

SAFEGUARDING CULTURE & CHILD PROTECTION POLICY & PROCEDURES

Safeguarding and Welfare Requirements: Child Protection 3.1 – 3.8



Updated by Rachel Traczyk
1st June 2024

IMPORTANT CONTACT INFORMATION

Hertfordshire Safeguarding Website – Child Referral

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx>

Continuum of Need

https://www.hertfordshirefamiliesfirst.org.uk/assets/1/hertfordshire_continuum_of_need_for_children_and_young_people_2023.pdf

LADO Threshold Document

https://best-start-herts.tfemagazine.co.uk/assets/1/lado_threshold_document.pdf

LADO Referral

<https://www.hertfordshire.gov.uk/services/schools-and-education/information-for-childcare-providers/providers/further-provider-information.aspx#ChildProtection>

CONTACT TELEPHONE NUMBERS

- Ofsted 0300 123 1231
- Children's Services 0300 123 4043
- Local Authority Designated Officer 01992 555420 (LADO)
- NSPCC Whistle blowing hotline 0800 028 0285

EMAIL ADDRESSES

- whistleblowing@ofsted.gov.uk
- LADO.referral@hertfordshire.gov.uk

This Policy Covers

- Intent, aims & commitments
- Definitions
- Recognising Abuse & Indicators of Abuse
- Procedure for suspicious or evidence of child abuse
- Whistleblowing
- LADO – allegations against a staff member
- Staff, Student & Management Responsibilities
- Responsibilities of the DSL
- Training
- Safe Recruitment
- Volunteering External organisations
- Visitors
- Confidentiality
- Note Keeping
- Informing Parents
- Support for families

The legal framework for this policy is based on:

- Early Years Foundation Stage Statutory Framework 2024
- Working together to safeguard children (2018)
- Prevent Duty (part of The Counter Terrorism and Security Act 2015)
- The children Act 2004 (Every Child Matters)
- The Protection of Children Act 1999

Guidance

- What to Do if You are Worried a Child is Being Abused (2015)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023)
- Information Sharing (2018)
- Prevent Duty: An introduction for those with safeguarding responsibilities (24th Oct 2022)
- Understanding and identifying radicalisation risk in your education setting (24th Oct 2022)
- Managing risk of radicalisation in your education setting (24th Oct 2022)

STATEMENT OF INTENT

Children have the right to be treated with respect and to be safe from any abuse in whatever form. We support and protect the children in our care from maltreatment, radicalisation, and extremism by having transparent and effective procedures in place, to prevent the impairment of children's health and development.

Little Sparrows will work together with children, families, external agencies and the community to ensure the welfare and safety of children and to give them the best start in life.

Commitments

Little Sparrows is committed to maintaining a safeguarding culture throughout the Nursery. The culture of Safeguarding holds all staff accountable for the way in which they exercise authority, observe and manage risk, use resources and protect children from harm. This duty is exercised through the development of respectful, caring and professional relationships between staff and children and behaviour by staff that demonstrates professional integrity, maturity and good judgement.

- We are committed to building 'a positive, transparent culture of safeguarding' in which children are protected from abuse and harm in all areas of our service delivery and to identify children who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at nursery and home.
- We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (March 2015)
- We are committed to providing a safe environment for children to learn and develop.
- We are committed to promoting awareness of child abuse issues through staff training and support children who have been abused.
- We are committed to empowering young children, through our curriculum, promoting their right to be strong, resilient and listened to.
- We aim to see our staff use and make the most of benefits of modern technology to support children's learning and development, whilst ensuring children are kept safe.

Aims

We aim to:

- Promote children's right to be strong, resilient and listened to by creating an environment in our setting that incorporates children's own cultural capital and encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs and cultural traditions.
- Promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of responsibility, independence and self-confidence.
- Help children to establish and build relationships within their families, with peers, and with other adults.
- Work with parents to build their understanding of and commitment to the principles of safeguarding all our children.

DEFINITIONS

Safeguarding and promoting the welfare of children, within this policy is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Promoting children's welfare and preventing radicalisation and extremism.

Definition taken from the HM Government document 'Working together to safeguard children 2018' National Guidance for Child Protection 2014').

Safeguarding is a much wider subject than what is covered within this single child protection policy, therefore this document is used in conjunction with the other policies and procedures.

DEFINITION OF SIGNIFICANT HARM

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have or is having to the child/children involved

This is not an exhaustive list

Examples of Harm

Examples of harm may also be children not being cared for in an appropriate manner:

- A child placed in danger due to unsatisfactory supervision
- A child left all day in a dirty nappy
- Insufficient fluids given resulting in a child being dehydrated
- A child being treated badly, e.g. shouted at violently, pulled by their arm deliberately
- Physical punishment in an early years setting or parental punishment that leaves a mark
- Talking to a child in a downgrading manner (e.g. telling them they are stupid, worthless, etc.)
- Children in unsuitable clothes for the weather (e.g. too many thick clothes for hot weather, too few and thin for the winter)

This is not an exhaustive list.

INDICATORS OF CHILD ABUSE

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention

RECOGNISING THE DIFFERENT TYPES OF ABUSE

These lists are not exhaustive.

1. **Bruising in immobile babies** under 6 months old – mandatory reporting to Children’s Services
2. **Physical abuse** may involve hitting, smacking, throwing, poisoning, burning, drowning or otherwise causing harm.
Signs of physical abuse: injuries that not in a typical place i.e. fleshy parts of ,arms, legs, back, ankles, wrists, face. Other injuries: burns.
3. **Emotional abuse** is the persistent emotional maltreatment of a child as to cause severe and persistent effects on a child’s emotional development. It may involve conveying to a child that they are worthless, unloved, inadequate or valued. It may involved seeing or hearing domestic violence. It may involve bullying, exploitation non-sexual or sexual.
Signs of emotional abuse: lack of emotional attachment, display of extreme emotions, lack of confidence, being aggressive, lack of social skills, being overly affectionate to clingy to stranger.
4. **Neglect abuse** is the persistent failure to meet a child’s basic physical or psychological needs. It may be parent/carer failing to provide adequate food or clothing, abandonment, failing to protecting their child from harm or failing to ensure access to medical care or treatment.
Signs of Neglect: the child is fearful, withdrawn, aggressive. Unexplained injuries, repeated injuries, unclean or dirty clothes, coming in with regular dirty or very wet nappies, pale skin, eating really fast or not very much.
5. **Sexual abuse** involves forcing or enticing a child to take part in sexual activities., whether or not the child is aware of what is happening. They may include non-contact activities such as looking at or in the production of pornographic material or watching sexual activities or encouraging children to behave in a sexually inappropriate ways.
Signs of sexual abuse: children saying or acting out sexual activity i.e. on a doll or in a role play area, using sexual words, drawing inappropriate pictures, they may be worried when their clothes are removed.
6. **Radicalisation** is defined as the process by which people come to support terrorism and extremism.
7. **Female Genital Mutilation (FGM)** is the partial or total removal of the external female genitalia for non-medical reasons. It is illegal in England.
8. **Breast Ironing/flattening** – girls breasts are ironed, massaged and/or pounded down through the use of heated objects in order for breasts to disappear or delay development. Believed this protect girls from harassment, rape, abduction and early forced marriage.
9. **Online abuse** is defined as any types of abuse that happens on the internet., It can happen across any devise that’s connected to the web, like computers, tablets, phones.
10. **Domestic Violence** is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those 16 or over. It can include intimidation, isolation, control through threat, psychological, sexual, physical, financial, harassment or online abuse. Children who witness domestic violence are also victims of this form of abuse.
11. **Modern Slavery and human trafficking** is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited.
12. **Child Sexual Exploitation and Child Criminal Exploitation** – children are coerced, manipulated or deceived into taking part in sexual or criminal activity. It does not always involve physical contact. It can occur through technology and can appear consensual. Signs include having more money/gifts, injuries, changes in appearance and emotional well-being, appearing controlled by their phone, using sexual language, engaging less with friends, switching to a new screen when you come near, contracting STI’s
13. **County lines** is when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable adults to sell drugs. Signs includes children changing the way they dress, sometimes with new things, new friendships, carrying a weapon, receiving more texts than usual, more cash, unexplained injuries.

14. **Cuckooing** is a form of county lines, it's when drug dealers take over the home of someone vulnerable to exploit them and use them a base for criminal activity. Signs include increase in people leaving the home, more cars parked outside, windows covered for long periods, family not being seen for long periods, signs of anti-social behaviour and drug use.
15. **Up skirting** is taking a picture of someone's genitals or buttocks under their clothing without their knowing.
16. Child abuse linked to **faith or belief** can happen in families where there is a concept of belief in:
- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray. (traditionally seen in some Christian beliefs and can also be seen Islam and Hinduism) Children with SEN are at a higher risk with families believing they may be possessed due to their disability.
 - The evil eye or djinns (traditionally known in some Islamic contexts (and dakini (in the Hindu context)
 - Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce magical remedies.
 - Belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for slavery or sexual exploitation.
 - Children may be persuaded that they are possessed and have medical care, good hygiene, nourishment or clothing withdrawn.
 - Children may be more vulnerable to sexual abuse.

Signs of faith or belief abuse is child being beaten, burnt, cut/stabbed, semi-strangled, tied up or having chilli peppers or other substances rubbed into their eyes or genitals. Other signs include children talking about being evil, having the devil beaten out of them, using words like kindoki, djinn, juju or voodoo

RECOGNISING ABUSE

BEHAVIOUR

- Changes in behaviour
- Changes in emotions
- Changes in play
- Inappropriate play

PHYSICAL

- Injuries, marks, bruises
- Repeat infections
- Appearance i.e. hygiene, clothing, malnourished
- Delay in development

VERBAL

- Verbal comments made from child or family
- Verbal comments made in play

HOW DO WE KEEP CHILDREN SAFE?

- We adopt a positive and transparent Safeguarding Culture that's woven into our everyday practice
- Practitioners are trained to know and understand their responsibilities
- We are vigilant to the signs and types of abuse – record and report it (the drip drip effect)
- We understand abuse can be hidden in many forms
- We use the correct names for genitalia

ONLINE HARM

The 4 C's

Content – Children being exposed to illegal, inappropriate or harmful material

Contact – Children being subjected to harmful online interaction with others

Conduct – children being groomed and behaving inappropriately online.

Commerce – Children at risk of online gambling, inappropriate advertising phishing and financial scams.

STAFF RESPONSIBILITIES

Staff conduct

- Staff store phones and wearable devices which can take pictures in their lockers
- Staff only access their lockers outside of working hours i.e. during lunchbreaks
- Creating content at within the premises of Little Sparrows for social media is not permitted

How are we keeping everybody safe?

- Ipods and cameras are currently used to take photographs
- Tablet is only used to play music
- Ipods & cameras are not permitted into the bathroom areas
- Ipods are stored in the office during lunch breaks and at the end of day
- Ipods and tablet are password protected and are stored out of reach of children.
- Ipods do not contain apps such as youtube

Online risks at home

- Family members oversharing information online that could identify a child, their location or the nursery they attend
- Radicalisation – risk of exposure to extremism online
- Children not being supervised online within the home
- Family members demonstrating unhealthy behaviours or usage when using screens.
- Children spending too much time using screens, missing out on play and adult interaction.
- Children sending images or information to people on the device's contact list
- A stranger communicating with your child and giving risk to online abuse
- Children seeing things online which could be harmful or inappropriate
- Children inadvertently giving apps or websites permission to share their location or other personal information
- Children Spending real money via in-app or in-game purchases

How families minimise risk at home?

- Give a healthy time frame for media or online usage (1 hr max for children under 5)
- Enjoy screen free meal times together
- Watch high quality TV programmes (TV isn't advised for children under 2)
- Role model to your child screen free time and healthy usage at home
- Initiate conversations about online safety with your child
- Supervise your child when using a device
- Co-viewing programmes with your child to help them understand what they are seeing
- Talk to your child about how to stay safe online i.e. If they are worried about something they've seen, let them know they can come to you
- Use child safety search engines like Kiddle visual search engine (kids google) and youtube Kids
- Check parental and privacy settings on each device– ensuring safety modes, passwords and filters are applied. Check regularly.
- Turn off location settings
- Ensure safety features on your internet is applied (see below)
- Set up controls that turn the internet off and on at certain times of the day
- Be aware that turning on filter settings can give a false sense of security

PROCEDURE FOR REPORTING CHILD ABUSE

It is within our safeguarding culture to always be vigilant to recognising the signs of abuse, to record accurately (no matter how small) to respond and refer when necessary.

Often abuse may not be obvious in the first instance and only becomes clear over time. We build a picture of each child to keep them safe – like a drip drip effect.

Procedure:

Little Sparrows follows the Hertfordshire Safeguarding Procedure. All employee's and students have a duty of care to understand and follow this procedure, if we have any reason to believe that a child in our care is subject to welfare issues of abuse.

1. Recognise

A suspicion or concern has been recognised. Members of staff do not take on the role of investigators and must strictly follow our procedures.

2. Record

Staff member, student or parent must record their concern or incident promptly, accurately and confidentially on a 'Confidential Reporting Record' slip. (found in the main playrooms) This record must be given directly to the DSL for storage. This information must not be discussed or shared with anyone else.

3. Respond

The concern or incident will be discussed with the DSL or the DSD.

The DSL/DSD will respond to a suspicion or concern by assessing the situation and using the Continuum on Need to make a decision, such as contacting other professionals like a social worker, Families First or if a referral is needed.

4. Referral

If a referral is needed, the parents or carers will be informed, unless this places the child at harm. A referral will be made online to:

www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/professionals-report-a-concern.aspx

Once submitted a ref number will be provided so the case can be tracked.

WHISTLEBLOWING

We encourage all individuals to raise any concerns that they may have about the conduct of others in the early years setting. We encourage the confidential reporting of any fraud, misconduct or wrongdoing by people engaged in the Company's business, to the Designated Safeguarding Leads (Cheryl or Rachel)

Individuals are encouraged to whistle blow to the DSL about:

- Child abuse
- Safeguarding concerns
- Radicalisation
- Breaches in policy
- Breaches in code of conduct
- Data protection
- Bullying
- Sexual harassment & discrimination
- Criminal activity etc

Concerns for the Manager

Should you have concerns relating to the Nursery manager or Directors:

1. First step usually, is to inform Rachel the Deputy or Emily, Senior Practitioner
2. Follow the whistle blowing procedure & contact Ofsted

Ofsted

Tel: 03001233155 (Mon – Fri from 8.00am to 6.00pm.)

Email: whistleblowing@ofsted.gov.uk

LADO: ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS OR STUDENTS

If an allegation is made against a member of staff or volunteer, we will follow the Safeguarding Procedure by Hertfordshire alongside the HM Government guidance in 'Working together to safeguard children' (2018)

Procedure

Once an allegation has been raised the Manager will:

- Deal with the allegation fairly, quickly and consistently
- Clarify facts (not investigate) to decide if a case for referral to LADO – an allegation, a breach of trust, concern about quality of care or practice or a complaint.
- Use the LADDO Threshold Document to determine if this is a low level concern or grounds for a referral.
- Maintain confidentiality – on a 'need to know' only basis
- If a referral is appropriate, report to LADO if appropriate within 1 working day.
- Complete the LADO referral form thoroughly and email to LADO.referral@hertfordshire.gov.uk
- Await contact from LADO once a referral has been made.
- If a LADO referral is not required, the concern or incident will be recorded and stored in that persons HR file. Other action may be appropriate such as activating disciplinary processes.

When advised to do so:

- Inform the employee
- Inform the parents or carers about the allegation (after the discussion with LADO)
- Offer information and support and advice for the employee and family involved.
- Work in partnership with LADO and other agencies such as the police.
- Keep LADO updated and monitor as the case progresses

Definitions

Allegation – Is a claim that someone has done something illegal or wrong, typically made without proof

Concern regarding quality or care – The level of value we place on our service. An assessment on whether something is good enough is required.

Complaint – is a statement that something is unacceptable and therefore should be addressed via our Company's complaints procedure.

Examples of allegations that may meet the harm threshold

<p>Harm Threshold: where a professional / volunteer has behaved in a way that has harmed a child, or may have harmed a child</p>	<p>Criminal Threshold: where a professional / volunteer has possibly committed a criminal offence against or related to a child</p>	<p>Transferable Risk Threshold: where a professional / volunteer has behaved towards a child or children in a way that indicates they may pose a risk of harm to children</p>	<p>Suitability Threshold: where a professional / volunteer has behaved or may have behaved in a way that indicates they may not be suitable to work with children</p>
<p>e.g. Direct sexual abuse / grooming</p>	<p>e.g. Caught downloading indecent images of children</p>	<p>e.g. Ongoing persistent inappropriate behaviour non compliance with safe working practice guidance</p>	<p>e.g. involved in domestic abuse / substance misuse factors that could impact on children and present a risk</p>

SAFEGUARDING RESPONSIBILITIES

STAFF RESPONSIBILITIES

All staff have a duty to keep children safe to promote their welfare and to protect them from harm.

All staff are accountable for the way in which they exercise authority, manage risk, use resources and protect children from harm.

Due to the many hours of care we provide, staff will often be the first people to sense that there is a concern. They may well be the first people in whom children confide about abuse.

All staff are responsible for:

Knowledge

- Understanding and knowing how to identify all the different categories of abuse, the types of abuse and the different ways babies, children and students can be harmed.
- Understanding different types of harm and indicators of abuse.
- Understanding how to record and who to report suspicions or evidence of abuse (DSL)
- Understanding and promoting online safety with families and students through safe working practices.
- Knowing who the Lead Designated Lead and Deputy are to report to
- Knowing why and how to 'blow the whistle'
- Maintaining knowledge of all safeguarding policies in the red section of the handbook.
- Completing any safeguarding related training requested by the Company

Practice

- Recording 'pre-existing injuries' from home and any other incidents on a 'reporting record'
- Promoting the British values, children's cultural capital and Company ethos in practice.
- Listening to babies and children and treating them with respect and their own rights.
- Supporting children's physical and mental health through co-regulation and inclusive practice
- Building relationships with students, children and their families - understanding culture and home life
- Reminding families of safeguarding measures such as closing the gate.
- Maintain confidentiality at all times especially when giving feedback to families.

Environment

- Developing a safeguarding culture that's woven into everything we do
- Maintaining a safe and secure environment with good supervision.

STUDENT RESPONSIBILITIES

All students are responsible for:

Knowledge

- Understanding how to identify the main signs of abuse (PENS) and those of radicalisation, FGM and online abuse.
- Knowing how to report abuse and who to report to (DSLead and DSDeputy)
- Knowing what and how to 'blow the whistle'
- Attending induction training relating to the safety and processes of keeping children safe.
-

Practice

- Promoting the British values and Company ethos in practice
- Listening to babies and children and treating them with respect and their own rights.
- Report to DSL if you believe this policy is not being upheld.

Environment

- Developing a safeguarding culture that's woven into everything we do
- Maintaining a safe and secure environment with good supervision.

MANAGEMENT RESPONSIBILITIES

It is the responsibility of management to ensure the above and to:

- Maintain a culture of safeguarding that is woven into everyday practice.
- Ensure that all staff are confident in recognising the different categories of abuse, the signs of abuse and the different ways children can be harmed.
- Update staff regularly with child protection issues and procedures and training.
- Appoint a Designated Safeguarding Lead and another Designated Safeguarding Person
- To understand and follow all the Company's Safeguarding Policies and Procedures and the Hertfordshire Procedure of Recognise, Respond and Refer and LADO.
- Respond effectively to any concerns raised by staff, parents, children, visitors or outside professional's etc.
- Ensure families are fully aware of child protection procedures when their children start at the nursery i.e. closing the gate and not letting other parents in.
- Keep families informed of all updates when they occur
- Ensure that staff are deployed effectively and well trained into how to supervise well, minimising any risk to children while in the charge of nursery staff.
- Ensure good supervision is maintained and staff ratio's adhered to.
- To practice safe recruitment processes and procedures.

DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead (DSL) for Little Sparrows is Cheryl Traczyk

The Designated Safeguarding Deputy is Deputy Rachel Traczyk.

The DSL & DSD attend and update:

- Safeguarding Training every 3 years – Safeguarding: Child Protection and Safeguarding: Safe Staffing.

Responsibilities of the DSL

It is the role of the Designated Safeguarding Lead to have the overall responsibility of safeguarding systems and to:

- Lead and manage full compliance with all child protection procedures & policies
- Attend and maintain certificates for their own safeguarding child protection and safe staffing training.
- Arrange training for all staff & students in accordance with the inspecting safeguarding guidance including but not limited to the required safeguarding training every three years and induction training.
- Keep the team up to date with new information, procedures and refresher courses.
- Provide support and advice for staff, students and volunteers.
- Keep safeguarding procedures & policies up to date and remedying any deficiencies or weaknesses.
- Maintaining accurate and secure child protection records.
- To report within one month, to the Disclosure and Barring Service (DBS), of any person leaving the setting (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
- To keep staff and parents informed and updated on safeguarding practices, including those of online safety.
- Store and organise chronologically confidential records, monitoring trends and patterns of injuries.

SAFEGUARDING PROCESSES

Training

- All Nursery Staff complete mandatory safeguarding training:
 - Prevent duty course
 - FGM course
 - Safeguarding – validated every 3 years
 - Comprehensive induction road map
- Staff must complete any safeguarding related training requested by the Company
- Monthly team meetings take place which includes training relating to keeping children safe.
- The Designated Safeguarding Persons attend and maintain certificates for safeguarding child protection and safe staffing training.

Safe Recruitment

In order to minimise the risk of employing or engaging an individual who poses any risk to the children the following procedures are followed:

- Little Sparrows apply to the Disclosure and Barring Service (DBS) check for all staff.
- Staff identity is checked by seeing the applicant's photographic identification; a passport or driving licence.
- Proof of qualification is obtained and checked using the Government Qualifications check list.
- Staff complete an Information Form asking for employment history and references
- Staff complete a Disqualification Declaration before starting and each year after.
- Interview questions are carefully thought through to check suitability and safeguarding knowledge.
- Confirmation of employment history is carefully looked through and any gaps questioned.
- Further checks are in place for anyone with gaps in employment or who has lived outside of the UK for longer than 6 months.
- References are obtained from the named referees. Two written references are followed up and where possible, one which will be the last employer. The referees are asked to comment on the applicant's suitability to work with children and to give any details of disciplinary procedures the applicant has been subject to.
- Visitors or staff awaiting their DBS checks are not allowed to be left alone with a child. Where possible future employees are DBS checked before they start, although this is not always possible.
- All employee's with a level 2 or above must hold a valid First Aid Certificate before being included in the ratio.
- All contractors/visitors will be accompanied whilst on the premises.
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- All staff have access to the Whistle Blowing Procedure & Policy which outlines the procedure in how to share any concerns that may arise about their colleagues or the Manager.

Volunteering & external organisation

- External organisations such as Super Soccer and Yoga have to show their DBS certificate and Identification to the nursery. If a disclosure comes back with something recorded on it, the DSL will assess whether the disclosure will affect the role of the applicant.
- All students and volunteers will have enhanced DBS disclosures conducted on them before their placement starts and they do not work unsupervised with the children.

Visitors

- Parents are reminded not to let other parents into the building by holding the door for them.
- Staff are only allowed to open the door and let parents in once they are familiar with them.
- Staff are trained to understand the signing in procedure and to not let anyone into the building who they do not recognise.

Confidentiality

All suspicions of child abuse, enquiries and external investigations must be kept confidential and shared only with those who need to know. Any information is shared under the guidance of the LSCB. Refer to Confidentiality Policy for further information.

When giving feedback to families, staff maintain confidentiality and not discuss other children or use other children's name to describe an incident that has happen like an act of aggression or an injury.

Note Keeping & Reporting Record Slips

Concerns over the safeguarding of any child or staff member are reported to the Designated Safeguarding Lead. The DSL may take notes of anything which could give cause for concern, irrespective of how trivial it may seem at the time.

Staff use the 'Confidential Reporting Record' slips that are in the main playrooms to record any incidents or comments made by children.

Note keeping enables Little Sparrows to build up a rounded picture and a context within which to assess anything that concerns us about the particular child. Note taking should take into account the date, time, place, people present and what was said.

Informing families & Consent

Families are normally the first point of contact. If a suspicion of abuse is recorded, parental consent should be obtained and they should be informed at the same time as the report is made, except where the guidance of the LSCB / LADO does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents. Verbal consent is acceptable although written is preferred.

Support to families

- We continue to work hard to build a culture of trust and support in with our families, students and colleagues.
- We will continue to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate under the guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Associated Documents

- Prevent Duty Policy
- Online Safety Policy
- Confidentiality Policy
- Staff Recruitment Policy
- Whistleblowing Policy
- Uncollected Children Policy and Procedure
- Missing Child Policy and Procedure
- Use of Mobile Phones, Cameras and Social Media Policy.
- Visitor Procedure and Policy
- Induction Process