



BUXTON NURSERY

Child Protection and Safeguarding Children Policy

In our nursery we will create an environment where children are safe. We will take every step to build up trusting and supportive relationships between families and staff. Laura Bowers is the Designated Safeguarding Lead (DSL) with Debbie Porter as her deputy. They will ensure our policies are up to date and that all staff fully understand their role in keeping children safe.

Our role and commitment to safeguarding children is in the parent pack. Alison Gates and Joanne Ashmore also have the safeguarding training and can take the lead if both Laura and Debbie are absent.

This policy is available to parents on requests and key information is included in our parent pack which is issued to all children on registration.

The official bodies now responsible for Safeguarding Children locally are:

- **Derby and Derbyshire Safeguarding Children Partnership** (<https://www.ddscp.org.uk/>)
- **Social Care**

The following statutory guidance is read and followed;

- **Working together to Safeguard Children (July 2018)**
- **Keeping Children Safe in Education (September 2019)**
- **Equality Act (2010)**
- **What to do if a worried a child is being abused: Advice for Practitioners (March 2015)**
- **Information Sharing: Advice for Practitioners providing Safeguarding services to children, young people, parents and carers (July 2018)**
- **The Prevent Duty Departmental, advice for Schools and Child care providers (June 2015)**

Guiding Principles

Safeguarding arrangements are underpinned by the following key principles:

- Children have a right to be safe and should be protected from all forms of abuse and neglect.
- Safeguarding is everyone's responsibility: all Staff members will play their full part in keeping children safe.
- We operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- It is better to help children as early as possible, before issues escalate and become more damaging.
- All Staff members have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff will follow national and local children protection procedures.

- We aim to work in partnership as per the safeguarding arrangements as set out by Working Together 2018. Children and families are best supported and protected when there is a coordinated response from all relevant agencies.

Roles and responsibilities for Safeguarding

All staff have responsibility for the following:

- Being aware of the Derby and Derbyshire Safeguarding Partnership Procedures and ensuring these procedures are followed;
- The Management team will ensure that they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Derbyshire;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing that Laura Bowers is the DSL with Deborah Porter as the deputy and Alison Gates and Joanne Ashmore also trained as DSL;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to Laura Bowers or in her absence Deborah Porter who will normally decide on the next step;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support;
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings 2019', relevant sections of 'KCSIE 2019' and local procedures for 'Safe Working Practices';
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If staff and/or volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step;
- If staff feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- Understanding that we would be required to notify the Children's Social Care department if there is an unexplained absence of a child who is the subject of a Child Protection Plan;
- Understanding that we would be required to notify the Children's Social Care if it is thought or known that a child or young person may be privately fostered;

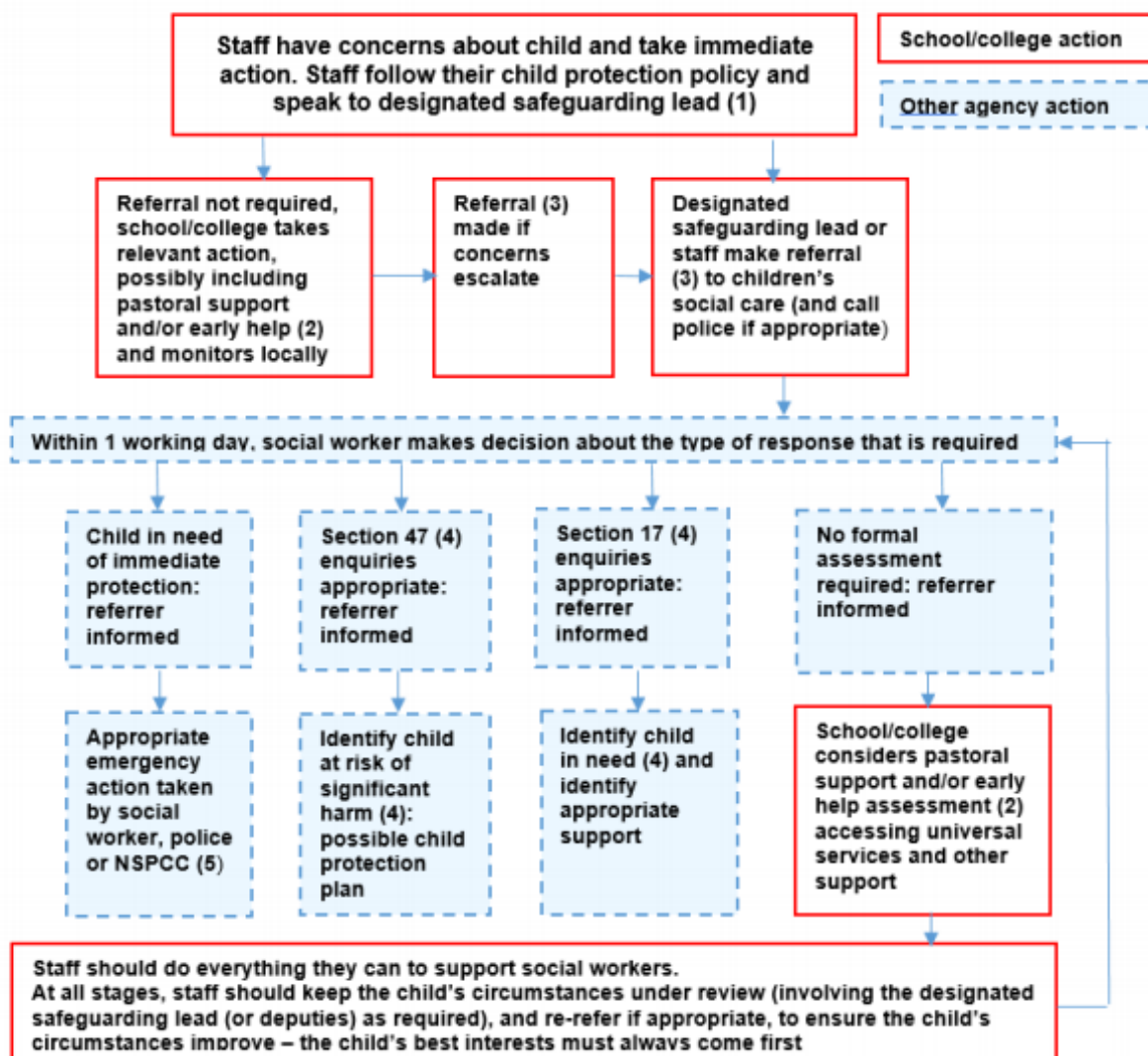
- All staff/ anyone who has contact with a child or young person including volunteers are aware of Derby and Derbyshire Safeguarding Partnership Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our nursery Whistle Blowing Policy;
- To recognise the new requirements on Children Missing from Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities we have to those who are thinking about or who are about to home educate, including those who have been removed from education to home educate;
- Recognising that Looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. We must ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.
- All Staff recognise their roles and responsibilities under SEND that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs;
- All staff are aware of the Private Fostering Policy and have an understanding of host families and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child may be Privately Fostered or subject to a host of family arrangement which is unclear or ambiguous;
- All Staff are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on the Prevent training and Channel Awareness;
- All Staff know about Prevent duties and will report any concerns to Laura Bowers or Deborah Porter who have responsibilities under Prevent to take action, offer advice and support which may include a referral to Prevent/Channel and/or social care. Laura Bowers has undertaken WRAP training (Workshop to raise awareness of Prevent.)
- All staff/ anyone who has contact with a child or young person (including volunteers) should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All staff/anyone who has contact with a child or young person (including volunteers) should recognise what child sexual exploitation and trafficking is and know that they should seek advice and how to report any issues/incidents.
- All staff/anyone who has contact with a child or young person (including volunteers) should recognise a child who may be criminally exploited or involved in gang culture and should seek advice and report any issues/incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management/care plans and in particular with regard to SEND;
- All staff/anyone who has contact with a child or young person (including volunteers) should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;

- Buxton Nursery recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles. (see Appendix A)

- We work closely with Buxton Infant School to ensure that the building; including its surroundings are safe and one where children can feel safe. The Manager is on the school Governing body and is also Chair of the Premises committee to ensure we work together. We share protocols for visitors and contractors so that both nursery and school know who is in the building.

All staff/anyone who has contact with a child or young person (including volunteers) have responsibility to share and report a concern, knowhow and who to report this to, and record where appropriate in the role.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Taken from KCSIE 2019 page 16

Staff Recruitment, DBS and training

- Buxton Nursery will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children Safe in Education' and any supporting DBS documentation are followed in all cases.
- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training. We will in all cases for example check on;
 - The identity of candidates;
 - A check of professional qualifications;
 - The right to work in the UK;
 - Make overseas checks where relevant;
 - Ask for and follow up at least two references;
 - Scrutinise applications for gaps in employment;
 - Include at least two questions regarding safeguarding.
- We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed has returned from a period of employment from abroad;
- All staff, volunteers and building contractors must have an enhanced Criminal Record Check, named DBS. No staff or volunteers will be left alone/unsupervised with children until their DBS check is returned. The setting is committed to keeping its children safe and will pay 50% of the cost of staff registering; this measure will provide another layer of protection in helping to prevent unsuitable people gaining access to our children. We renew DBS' checks on a rolling schedule to ensure all are renewed every 3-5 years;
- We encourage staff to join the DBS update service within 14 days of receiving their DBS. We can then do 12 monthly checks using this service;

- We have a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm;
- We will ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring. When recruiting staff we will check the identity of candidates, professional qualifications, the right to work in the UK, ask for and follow up at least two references, scrutinise applications for gaps in employment and carry out the DBS check and further enquiries or exploration will take place as required. References must be pursued to ensure scrutiny and to verify all potential staff;
- An alert must be raised with a senior member of the leadership team if there are gaps in references and/or missing references;
- We have policies on the use of mobile phones and recording equipment and social media;
- All senior staff to attend advanced safeguarding and safeguarding/advanced for children with a special educational need;
- All staff will have in house training and be given a Safeguarding Information Booklet until they are able to attend training provided by Derbyshire County Council. These are updated annually to ensure they are up to date;
- All staff will be required to sign and adhere to our Code of Conduct (which includes advice and guidance on conduct in relation to the safe use of mobile phones and guidance on personal/professional boundaries in emailing, messaging, or participating in social networking environments.
- We discuss scenarios and quizzes that we use in staff meetings;
- We have a safeguarding training tracking grid;
- The DSL's will attend any new and relevant training as part of their professional development and then feedback to the team;
- All staff will have regular reviews of their own practice to ensure ongoing personal/professional development;
- All volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and we have risk assessments in place for volunteers in the nursery undertaking activities with the children;

Creating a Safe Environment:

- We will ensure that all staff/anyone who has contact with a child or young person (including volunteers) are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff (including volunteers) feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices.
- We will ensure that the building; including its surroundings, are safe and one where children can feel safe.

- We will ensure that we have clear protocols for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made.
- We recognise that where our school/college places a pupil/student we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangements.

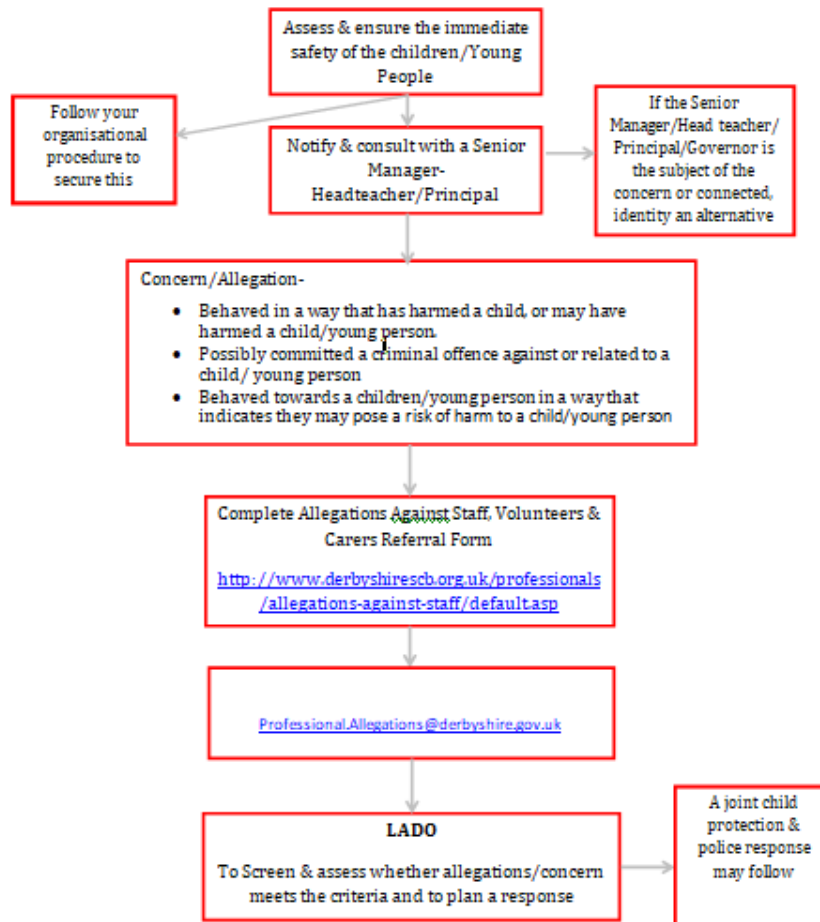
Allegations against staff and volunteers

- Buxton Nursery will adhere to the procedures set out under 'Allegations made against professionals'. This can be found via <https://www.ddscp.org.uk/>
- It is important that staff avoid putting themselves in situations that may lead to allegations being made against them. They can avoid doing this by ensuring that there is a witness if they have to deal with a sensitive situation e.g. If they have to restrain a child to avoid injury to the child, other children or themselves, they should make sure another member of staff is present and document any incident or accident.
- If an allegation is made against a member of staff then the matter will be investigated fully by the supervisor responsible for the staff. Confidentiality will be respected at all times.
- If a member of staff has concerns about another member of staff, then this will be referred to the manager or owner, Laura Bowers and Jane Wallis. Where there are concerns about the manager this will be referred to the Local Authority Designated Officer (LADO).
- Buxton Nursery will consult with the local child protection unit and LADO will be assigned and a joint procedure will be agreed. OFSTED will be informed. The member of staff will be informed of the procedure. Buxton Nursery may also follow the disciplinary procedure (see staff manual) if this is deemed necessary.
- The procedure will be documented fully from the initial investigation to the conclusion and copies will be kept confidentially in the staff members folder and will be made available to the local safeguarding unit, OFSTED and if necessary the police.

Allegations/Concerns against Staff, Volunteers & Carers



LADO Process Education & Schools



Processes and Procedures

- Buxton Nursery will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified by the Derby and Derbyshire Safeguarding Partnership.
- The Derby and Derbyshire Safeguarding Partnership have strict guidelines and procedures that must be followed in cases of safeguarding children.
- Changes in children's behaviour and appearance will be monitored. Staff will have training on the different types of abuse (explanations at the end of this policy). We have a staff information booklet describing different types of abuse and what to look out for that may cause concern. When welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point **01629 533 190**
- Buxton Nursery will ensure that all staff/anyone who has contact with a child or young person (including volunteers) will share any concerns about the welfare and safety of a child with the settings Designated Safeguarding Lead (or Deputy DSL). The Designated Safeguarding Lead will act upon the information received; however, we also recognise that

any one can make a referral into social care and all staff should be familiar with how to make a referral (refer to the above and the following two points).

- We use Derbyshire 'Starting Point' which provides a single point of access for referrals requesting support or raising concerns for children across Derbyshire. **01629 533 190**
- There is a professional consultation and advice line between the hours of 8-6pm Monday to Friday. This service does not record referrals. **01629 535353**. A contact will be raised and tasked to Starting Point. All other referrals which fall below the threshold for Child Protection will be received through the completion of the electronic referral form. This is found at <https://apps.derbyshire.gov.uk/applications/formBuilder/starting-point/996FA446-5670-4083-AB96-D206B82553B0>
- If Starting Point considered that the case requires 'Early Help', the team have 10 days to respond. Families have the choice at this point to co-operate with the team or not. This is why at Buxton Nursery we strive to form good relationships with all our families. If it is a child protection need this results in immediate action. Evidence will be collected and stored securely.
- **LADO (Local Authority Designated Officer) is Miles Dent on 01629 533 190**
- The Senior Practitioner will, within 24 hours, decide which service within Children's Social Care is best placed to meet that child's needs and will be passed to either the Multi-Agency Team or Children's Social Care for assessment. The Call Centre Advisor will be responsible for directing the Initial Contact/Referral to the appropriate team and advising the referrer of the outcome within 24 hours
- Starting Point use the DCC Threshold Document and the safety and wellbeing scale. The scale is a tool to help assess need and to assist professionals in decision making, ensuring that families, children and young people access the correct services in a timely and appropriate way. It will introduce the integrated operating model, **Stronger families Safer Children**. Their guiding principles are **See the risk – focus on the impact- strengthen the positives - create opportunities for change**. This model is displayed in our classrooms and the nursery office.
- Buxton Nursery will use the safety and wellbeing grid as a tool to analyse the impact that the strengths and risks/worries are having directly on the child. This will be used at TAF meetings.
- If a child is subject to an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known. Starting Point should provide feedback, an email contact must be provided and name of the person nominated in school to receive that feedback.
- When a member of Staff, volunteer, parent, practitioners, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker nursery should contact Starting Point.

- Parents will always be the first point of reference where there are any concerns with the child or if there is a child protection issue: unless it is considered the child is in immediate/imminent danger. The protection of the child is our first priority and we will pass on appropriate information to Social Care and/or OFSTED. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the nursery become aware of this.**
- Essential information for making a referral includes:
 - Full names and dates of birth for the child and other members of the family.
 - Address and daytime phone numbers for the parents, including mobile.
 - The child's address and phone number.
 - Whereabouts of the child (and siblings).
 - Child and family's ethnic origin.
 - Child and family's main language.
 - Actions taken and people contacted.
 - Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
 - A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
 - The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous CAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Where there is a difference of professional opinion around the referral and/or any steps taken by Starting Point, we will escalate our concerns asking to speak to a Starting Point manager.

Keeping records:

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the nursery. They will be kept in a locked cabinet in the office. We use a body map recording form for any physical injuries that we observe.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in or contacted to the nursery.

The principles of sharing information

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. **The most important consideration is whether sharing information is likely to safeguard and protect a child.**

Necessary and proportionate When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Relevant Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Adequate Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

Record Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

Children who may require Early Help

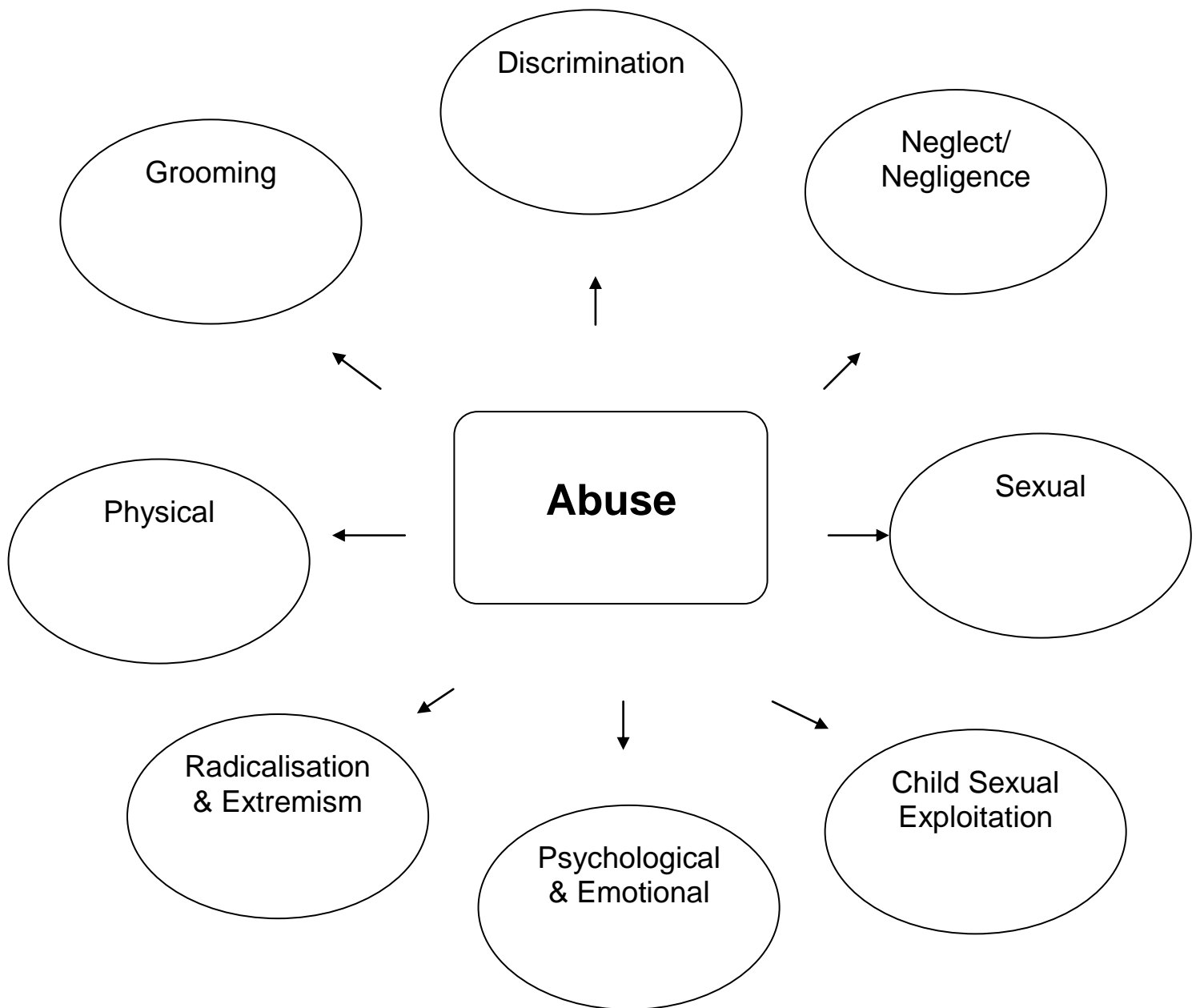
All staff working in the nursery should be alert to the potential need for early help for children, following the procedures identified for initiating early help using the local and current Safeguarding Partnership Threshold Document (which can be found by following the link below and is within our safeguarding file) and also consideration for a child who:

https://www.proceduresonline.com/derbyshire/scbs/user_controlled_lcms_area/uploaded_files/DS_CB-Thresholds.pdf

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has return home to their family from care;
- 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, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);

These children are therefore more vulnerable; this nursery will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

Types of Abuse



Child Abuse

In relation to children safeguarding and promoting their welfare is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2013) which is defined in the Keeping Children Safe in Education statutory Guidance 2014 as:

- **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 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 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 frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact 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); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

Specific Safeguarding Issues for consideration

There are specific safeguarding issues that have become critical issues (highlighted are current key concerns in Derbyshire) in Safeguarding we will endeavour to ensure our Staff and Volunteers are familiar with; having processes in place to identify, report and monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- **Children at risk of criminal exploitations (CRE) as defined by local safeguarding partnership procedures**
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children.

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.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

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.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Saying they have secrets they cannot tell anyone about.

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

In understanding the signs and indicators of specific issues listed earlier in this policy, we will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff induction training, and ongoing development training for all staff who have contact with children and young people – this includes volunteers.

Buxton Nursery will access broad government guidance, local procedures, strategies and tools through Derby and Derbyshire Safeguarding Children Partnership.

The Designated Leads and those with responsibility for safeguarding will use the information available to them to from 'Derbyshire Schools Net' and 'Keeping Children Safe in Education' to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

Prevent Duties

We will ensure all staff adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. All staff will undertake the online training.

We will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals to CHANNEL where the risk is identified and de-radicalisation is required.

Child Sexual Exploitation & CRE – child at risk of exploitation (Child Protection)

We recognise that this is relevant to both boys and girls

Risk factors may include;

- Going missing, **staying our unusually late**
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- **Overly secretive**
- Repeat concerns about sexual health
- Decline in emotional well-being
- **Association in gangs**
- **Unexplained injuries**
- **Carrying weapons, access to or carrying unusual number of mobile phones.**

All suspected or actual cases of CSE/CRE are a safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a child they will refer to the Designated Safeguarding Lead.

Female Genital Mutilation (Child Protection)

We recognise and understand that there is now a mandatory reporting duty to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken. All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a

referral to the police. If any staff are concerned about a child, they will refer to Laura Bowers or Deborah Porter.

Signs may include;

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

*parents from a country who are known to practice FGM

Allegations of abuse against other children/Peer on Peer abuse (Child Protection)

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a setting to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the setting. Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care.

We recognise peer on peer abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Sexual Violence
- Hate;
- Homophobia;
- Based on gender difference and orientation;
- Based on difference.

We will work hard as a setting to be proactive and to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse.

The sending of indecent images from one person to another through Digital Media Devices

Buxton Nursery accepts that this is a safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnerships with our agencies.

We will refer to:

Derby City & Derbyshire Thresholds Document.

The Criminal exploitation of children: County Lines

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home/or being found out-of-area;
- Unexplained acquisition of money, clothes or mobile phones;
- Excessive receipts of texts/phone calls
- Relationship with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/college will offer support to a victim.

Carrying knives/offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto nursery premises is a criminal offence and immediate action will be taken by calling the police. There is guidance for schools 'Searching, Screening and Confiscation for Head teachers, Schools and Governors – January 2018'. This could be consulted and nursery would consider actions to take should an incident occur - It is however unlikely given the age of the children we care for.

If a member of staff suspects that a child or young person is involved in gang culture – it is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference of the Safeguarding procedures as outlined by the local authority. The child or young person may be an exploited child and victim to which we would offer support.

Important Contact details

Starting Point **01629 533190**

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child is suffering or at risk of significant harm.

All other requests for support for children and their families use an online referral from

www.derbyshire.gov.uk/startingpoint

Call Derbyshire (Derbyshire adults 18+) **01629 533190**

Starting Point Professionals Advice Line **01629 535353**

LADO (Local Authority Designated Officer)

Professional.Allegations@derbyshire.gov.uk

Police Non Emergencies:

101

DfE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults

[Report Child Abuse](#)

Child Sexual Abuse

CEOP:

NSPCC - National Helpline:

Tel: 0808 800 5000

Childline:

Tel: 0800 11 11

Prevent:

Alison Chandler is the lead officer for Prevent at Derbyshire County Council

Email: - Ali.Chandler@derbyshire.gov.uk

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team

Management of the Policy

Buxton Nursery will;

- Ensure all Staff (including volunteers) read and have access to the policy
- Ensure an overview of the policy is included in the parent pack and the full policy is available to parents and carers on request
- Ensure that it is overseen to ensure its implementation
- Review its content on an annual basis.

An appointed Designated Safeguarding Lead will complete the Derbyshire County Council Audit and Action Plan which will be used to report on Safeguarding activity and progress.

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding years.

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

- Domestic Abuse
- Substance Misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice;

- To be alert to disguised compliance;
- The importance of professional curiosity;
- To be alert to the possibility of abuse;
- That all professionals to consider the need for an Early Help Assessment;
- Hear the voice of the child;
- Understand and record the child's lived experience.

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's)

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

From SCR's (East Midlands & wider) in 2015 in summary form we need:

- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation , and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

Relevant SCR's:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found on the [Derbyshire Safeguarding Childrens Board](#) website

EYFS welfare and safeguarding requirements - policies and procedures:

Source: Early Years Foundation Stage Statutory Framework (revised 2017) and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings (2016)

Child Protection	3.4 – 3-8 (see above)	<p>The safeguarding policy and procedures must include:</p> <ul style="list-style-type: none"> an allegation being made against a member of staff (This is included in this schools overarching model child protection & safeguarding policy) the use of mobile phones and cameras in the setting (<i>refer here to the guidance where this is clear and explained in your school and additional guidelines expected in nurseries around use of cameras on premises</i>)
Suitable person	3.9 - 3.13	<p>Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is explained in more detail in our overarching model child protection & safeguarding policy.</p> <p>Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm. This is explained in more detail in our overarching model child protection & safeguarding policy.</p>
Disqualification	3.14 - 3.18	<p>A provider or a childcare worker may be disqualified from registration. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.</p> <p>A provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.</p> <p>The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.</p>
Staff taking medication/other substances	3.19	<p>If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.</p> <p>Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.</p>
Staff qualifications, training, support and skills	3.20 – 3.26	<p>Induction training must include information about emergency evacuation <u>procedures</u>, safeguarding, child protection, and health and safety.</p>
Key person	3.27 –	<p>Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In schools this will often be the teacher.</p>
Staff: child ratios –	3.28 – 3.43	<p>Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.</p> <p>Only those aged 17 or over may be included in ratios (and staff under 17</p>
Staff: child ratios –	3.28 – 3.43	

<p>Staff: child ratios –</p>	<p>3.28 – 3.43</p>	<p>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.</p> <p>The ratio and qualification requirements below apply to the total number of staff available to work directly with children.</p> <p>For children aged two:</p> <ul style="list-style-type: none"> • there must be at least one member of staff for every four children • at least one member of staff must hold a full and relevant level 3 qualification • at least half of all other staff must hold a full and relevant level 2 qualification <p>For children aged three and over in maintained nursery schools and nursery classes in maintained schools:</p> <ul style="list-style-type: none"> • there must be at least one member of staff for every 13 children • at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002 • at least one other member of staff must hold a full and relevant level 3 qualification <p>Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff.</p> <p>Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification.</p> <p>Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.</p> <p>Some schools may choose to mix their reception classes with groups of younger children (nursery pupils, none pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools’ partner providers must meet the relevant ratio requirements for their provision.</p> <p>Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.</p>
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Health	3.44 – 3.46	Schools must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Providers must have and implement a policy and procedures, for administering medicines.
Food and drink	3.37 - 3.49	Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs. There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene. Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises.
Accident or injury	3.50 – 3.51	Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.
Smoking	3.56	Wider legislation must be met (i.e. signage and no smoking in cars with children)
Premises		
Risk assessment	3.64	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
Outings	3.65 – 3.66	A trained paediatric first aider must be available on all trips.
Special educational need	3.67 - 3.68	No policy requirement stated – however in 'Inspecting safeguarding in early years, education and skills settings' document this must be in the child protection policy – see bottom of page.
Information and records	3.68 – 3.71	Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.
Information about the child	3.72	No policy requirement stated
Information for parents and carers	3.73	Details of the provider's policies and procedures should be published and they must make <u>copies available on request</u> , including the procedure to be followed in the event of a parent and/or carer <u>failing to collect a child</u> at the appointed time, or in the event of a <u>child going missing</u> at, or away from, the setting.
Complaints	3.74 – 3.75	Providers must put in place a <u>written procedure for dealing with concerns and complaints</u> from parents and/or carers, and must keep a written record of any complaints, and their outcome.

<p>Changes that must be notified to Ofsted</p>	<p>3.77 – 3.78</p>	<p>All registered early years providers must notify Ofsted of any change:</p> <ul style="list-style-type: none"> • in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them
<p>Changes that must be notified to Ofsted</p> <p>-</p>	<p>3.77 – 3.78</p>	<ul style="list-style-type: none"> • any proposal to change the hours during which childcare is provided; • any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children • where the early years provision is provided by a company, any change in the name or registered number of the company • where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual' • where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

Inspecting safeguarding in early years, education and skills settings – Ofsted 2016

<p>Page 10</p>	<ul style="list-style-type: none"> • the child protection <u>policy</u> reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have <u>special educational needs and/or disabilities</u>
<p>Page 9</p>	<ul style="list-style-type: none"> • All staff and carers have a copy of and understand the <u>written procedures</u> for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. This is explained in more detail in our school overarching child protection & safeguarding policy.

Source:-

[DfE Statutory Framework for the Early Years Foundation Stage 2017](#)

[DfE Inspecting Safeguarding in Early Years Education & Skills – \(September 2019\)](#)

Policy adopted on 6th November 2019

It will be reviewed on 6th November 2020

Signed _____(Manager)