travel or organising transportation. Traffickers may profit from the money a child earns through exploration, forced labour or crime. Often this is explained as a way for the child to pay off the debt they or there family owe to the traffickers. A child cannot legally consent so child trafficking only requires evidence of movement and exploration.

**County lines**

Criminal exploitation known as county lines is when gangs and organised crime networks exploit children to sell drugs. These children are often made to travel across counties and use dedicated mobile phone lines to supply drugs.

Gangs are deliberately targeting g vulnerable children, those who are homeless, living in care homes or trapped in poverty. The gangs threaten or trick children into trafficking drugs for them, by threatening a young person physically or they might threaten the young person’s family members.

The gangs might also offer something in return for the young person’s cooperation – it could be money, food, alcohol, clothes and jewelry, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

However, they become trapped in county lines, the young people involved feel as if they have no choice but to continue doing what the gangs want.

**Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Most frequently, young people are in private foster care for the following reasons:

• children from other countries sent to live in the UK with extended family

• host families for language schools

• parental ill-health

• where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)

• teenagers estranged from their families

The OFSTED report into Private Fostering also refers to these reasons:

• children brought from outside the UK with a view to adoption

• children at independent boarding schools who do not return home for holidays and are placed with host families

• trafficked children

**Risks from outside the home (Formerly contextual safeguarding)**

Young people’s experiences outside of the home can sometimes leave that at risk of significant

harm beyond the support of their families. It recognises that the different relationships that young

people form in their neighborhoods, schools and online can feature violence and abuse. Parents

and carers have little influence over these contexts, and young people’s experiences of extra-f

milial abuse can undermine parent-child relationships. Therefore, children’s social care practitioers

need to engage with individuals and sectors who do have influence over/within extra- familia

contexts, and recognise that assessment of, and intervention with, these spaces are a critical part

of safeguarding practices. Risks outside the home, therefore, expands the objectives of child

protection systems in recognition that young people are vulnerable to abuse in a range of social

contexts.

**Cuckooing** is a form of crime in which drug dealers take over the home of a vulnerable person in order to use it as a base for drug dealing. The crime is named for the **cuckoo**'s practice of taking over other birds' nests for its young.

**Emotional**

Emotional abuse is often combined with other forms of abuse. Children whose needs for warmth, love, care and security stimulation, praise and affection are not met may suffer detriment damage to their development. Warning signs for emotional abuse include;

* Lack of trust, low self esteem
* Persistent attention seeking behaviour
* Attempt to self harm
* Toileting problems
* Developmental delay

**Neglect**

* Neglect and failure to survive need a medical diagnosis
* Underweight, poor skin condition
* Developmental delay
* Failure of carer to seek medical attention
* Inadequate or inappropriate clothing

**Family strengths and needs toolkit ( formally neglect tool kit)**

The family strengths and needs Toolkit is designed to assist you in identifying and assessing children and young people who are at risk of and experiencing neglect. It is to be used when you are concerned that the quality of care of a child/young person you are working with suggests that their needs are being neglected. The tool kit should always be used inline with [South West Child Protection Procedures](https://sscb.safeguardingsomerset.org.uk/working-with-children/local-protocols-guidance/#details-0-0) (SWCCP) and provides information and resources that will support you in training people within your organisation in developing an effective response to Neglect and how to apply the toolkit to inform your assessment of need. The toolkit should aid discussion and is designed to support not replace professional judgement.

# **Disclosures**

Where a child makes a disclosure to a member of staff,

* Listen to the child
* Give reassurance that action will be taken.
* Respond and explain what will happen next
* Record all information

# **Responding to Suspicions of Abuse**

* It is acknowledged that abuse of children can take many different forms; physical, emotional, sexual and neglect. If a child shows signs and symptoms of ‘failure to thrive’ or neglect, staff will make the appropriate referrals;
* Staff will deal with children in these circumstances with particular sensitivity and take great care not to influence the outcome of any suspicion or concern either in the way that they speak to children, or in the questions that they might ask;
* If staff members are unsure of how to proceed, or indeed whether they should proceed, they must speak to Emma Poole as the Safeguarding Lead There should be no delay with this, since this might threaten the welfare of a child in an emergency situation;

The first point of contact with the Local Authority is through Somerset Direct - Local Safeguarding Children Partnership (LSCP) who are contacted on 0300 123 2224. The emergency duty team is available for out of hours safeguarding concerns on0300 123 2327. It is important to recognise that staff from the Social Care Team are also available for advice and guidance, as well receiving referrals.

A consultation line is available **0300 123 3078** for safeguarding leads and can be used when they are unsure whether or not to make a referral to Children's Social Care (see definition of Level 4 of the Effective Support Document).This could be because you are unsure whether it meets the threshold for a statutory Children and Families assessment, although you are clear about the situation you are dealing with, or you want to discuss your analysis/understanding with an experienced child protection social worker.

**Effective Support Document**

The Effective support for children and families in Somerset document is a guide for professionals who work with children, young people and their families in order to assist professional judgments around the provision of effective support. It can be used to identify and assess a young persons level of need and the process to follow in contacting the ‘*right service, in the right place at the right time’*.

# **Recording Suspicions of Abuse and Disclosures**

Examples of possible indicators of abuse that staff should be aware of include:

* Any changes in the children’s behaviour or appearance;
* Remarks made by the child or his/her parents or friends;
* Indications that the family is under extreme stress.

In these cases it would be acceptable for Emma Poole or the nursery manager to discuss this initially with the child's parent/carer, unless doing so may place the child at further risk. Examples of these exceptions may include incidents of fabricated or induced Illness.

In all cases staff must consider whether a record may need to be made. If this is the case, then the following should be recorded as soon as possible after the incident or conversation:

* The child’s name
* The child’s address
* The age of the child
* The date and time of the observation or the disclosure
* An objective record of the observation or disclosure
* The exact words spoken by the child
* The name of the person to whom the concern was reported, with date and time
* The names of any other person present at the time

If the conversation is undertaken on the telephone the same procedure will apply, and if necessary will become a referral with immediate action. Concerns will be logged on incident sheets which can be found in the filling cabinet in the office. Once completed these forms will be signed and dated by the staff member and then shared with the Manager and safeguarding lead. If the safeguarding lead decides a referral is needed she is responsible for making the referral on the same day. Completed forms are stored in the safeguarding file.

# **Informing Parents**

* Parents are normally the first point of contact unless doing so may place the child at further risk;
* If a suspicion of abuse is recorded, parents are informed directly after the report is made

# **Allegations Against Staff** (including those on work experience and by association cases)

There can be occurrences when the behaviour of employees or students is considered

inappropriate and an allegation is made. The nature of allegations is such that someone – a

child, a parent / carer or even possibly a work colleague believes that a particular employee /

fellow colleague or student has behaved inappropriately towards one of the children in the

setting. In such instances the manager has to decide whether the managing allegations

procedure is triggered. The criteria to trigger these procedures are met if the allegation indicates

that the member of staff / student has:-

* Behaved in a way that has harmed, or may have harmed a child;
* Possibly committed a criminal offence against or related to a child; or
* Behaved toward a child or children in way that indicates they may pose a risk of harm to
* children.
* Or associated with another adult who has been barred from working with children

Where you believe that one or more of the above criteria are met you MUST contact the Local

Authority’s Designated Officer (LADO) to get advice on next steps. Do not make any decisions or undertake any actions to address the allegation e.g. investigating the matter, BEFORE getting advice from the LADO.

Any allegation or concern of child abuse involving a member of staff should be taken seriously and responded to immediately.

**Emma Poole** has a duty to contact Children’s Social Care for guidance and follow their advice:

Somerset Local Authority Designated Officer (LADO) 0300 123 2224

Advice on managing allegations can be found in the Effective Support Document page 6 and the SSCP website. Additional information can be found @ South West Child Protection Procedures.

Contact with the LADO MUST occur within one working day following the allegation being reported. The LADO can be contacted through completion and return of an Allegations Reporting Form (ARF) to Somerset Direct: childrens@somerset.gov.uk. This form can be accessed on the SSCP website and a copy can be found in the safeguarding file.

Contact Ofsted (0300 123 1231) within 14 days

Contact Insurance company:

Royal Sun Alliance through the Pre school Learning Alliance

Policy number -RTT209837

REF-56838

Any discussion with **Emma Poole** regarding an allegation will be recorded and the parent /main carer will have access to such records. Care must be taken with regard to any discussion bearing in mind that an allegation of child abuse or neglect could lead to a criminal investigation, so they should not do anything that may jeopardise a police investigation, for example, ask leading questions or attempt to investigate the allegations of abuse.

The manger may decide to suspend the member of staff/student pending investigations, depending on advice given by Social Care.

**Whistleblowing**  Please refer to full policy - main points below

* Any member of staff who becomes aware of possible or potential abuse involving another member of staff must immediately inform the manager.
* If the manager is the staff member involved seek outside support immediately
* OFSTED - e-mail whistleblowing@ofsted.gov.uk or Call us on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
* The Local Safeguarding Board - Somerset direct on 0300 123 2224

**Complaints**

* We will ensure that all parents/carers know how to complain about staff, which may include an allegation of abuse.
* This will be done by use of appropriate signage and written guidelines made available for all families using services in the nursery.
* Parents receive details of the complaints procedure as part of their induction pack

For general information on Ofsted and how to make a complaint visit [www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents) or ring the helpline on 0300 1231231.

# **Liaison with Other Bodies**

* All staff work within local Somerset procedures
* There is a clearly defined procedure for contacting the Local Authority through Somerset Direct (0300 123 2224) through which access can be gained to the local Children’s Social Care team. This will ensure that in an emergency the nursery staff and social care staff can work effectively together;
* If a report on a family is made to the Social Care staff, the Nursery will act within current guidelines in deciding whether to inform the child’s parents at the same time;
* Involving the Police is appropriate if immediate support is needed. In this emergency situation dial 999;
* The manager should be the main contact with regard to any outside party seeking information
* Staff should not give interviews to anyone alone either by telephone, mail, or in person, and if needed, will be supported by the Manager and safeguarding lead.

# **Confidentiality**

* Confidentiality is essential. All documented concerns and allegations are kept confidential and shared only with key members of staff who may need to know; such staff will ensure that their own record-keeping is appropriate to their level of professional responsibility;
* In cases of child protection then everything must be shared with the Social Care team.
* Parental consent must be given before liaison with other agencies (e.g. the Health Service, Connexions etc) outside the nursery in the absence of child protection concerns;
* Refer to the nursery policy on Information sharing and confidentiality.

# **Family Support**

* The Nursery takes every step within its power to build up trusting and supportive relations with families, staff and volunteers. With the proviso that the care and safety of the child is paramount, the Nursery will always do everything in its power to support and work with the child’s family;
* In the event of any child protection investigation, and subject to a satisfactory health and safety risk assessment, family support and child support will continue to be made available for families.

**Non engagement**

Non-engagement is a situation where professionals are unable to progress work with a child and their family due to lack of access or where the level or quality of contact with a family is so limited that it makes on-going work impossible. Non-engagement is a serious problem for professionals where there are safeguarding or child protection concerns about a child; it can make it difficult to work with the family to ensure the child’s safety and welfare or to recognise when the situation has deteriorated and the risk to the child has increased. All forms of non-engagement and hostility should be reported to the DSL, they must never be ignored.

**Recognising non-engagement**

* Ambivalence, consistently late for appointments or cancelling appointments; changing the subject during discussion to avoid dealing with issues.
* Avoidance, avoiding or failing to turn up to appointments; being unavailable for planned visits or cutting visits short.
* Non-compliance; actively sabotaging implementation of the child’s plan either through actions or omissions.
* Disguised compliance; giving an outward appearance of compliance whilst subverting the implementation of the plan.
* Confrontation; challenging professionals, disputing facts.
* Hostility; threats or actual acts of violence against workers, including
* behaviour designed to intimidate.

**Understanding why families do not engage**

* fear or mistrust may develop from previous poor contacts with agencies particularly if based on experiences of discrimination.
* stress as involvement may be obligatory rather than through choice.
* fear of loss of control of the home environment, particularly prevalent in domestic violence cases.
* resent outside interference, and the stigma of social work involvement
* Those suffering mental illness or coping with substance misuse, may be resistant to accepting they have a problem, or that it compromises their ability to care for their child or carry out their role in implementing the child’s plan.
* not understanding the concerns or what they are expected to do in order to change the situation.
* fear that their children will be removed from their care,
* fearful of being “judged” as bad parents by professionals
* concern about their residence status in the UK.
* There are a range of cultural, social and psychological reasons for parental non-engagement, and professionals need to be able to recognise them in order to address the family’s fears. They also need to consider whether families are actively trying to cover up harm and abuse, or whether hostile and threatening behaviour is being deliberately used to keep professionals away.

**Taking action**

Follow the procedure in the Effective Support for Families document to establish if other professionals have previously worked with the child

* contact the early help advice hub 01823 355803 /EHACoordinator@somerset.gov.uk
* if the answer is yes they will provide lead professional details for you to make contact
* if no follow levels of need advice
* EHA Early help assessment document is available at [www.professional](http://www.professional)choices.org.uk
* Schools and nurseries should follow the procedures set out in the Children Missing from Education guidance (link below) and notify social workers of any instances of persistent non-attendance where there is no reasonable explanation or where a child is removed from the roll.

# **Record Keeping**

* All safeguarding records will be kept in a file in a safe, secure and in a confidential location
* The contents of these records will only be available to staff who have a legitimate need, or right, to view them; ( DSL and Deputy)
* They should contain any concerns ( each on a separate form) and/or discussions about the child, decisions made, and also the reasons for those decisions along with action taken (they should be based on actual fact rather than opinion and speculation). Forms issued by Kate Kift can be found in the safeguarding folder.
* A record of all conversation with parents/professionals and any action taken
* A chronology of all concerns /conversations/actions and outcomes
* Reports from any meetings
* All notes made should be signed legibly, dated and kept in order; there should also be an up-to-date chronology which reflects this process
* Each child should have an allocated lead worker in the relevant agency with full contact detail;
* Paper records are acceptable in the first instance.
* Should records be passed onto a new provider they should be transported securely and a receipt should be acquired as proof as suggested in ‘keeping children safe in education.

**Mobile/Camera Phones** Please refer to full policy - main points below

To keep children safe the following steps will be taken:

* Staff/ students must leave mobile/camera phones in the office while on duty (They may access them on their lunch break)
* Parents and visitors will not be left unsupervised and asked to put their phones away.
* Staff/students must use the nursery telephone number as first point of contact in an emergency;
* The nursery manager will authorise the use of the nursery camera. This should only be used for recording activities and children’s development;
* Children will not be photographed unless prior permission has been received in writing from the parent or carer with main parental responsibility.

**Internet Access/Use** Please refer to full policy - main points below

To keep children safe the following steps will be taken:

* The use of internet by staff/students is a privilege that requires the managers permission
* Use of the internet must be monitored by the manager ensuring only relevant and appropriate sites are being accessed
* Young children will only have supervised access to selected programs

**360 Early Years (formally compass)**

A simple online tool that shows you what you need to do to make the use of technology safer for your group. Once you rate where you are, it gives you advice on how to improve and the means to get you there. As a setting we have used this tool to influence our policies relating to online safety.

**General Data Protection Regulation (GDPR)**

It is important that you are confident about when and when not to share information in the early years sector and that we do not let concerns about sharing information stand in the way of protecting children who may be at risk of abuse or neglect. Please refer to the seven golden rules of information sharing.

The GDPR provides a framework to ensure that personal information about individuals is shared appropriately. Please refer to our full policy

**Prevent Duty**

From 1 July 2015 all schools, all childcare are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

This states that settings should have clear procedures in place for protecting children at risk of radicalisation and extremist behaviour and know what to do when identified. We can build pupils resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.

Staff need to understand when it is appropriate to make a referral to the Channel Programme. The Channel Programme is a process for safeguarding everyone, by assessing the vulnerability of people being drawn into terrorism. Childcare practitioners who have concerns will contact and make a referral to the police who have a team/practitioner that will complete an assessment.

**Fundamental British Values in the Early Years**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

**Democracy**: making decisions together

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

* 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

(Self-confidence & self-awareness and people & communities PSED and UW)

* 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

**(**People & communities, managing feelings & behaviour and making relationships PSED & UW)

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 minimum 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

Prevent duty -Written with guidence from:

<http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years>

# **Staff Training**

The Nursery Manager will ensure that all staff members understand the procedures for recording and reporting their concerns around child protection. Training is provided for all staff and volunteers to help them recognise children who may be suffering, or be at risk of suffering, significant harm and to understand their own, and others’ role and responsibilities with regard to such children. Staff undertake regular supervision (termly) so that any safeguarding concerns can be raised/monitored

**Covid -19**

There are a number of polices relating to the pandemic introduced to keep children, staff and parents safe. Please see individual polices for further information.

**Monitoring and Reviewing**

It is the responsibility of the Nursery Manager to monitor and review the effectiveness of all policies and update and amend as necessary in line with any emerging and relevant government legislation or county council guidance. Any changes to this policy will be disseminated amongst staff and made available to parents.

Related Policies - to be read in conjunction with this document:

* Mobile phone
* Recruitment
* Staff handbook
* Whistle blowing
* ICT
* Confidentiality
* Staff/ student induction
* First aid
* Complaints
* Recruitment procedures

Support

* Somerset Local Safeguarding partnership
* South West Child Protection Procedures, available electronically on [www.swcpp.org.uk](http://www.swcpp.org.uk)
* Statutory framework for the foundation stage [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

Legal context

This policy is covered by:

* The Rehabilitation of Offenders Act 1974
* EYFS 2024
* Inspecting Safeguarding 2016
* Effective support for children and Families Dec 2021
* The Protection of Children Act 1999
* The Children Acts 1989 & 2004, Adoption and Children Act 2002
* Childcare Act 2006
* Data Protection Act 2018
* Human Rights Act 1998
* Early Years Foundation Stage Principles 2007: A Unique Child, Positive Relationships, Enabling Environments, Learning and Development
* Working Together to Safeguard Children 2023
* What to do if you are worried a child is being abused 2015
* Guidance for safer working practice for those working in education settings 2015
* Information Sharing: advice for practitioners providing safeguarding services 2018
* Sexual Offences Act 2003
* Resolving professional differences April 2021
* Serious accidents injuries and deaths that registered providers must notify to OFSTED and local protection agencies 2011
* Sure Start Children’s Centre Practice Guidance 2005, 2006 and 2010
* Governance Guidance for Sure Start Children’s Centers and extended schools 2007
* The Vetting and Barring Scheme Guidance March 2010
* Every Child Matters: change for children 2004.Outcomes: Be healthy, Stay safe, Make a positive contribution, Enjoy and achieve
* Local Safeguarding Children’s Board Policies and Protocols
* Keeping children safe in Education 2024
* The Local Authority Policies relating to Safer Recruitment
* The UN Convention for the Rights of a Child
* Prevent duty 2023
* FGM guidance 2016
* Children and families Act 2014

**Staff who have received safeguarding training:**

Emma Poole - Introduction to child protection Nov 2016

Prevent Duty online June 2017

Working together March 2023

Safer Recruitment - Oct 2022

Chelsee Thompson – Working together 2020

Prevent Feb 2019

FGM Feb 2019

Jayne Cousins - Intro Feb 2022

Working together Oct 2022

Prevent Duty 2019

FGM 2019

Emma Gilbert Intro 2019

Prevent 2018

FGM 2017

Intro oct 2024

Danielle Cannon Intro Oct 2024

Caitlin Trott Intro Oct 2021

Cait Gordon Intro Oct 2024

Cerys Garbett

Reviewed by: Emma Poole

Reviewed March 2024

Reviewed October 2024

.