

SAFEGUARDING STATEMENT & CHILD PROTECTION POLICY

Amendment History

Revision	Author	Description of change	Date updated
1	Nikki Chadwick	WACPC Procedures added to policy	November 2004
2	Karen Walls	Amendment history added and general changes in wording and layout	November 2005
3	Karen Walls	Change from WACPC to LSCB and update footer	September 2006
KASC policy	Carol Hooper	Adapted from existing policy	September 2006
4	CH/SM	Merge KASC and Playgroup policies, amend contact details and names, update Ofsted reference	August 2007
5	CH	Amend names, change ref to WSCB, add appendices titles	February 2008
6	CH/ SM/ Alison Foulds	Reviewed, add reference to 'Safeguarding Children', no other change	June 2009
7	AF/CH	Reference to SENCO rather than named person. Appendix 1 to be added to staff handbook	June 2010
8	CH/HS	Update designated person	March 2012
9	CH	Update names of Designated Persons and Board Director; refer to WCC Child Protection Quick Guides	January 2013
10	CH/HS	Renaming policy to add 'Safeguarding'; clarification of safeguarding statement; update telephone numbers	June 2013

11	CH & Lucy Bosley	Reverse title to 'Safeguarding Statement & Child Protection Policy'; amend list of Designated Persons following completion of training; incorporate safeguarding statement into policy	November 2014
12	CH/SF	Existing safeguarding policy reviewed and merged with Warwickshire Model Policy. New policy created.	December 2016
13	CH/SF	General review to ensure no duplication with other documents and that policy and procedure reflect practice.	May 2018
14	CH/SF	General review	May 2019
15	CH/SF	Updated WSCB to Warwickshire Safeguarding	January 2020
16	CH/SF	Honour based violence changed to honour based abuse. General review.	September 2020
17	CH/SF		September 2021
18	XF/TH/CH	Update with reference to KCSIE changes	July 2023
19	TH/CH	Update with reference to Working together to Safeguard children 2003 changes	January 2024
20	TH	Update with reference to KCSIE changes and merge with Warwickshire Safeguarding new model	September 2024

1. Policy statement and principles

We will give equal priority to keeping all children safe regardless of their age, disability, race, religion, or belief.

We recognise that some children are additionally vulnerable because of the impact of discrimination, previous experiences, their level of dependency, communication needs or other issues.

We will consider all the potential risks to children in your setting and will use this policy to make sure that all these are covered. Access to the policy will be given to staff, parents, volunteers, management, and board members. The policy applies to all that come into contact with the children in our care.

Our settings safeguarding arrangements are inspected by Ofsted under the judgements for leadership & management and impact the judgement on the personal development, behaviour and welfare of children and learners.

All staff and volunteers are required to read this policy and confirm they have done so in writing before commencing work at the setting.

The policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

We make it clear to parents in their child's registration contract and in regular newsletters dealing with all aspects of safeguarding that their child's welfare is key; parents are asked to read and sign the following statement as part of the registration contract before their child starts sessions at playgroup and annually thereafter: -

'I understand that the safeguarding of my child is of utmost importance, and that Playgroup staff will report concerns about my child to relevant third parties. I understand that where possible this will be discussed with me beforehand, but that my child's best interests will be paramount in such cases, and if necessary advice will be sought before contacting me.'

Further details of specific steps we take to further this aim are set out in our policies and procedures, which should all be read as part of our safeguarding policy – it is not a separate issue but integral to everything we do.

The procedures contained in this policy apply to all staff, volunteers and Board

Members and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding Partnership (WS).

Policy principles:

- Safeguarding is everyone's responsibility. All practitioners regardless of their role are, professionally accountable for their actions and decision making in relation to keeping children safe.
- All DSLs should access Warwickshire's Early Help Pathway to Change training.
- Playgroup's responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- Playgroup is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults at Playgroup are required to take all welfare concerns seriously and to encourage children and young people to talk to them about anything that worries them. Staff will always act in the best interests of children.
- Due to their day-to-day contact with pupils, Playgroup staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all Playgroup staff are alert to the signs of abuse, are approachable and trusted by pupils, listen actively to children and understand the procedures for reporting their concerns. Playgroup will act on identified concerns and will provide early help to prevent concerns from escalating.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or at Playgroup.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care and/or the police immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the
the Manager, another DSL or contact the Integrated Front Door (Previously known as Education Lead) for additional advice as necessary.
- Children and staff involved in child protection issues will receive appropriate

support.

- This policy will reference online abuse and abuse that will take place in person, please be aware that they are not mutually exclusive, and children can experience these types of abuse simultaneously.
- This policy will refer to harassment. Harassment is determined legally as behaviour from one person towards at least one other which is intended to cause alarm or distress. Sexual harassment is meant, in the context of this policy, as unwanted conduct of a sexual nature, whether occurring online or offline
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.
- We strive to nurture and develop the whole child. We recognise that not only do children have rights, but also that they have needs. If basic needs are neglected, human beings are damaged and healthy development will be impaired. Before they can be fully receptive to what is offered in our setting, each child needs:
 - love and affection
 - security
 - provision of basic care
 - stimulation and teaching from an interested adult
 - promotion of self-esteem
 - guidance and control
 - independence
 - to be trusted with responsibility
 - approval
 - promotion of general emotional well being
(NSPCC 1988/89 Campaign: Putting the Child First)

Aims of the policy

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice, through training, auditing, and development.
- To demonstrate the settings commitment regarding safeguarding and child protection to pupils, parents, and other partners.
- To contribute to the settings safeguarding portfolio.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.

Staff refers to all those working for or on behalf of Playgroup, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

All references to '**Kineton Playgroup**' or '**Playgroup**' in this policy include Playgroup, KASC, Breakfast Club and Holiday Club.

Board Member refers to all the trustees on the Board.

2. Safeguarding means and implementation

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and means:

Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.

Working Together to Safeguard children 2023 defines Safeguarding, promoting the welfare of children and child protection as:

- Providing help and support to meet the needs of children as soon as problems emerge.

- Protecting children from maltreatment, whether that is within or outside the home, including online. Preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Who the policy applies to

- Any practitioners/assistants, all staff in the setting; volunteers, other professionals visiting the setting.
- The registered provider and any board members or trustees.
- The Safeguarding policy should be accessible and shared with all parents/carers.

How the policy will be shared

- Given to staff and volunteers at induction.
- In meetings.
- On the safeguarding noticeboard.
- On the setting Website
- Summary Statement given to parents/carers with induction pack
- Trustees and Board Members at induction.

This Policy should be shared:

- a. Annually to staff, volunteers and board members
- b. Whenever updated throughout the year to staff, volunteers and board members.

How the provider will ensure the policy is understood

- All board members, trustees, staff, and volunteers are required to read it and confirm they have done so in writing.
- All board members, trustees, staff, and Volunteers should confirm in writing that they have understood the safeguarding policy.
- The DSL and the provider should ensure that all staff members (including committee members / trustees / governors) understand the settings safeguarding policy and procedures. This can be done through staff training / staff meetings / hot spot questioning / quizzes and as part of the Induction process.

3. Roles and Responsibilities for Safeguarding

Overall responsibility for safeguarding and child protection lies with the registered provider and the Designated Safeguarding Lead. The registered provider should access safeguarding training in order that they are able to understand the safeguarding requirements and support the Designated Safeguarding Lead. Supervision opportunities must be provided for the designated safeguarding lead – these may be sourced externally from an appropriately experienced practitioner if necessary.

Section 3.4 of the EYFS 2024 for group and school-based providers states. *In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.*

The role of the Designated Safeguarding Lead:

- Take the lead on safeguarding for the setting.
- Ensure that they are up to date on Warwickshire Safeguarding policies and procedures.
- Ensure detailed, accurate, secure written records of concerns and referrals.
- Ensure that all staff have up to date safeguarding knowledge and training.
- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation.
- Ensure staff and management are updated on all new legislation.
- Support colleagues including trustees / owners / governors and committee members regarding their safeguarding responsibilities.
- Support and inform parents of their safeguarding responsibilities.
- Work in partnership with other agencies
- Listen to staff who have concerns and act on these as appropriate.

- Make a request for support/referral to Children's Services if appropriate (but any member of staff can make a request/referral)
- Attend safeguarding meetings with other agencies and produce a report that provides information about the child and any concerns or progress to date.

The Designated Safeguarding Lead or a Deputy must be always available/contactable when the setting is in operation.

The Designated Safeguarding Lead is Carol Hooper and the Deputy Designated Safeguarding lead is Victoria Heard.

The DSL **does not** investigate whether a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities i.e. The Police.

The Key Person

Every child in the setting must be allocated a key person. (Section 3.34 EYFS for group and school based providers and section 3.38 EYFS for childminders.)

The role of the key person

- To help the children in their key group feel safe and secure at the setting.
- Ensure that every child's care is tailored to meet their individual needs.
- Help the child become familiar with the setting.
- Build a relationship with their parents and any other carers and offer support as necessary to help safeguard children.
- Discuss the child's interests and needs, progress, and any concerns with the parent on both an informal and formal basis.

4. British Values

We actively promote British values throughout all the opportunities and experiences that we provide for the children. These values are broadly labelled as:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs

This means I/We encourage the children to:

- Be kind, helpful and respectful of others.
- Compromise and be tolerant of others.
- Understand that others have different views and live different lives.
- Listen to and respect others.

We act as positive role models and demonstrate these values in interactions with both adults and children.

5. Partnership with parents

Working in partnership with parents and carers is central to the early years foundation stage (EYFS). We therefore believe that offering a range of opportunities for parents and carers to become involved in their children's learning is important. We strive to overcome any barriers we may have to working in partnership. For example, parent/carers own experiences of nursery, separation, language, culture and different values.

Other ways to involve parents/carers can include:

- termly chats with key person
- time for the child to settle in following the needs of the individual child and family
- viewing photos/videos of their child so they can continue their child's learning at home using the Family app
- going on trips with us
- volunteering
- phone calls home
- community projects
- documenting personal histories
- being board members

We will discuss any concerns about a child with parents/carers unless to do so would place the child at risk of further harm.

6. Relationship to other policies and procedures in the setting

The safeguarding policy and procedures should be read alongside the following policies and procedures:

- Complaints procedure
- Parental involvement
- Zero tolerance
- Personal intimate care, including safe touch and physical intervention
- Non collection of children
- Staff handbook
- Whistleblowing

- Supervision
- Emergency evacuation
- Safer recruitment
- Security, major incidents, and lockdown
- Behaviour management, physical intervention, and anti-bullying
- Data protection privacy notice
- Social media and ICT

7. Recruitment of Staff:

Providers must follow safer recruitment processes when recruiting staff to work in the setting.

Statutory Framework for the Early Year's Foundation Stage for group and school-based providers states in section 3.9

Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.

How will this be achieved in the provision?

- Providers who are responsible for employing staff should access safer recruitment training. This training should be updated in line with Safeguarding Warwickshire Partnership advice and guidance. (Specify what training has been accessed, dates, and any actions that have been taken or need to be taken because of the training.
- The setting must maintain a record of recruitment and vetting checks undertaken as part of the appointment process for all staff and volunteers employed. What does this look like in your setting? (Childminders will need to state which checks are undertaken by Ofsted, and which by themselves)
- Senior members of staff have attended Safer Recruitment courses; someone who has attended will be involved at each stage of the recruitment process.

Recruitment processes must include:

- At least two reference checks
- An identity check.
- An enhanced DBS check.
- A check of professional qualifications
- A check to establish the person's right to work in the United Kingdom

- Completion of a childcare disqualification disclosure form
- Documentation is checked for authenticity and signed off by the recruitment panel or the childminder.
- Written confirmation is obtained from any supply agencies used that the appropriate checks have been carried out and are satisfactory.

Disclosure and Barring Update Service

- All new staff should be registered on the disclosure and barring update service which will help to ensure they remain suitable to work in the setting.

Disqualification from working with children.

Statutory Framework for the Early Years' Foundation Stage group and school-based settings Section3: 3.16

A provider or a practitioner may be disqualified from registration. Providers may find guidance about disqualification under the Childcare Act 2006 helpful. If a provider is disqualified, they must not continue as an early year's provider or be directly involved in the management of any early year's provision. When a person is disqualified, providers must not employ that person in connection with early years provision.

Staff 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).

Safeguarding Vulnerable Groups Act 2006

The Act 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.

Providers should refer to: Regulated activity in relation to children: scope - Factual note by HM Government

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

8. Supervision:

Statutory Framework for the Early Years' Foundation Stage for group and school-based settings. Section 3: 3.27

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children.

Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Recommendations for effective supervision

- Providers must implement a system of planned and accountable supervision sessions; these should be held regularly, and ideally at least monthly.
- Supervision sessions should be a two-way process and offer support and challenge. Effective supervision develops the knowledge, skills, and expertise of an individual, group, or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the provision, thus improving outcomes for children. To do this staff will need to have agreed objectives which they work towards; these objectives should be reviewed as part of the supervision session.
- Every supervision session must provide the practitioner (key person) with an opportunity to discuss each child from a safeguarding perspective with consideration being given to any concerns e.g., a change in a child's behaviour. Supervision sessions are also an opportunity for practitioners to raise concerns about their own, or a colleague's practice.

How does supervision happen in the setting?

All practitioners in the setting have both formal and informal supervision sessions with a senior member of staff.

- practitioners have objectives based on outcomes for children in their key group and setting as a whole.
- during supervision sessions the practitioner considers the needs of all children in their key group and setting as a whole from a wider safeguarding perspective.
- a record is kept of the discussions that take place at supervision meeting and of any actions agreed. The manager follows up on agreed actions to ensure they happen or if not, what the barriers are.

9. Safeguarding Training.

Safeguarding and child protection training

- All staff (regardless of role) have received training which enables them to understand the setting's safeguarding policy and procedures.
- All staff have been trained to recognise the signs and indicators of abuse and neglect and know how to respond in a timely manner.
- Staff have received training or information about specific forms of abuse and safeguarding issues.
- Safeguarding is an agenda item at every staff or team meeting.

- All staff have received updated Prevent Duty training and are able to recognise the signs and indicators of extremism and know how to respond in a timely manner.
- All staff are trained to share all concerns about children and families with the DSL and to take concerns further if they do not feel they have been addressed satisfactorily.
- All staff are trained to recognise practice which could result in an allegation being made against themselves or a colleague and understand the importance of reporting this, in line with the setting's managing allegations procedures.
- All staff working directly with the children have sufficient understanding and use of English to ensure the safety and well-being of children in their care.
- The provider maintains a record of all safeguarding training accessed by staff and uses this to identify when training is due for renewal.

Staff understanding is checked in staff meetings in the form of question and answer or scenario discussions. Safeguarding is a weekly topic in meetings, as well as a discussion point within supervisions. Training is given formally every 3 years but updated annually in staff meetings.

Recognising signs of Child Abuse.

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The designated safeguarding lead will ensure all staff understand their responsibilities in being alert to indicators of abuse, and their responsibility for referring any concerns to the Designated Safeguarding Lead. Staff are trained to be alert to signs and/or indicators of abuse and neglect which may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Physical Abuse

- Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

- 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 as far 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 over protection 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.

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate caregivers)

- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10. Additional vulnerabilities.

Staff are trained to understand that there can be additional vulnerabilities for some children including:

- Babies under the age of one year
- Children in Care and Children Previously in Care.
- Children with Special Educational Needs and/or Disabilities

Babies under the age of one are always vulnerable because they are totally reliant on the adult (care giver) to have their needs met.

Children in Care (CIC) and Previously Children in Care (PCIC) A child in care is a child who is cared for by a Local Authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.

There are several reasons why children and young people enter care:

- The child's parents might have agreed to this – for example, if they are too unwell to look after their child or if their child has a disability and needs respite care.
- The child could be an unaccompanied asylum seeker, with no responsible adult to care for them.
- Children's services may have intervened because they felt the child was at significant risk of harm. If this is the case the child is usually the subject of a court-made legal order. The named person for children in care takes a lead in liaising with statutory and other agencies involved with the child.

Children with Special Educational Needs/Disabilities can be particularly vulnerable to abuse due to the often-complex nature of their needs which mean:

- They may have a range of carers who they do not know well.
- They may have intimate care needs.
- They may require the administration of medication or invasive procedures.
- They may have limited communication abilities which means they cannot disclose if abuse is happening to them.

The setting works in partnership with parents and other agencies to ensure that children's needs are identified and met. Health care plans are in place where necessary and staff are provided with any training necessary to implement the plan. The setting has a lead person who takes responsibility for ensuring that children with special educational needs and/or disabilities have their needs identified and met. This person is the Special Educational Needs and Disabilities Co-ordination (SENCo or SENDCo).

Children missing from early education settings (CMEE).

Nationally there have been several child safeguarding practice reviews following the deaths of very young children who have attended an early year settings and subsequently failed to attend. The outcomes from these child safeguarding practice reviews indicate there is no room for complacency and stress the importance of recognising when a child might be at risk and of taking prompt action.

As stated in the Early Years Inspection Framework, practitioners should promote good attendance within their settings. In line with statutory guidance, inspectors will gather evidence as to whether staff in all settings are sensitive to signs of possible safeguarding concerns. These include poor or irregular attendance, persistent lateness, or children missing from education. The setting should

- Record children's attendance daily, along with the reason given for any absence.
- Monitor attendance and look for any patterns of absence that may indicate there is a need for support for the child and family.
- Ensure that up to date contact details are held for parents/carers including:
 - personal mobile number and email address, employment or training contact number and email address if available and at least two emergency contact numbers in addition to the above and more contacts if possible
- Request that parents/carers inform the setting if the child is going to be absent.
- Remind parents/carers that they need to inform the setting of any change to their contact information.

We will follow the steps set out in the Warwickshire County Council CAMEE guidance if the child's absence is unexplained and are unable to ascertain that the child is safe and well child-missing-from-early-education We will submit a CMEE referral form to Warwickshire's Early Years Quality, Standards, and Safeguarding Team if having followed the necessary steps the child is still missing from early education in my setting.

Other Safeguarding Issues.

There are a range of other safeguarding issues of which we need to be aware.

We refer to information in Appendix A/B: Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Although this guidance has been produced for schools, it is important that staff in early years and childcare settings are aware of the issues as part of their wider knowledge about safeguarding children.

Vulnerable adults.

As a setting we are also aware that some adults are vulnerable and need protecting from harm in the same way that children do. A vulnerable adult is described as a person aged 18 years or over, who is in receipt of or may need community care

services by reason of mental or other disability, age, or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

If we have a concern that an adult known to the setting is vulnerable, we will contact: Warwickshire Adult Social Care: 01926 412080

11. Disclosures made by children.

A disclosure is often what a child deliberately communicates in words or actions. What staff notice or observe can also amount to a disclosure, whether the child intends it as such. Young children may not have the ability to verbally tell anyone if they are being abused – they will often communicate through their behaviours or by acting out the abuse in play. This is why it is so important that staff build a strong relationship with each child in their care so that they will be able to recognise when things are not right for the child. When dealing with disclosures staff must:

- Take the disclosure seriously, no matter how small it may seem.
- Listen to children.
- Record and act on the disclosure.

When dealing with disclosures staff must not:

- Take photographs of injuries or suspected neglect.
- Attempt medical judgement or examination.
- Remove a child's clothing or ask them to do so.
- Tape record or video an interview.

Staff must not carry out an investigation; it is the responsibility of the police or the local authority children's service to carry out an investigation if necessary.

The disclosure must be recorded as soon as is practical so that the record is factual and accurate. The record must be completed on the setting premises and passed to the Designated Safeguarding Lead who will take further action as necessary in line with the Warwickshire Spectrum of Support guidance.

https://www.safeguardingwarwickshire.co.uk/images/downloads/ID10827_WCC20034_Spectrum_Of_Support_Brochure_V7.pdf

Recording Concerns

We use Warwickshire County Council's pro forma: Logging A Concern About a Child's Safety and Welfare (Form C) also known as the 'Green form.' The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early help.

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-youngpeople/education-safeguarding-service-taking-care-scheme/record-keeping>

Staff must:

- Record exactly what was heard or seen, including where the disclosure was made and what the child was doing at the time.
- Keep the account factual without expressing an opinion about the disclosure.
- Record what the child said (if appropriate) using the exact words that the child used or describe what it was that the child did that raised a concern.
- Ensure they complete in full; missing or incorrect information such as incorrect date of birth for the child or not recording the date and time of the disclosure can delay access to help for the child. This is important as information from a concern or incident record will be used to support any referrals to Children's Services
- Sign and date the record and pass on to the designated safeguarding lead without delay.
- Keep the information confidential and share on a 'need to know' basis only.
- Follow up with the settings DSL on the outcome of the disclosure or safeguarding concern.

Sharing concerns with parents.

- Concerns about a child will be discussed with parents, unless doing so would place the child at risk of significant harm.
- We will ask for parental permission prior to sharing information with other professionals and agencies; however, we may need to share information even if permission is withheld if this is in the best interests of the child.
- We will share information as necessary, with other professionals and agencies to safeguard children.

Sharing concerns with the designated safeguarding lead.

- Staff are trained and understand their responsibilities to share any concerns about a child's safety and well-being with the Designated Safeguarding Lead as soon as a concern arises.
- Staff know that they can contact Warwickshire Children and Families Front Door directly if they have concerns about a child and feel these have not been addressed correctly within the setting. Telephone Number: 01926 414144 and includes options for FIS (Family Information Service) (Option 1), EH Support Line (Option 2) and Safeguarding (Option 3) Email address: TriageHub@Warwickshire.gov.uk

12. Early Help in Warwickshire.

'Early Help' refers to all the support available to children, young people, and families before formal intervention. All children, young people and families in Warwickshire are entitled to receive Early Help. It means any signposting, guidance, support, or service is offered as soon as a problem starts to emerge, or when it is highly likely

that a problem will begin to emerge. This is not an additional responsibility but an essential part of the 'day job' for all people working with children and families. Early Help posters and information for parents are displayed or available on the notice board outside and in the welcome packs.

www.warwickshire.gov.uk/children-families/early-help-warwickshire/1

- We recognise that if children and families are offered 'Early Help' the child and family needs can often be met before the concerns escalate.
 - We will work in partnership with parents to support them to meet their child's needs.
 - We will signpost to other support services or agencies with parental agreement.
 - We will complete an Early Help Pathway assessment with the consent and engagement of the family, and in partnership with other agencies, as necessary.
- <https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/2>

13. Confidentiality and information sharing.

We follow the advice given in the government publication: Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Many professionals are wary about sharing information and are concerned about breaching the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 2018. GDPR should not be a barrier to keeping children safe. Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Practitioners are expected to balance the risk of sharing with the risk of not sharing. Child protection records form a part of a child's record, which parents ordinarily have a right to see.

- Parents can request to see the child's record at any time, however in line with the requirements of the General Data Protection Regulation (GDPR) We may not always be able to share such records if releasing information would place the child, or any other person, at risk of significant harm.
- The setting is registered with the Information Commissioner's Office (ICO) and stores all records in line with General Data Protection Regulations (GDPR)

Sharing concerns about a child with Warwickshire Children's Services

- In the event that a concern about a child meets the criteria for a referral to Children's Services the Designated Safeguarding Lead will contact the Children and Families Front Door: Children and Families Front Door: 01926 414 144 or Out of Hours (Emergency Duty Team): 01926 886 922
- Parents and carers will be informed if a referral is to be made unless to do so would place the child at risk of further harm or significant harm.

- If we decide not to seek parental permission before making a referral, the decision will be recorded in the child's confidential file with reasons, dated and signed by the designated safeguarding lead or the manager of the setting.
- Referrals are made on the multi-agency contact form (MAC) Multi agency contact form (MAC) and emailed to TriageHub@Warwickshire.gov.uk

Escalation and Professional disagreement.

- If we feel that a concern is not being addressed or that a referral made meets the criteria for services and has not been dealt with appropriately I/we will escalate our concern.
- We will do this by following the process set out in the Warwickshire Safeguarding Partnership Escalation protocol:
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-youngpeople/practitioner-escalation-protocol>

14. Allegations against staff or Persons in Positions of Trust

We take all allegations of abuse of children by adults who work in the setting seriously and will act up these allegations to protect children. All concerns will be taken seriously, investigated, and dealt with in confidence, on a 'need to know' basis. The setting's disciplinary process will be followed in the event of an allegation against an assistant or member of staff, the childminder, or the manager.

We follow the Warwickshire Safeguarding Allegations against staff or Persons in Positions of Trust inter-agency procedure. The procedure is applied when there is an allegation or concern that a person who works with children in the setting has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

Staff are trained to share any concerns about staff members or volunteers that work in the setting with the manager and complete a 'yellow form' behaviour of a member of staff or volunteer that concerns you form. Parents, visitors, and volunteers are also able to raise a concern about staff with the manager. The manager will inform the Local Authority Designated Officer (LADO) within one working day if the concern meets threshold. <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-andyoung-people/education-safeguarding-service-taking-care-scheme/record-keeping>

The Manager will feed back action taken to the staff member or volunteer that has raised the concern with 24 hours of the concern being reported to them.

Referrals are made on the Position of Trust Multi-agency referral form POT MARF and emailed to the LADO at their direct email address lado@warwickshire.gov.uk and contacting LADO on 01926 745376 LADO will advise the setting of the next

steps including whether to inform the child's parents. In some circumstances the parent may need to be informed straight away – for instance if the child has been injured and needs medical treatment. LADO will also advise the setting regarding how much information should be disclosed to the accused person. The childminder/manager is also required to notify Ofsted of the allegations and action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. <https://www.gov.uk/guidance/tell-ofsted-if-you-have-a-covid-19-incident-at-your-childcare-business> If staff are concerned about the conduct of the manager, they will share their concerns with the registered provider of the setting (proprietor/director/chair of committee etc) who will follow the procedure above and contact LADO

Whistleblowing.

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Employees are protected in law from dismissal or victimisation so long as the whistleblowing was made in good faith. If a practitioner feels that they have reported concerns that have subsequently not been acted upon or feels unable to share these concerns due to lack of confidence that they will be acted upon, fear of victimisation, or the concerns relate to a senior member of staff, the practitioner may 'blow the whistle' with an external agency such as Ofsted, LADO, or the NSPCC.

Protect speak up stop harm <https://protect-advice.org.uk/> Whistleblowing Advice Line: 020 7404 6609 Ofsted Whistleblower hotline 0300 123 3155 NSPCC Whistleblowing Helpline 0800 028 0285

15. Teaching children to keep themselves safe.

Safeguarding is threaded through everything that we do with the children in the setting. In practice this means that we involve children in decision making and teach them to identify, manage and minimise risks from an early age. We use discussion, stories, and other activities to help children understand that they have a voice and can contribute to decisions that affect them.

- The child's key person recognises and responds to the signs and indicators that show whether the child is safe and well and acts if there are concerns.
- The key person and all staff help children to begin to identify and minimise risks to their own or other's safety.
- Children are supported to understand the broader safeguarding context using stories, discussion, role play activities etc.
- Staff give children choices and support them to make decisions about what they do and what happens to them.
- Staff support children to communicate their needs and wants.

16. Risk assessments.

Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. 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. (3.76 EYFS 2024 group and school-based settings)

The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

- Children, staff, and visitors are kept safe whilst on the setting premises inside and outside.
- Access to the setting is via secure entry only and visitors are always escorted by the childminder or a senior member of staff.
- We have received training which helps to identify and address risks.
- A range of risk assessments are carried out to ensure that the environment is safe for both children and adults.
- Where risks are identified, action is taken to remove or reduce the risk or hazard. a hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.

17. Paediatric First Aid training.

Paediatric First Aid

- The staff are Paediatric First Aid trained staff. A list of current PFA certificate holders is displayed in the setting for parents and carers information.
- At least one person who holds a current Paediatric first aid (PFA) certificate is always on the premises and available when children are present. The certificate is for a full course in line with Annex A of the Statutory Framework for the EYFS for childminders and group-based settings.
- A current PFA certificate holder accompanies children on outings away from the setting.
- Structures are in place to ensure that the setting always meets these requirements ensuring staff absences and breaks are covered.
- All newly qualified staff gain a full PFA certificate within three months of starting / achieving their qualification.
- Paediatric First Aid training is renewed every 3 years.

Serious accident or injury to, or the death of, any child.

If there is a serious accident or injury to, or the death of, any child while in our care, we are required to notify Ofsted as soon as possible and no later than 14 days after the incident. We are also required to notify the Local Authority via the Children and Families Front Door, and to act on any advice given by them or other agencies.

18. Use of mobile phones and cameras and other information technology equipment in the setting.

In the setting there is:

- A dedicated mobile phone which is only used for business purposes such as contacting parents, on outings, or for emergency purposes.
- The setting has a Social Media and ICT policy to be read in conjunction with the confidentiality policy and then signed by all staff.
- Authorised users have their own individual password to access information relating to children on the staff computer or via an encrypted memory stick.
- Any equipment that can be used to access personal data is locked when unattended to prevent unauthorised access or data breach.
- Personal mobiles, cameras, and other equipment such as tablets, smart phones and watches capable of taking images are not permitted to be used in the setting at any time when children are present on the premises.
- Personal devices belonging to staff are kept in the locked staff cupboard. Staff are only permitted to use such devices during breaktimes in the designated staff area, which is away from the children, or off the premises and away from children.
- Parents and visitors are informed that such devices must not be used in the setting, and staff are trained to challenge any person seen to be using a device on the premises.
- We have tablet devices which are used by the staff to record information and take photographs of the children for the children's developmental records and display purposes.
- Photographs will only be taken of children with written permission from the child's parent. All images are stored securely, and password protected.

Online-safety.

Use of the internet presents both opportunities and challenges. There are identified and yet, unknown risks to children and adults both inside and outside of the setting.

- We are aware of the potential risks of children having access to the internet, including cyber bullying, inappropriate distribution of images, defrauding etc.
- We are aware that children may be exposed to risks outside of the setting and will work with parents to help raise awareness of such risks and highlight safety features which will prevent children gaining access to inappropriate on-line content in the home.

- We signpost parents to the NSPCC website: www.nspcc.org.uk/preventing-abuse/keepingchildren-safe/online-safety
- The DSL will respond to online safety concerns in line with the child protection and other associated policies.
- Disciplinary procedures will be implemented if there is intentional access or distribution of inappropriate content by staff whether on their own or the setting's technological devices.

See sperate Social Media and ICT Policy

18. Prevent Duty.

Settings are required by law to ensure that practitioners understand the Prevent Duty, know how to identify early indicators of potential radicalisation and terrorism threats, and act upon them in line with national and local procedures. Even young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- The Prevent Duty does not require settings to carry out unnecessary intrusion into family life but as with any other safeguarding risk, we must act when we observe behaviour of concern.
- All staff have received information about the Prevent Duty, and the signs and indicators to look out for when working with children and their families.
- If we have a concern that a child is vulnerable to radicalisation, we will discuss the concern with the child's parents in the first instance and follow up with a discussion with the local authority Prevent representative or a referral to the West Midlands Counter Terrorism Unit.
- We refer to Safeguarding Warwickshire Prevent guidance.
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-andyoung-people/prevent>
- We have completed the government online Prevent training or attended a training session.
- Prevent included as part of safeguarding discussions at staff meetings.

19. Emergency Evacuation.

Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency. Providers must have an emergency evacuation procedure. (Section 3.65 EYFS 2024 for school and group based settings).

As a provider, we have fire evacuation procedures in place; however, we also plan for other incidents that might call for a swift evacuation away from the setting – a swarm of wasps; burst water main; chemical leak and so on.

- We have identified a place of safety that you can take children to and keep them safe until the incident can be addressed or parents and carers can be contacted to collect their child.
- We have considered what needs to be taken from the setting during the evacuation – phone, children’s emergency contact details, first aid kit, emergency medication such as an epi-pen.
- We have considered who needs to be notified that you are evacuating the setting and who will do this and at what point in the evacuation – e.g. Fire service or Police!
- We ensure staff are prepared for these situations – we rehearse situations and allocate responsibility for specific parts of the evacuation to key members of staff.

See Separate Emergency Evacuation Policy

Lockdown Situations.

As a provider we have a procedure in place for situations when the setting needs to be ‘locked down’ to secure the premises. Examples of such situations are to prevent access from an intruder; instructions from emergency services to lockdown the setting; environmental factors such as a chemical leak or a dangerous animal on the loose.

See separate Security Procedures, Major Incident and Lockdown Policy

Key Legislation underpinning the Safeguarding and Child Protection policy and procedures

Children Act 1989

▪ The Children Act 1989 provides a framework for the care and protection of children. It focuses on parental responsibility and encourages agencies to work in partnership with parents.

Children Act 2004

▪ The Children Act 2004 supplements the 1989 Act and reinforces the message that all organisations working with children have a duty to safeguard and promote the welfare of children.

Childcare Act 2006

- The Childcare Act 2006 sets out legal duties for local authorities around providing sufficient childcare and information for parents and families. Agencies are required to work together and integrate services.
- The Act introduced the Early Years and Childcare registers and the Statutory framework for the early years foundation stage (EYFS).

Children and Social Work Act 2017

- The Children and Social Work Act established a Child Safeguarding Practice Review Panel to review and report on serious child protection cases that are complex or of national importance.
- Local Safeguarding Children's Boards (LSCBs) were replaced by local safeguarding partnerships (Warwickshire Safeguarding Partnership)
- Child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to public health and safety and children locally (Section 24).
- Local authorities must appoint personal advisers for care leavers up to the age of 25 Social Work England is created as a regulatory body for the social work profession in England (Section 36).
- Relationships education will be provided to primary school children, and relationships and sex education will be provided in secondary schools.

Statutory Guidance

Providers must refer to the following guidance when developing their safeguarding and child protection policy and procedures.

Statutory Framework for the early years' foundation stage.

The framework is set out in two documents one for school and group-based settings and one for childminders. Both documents set out the standards that school and childcare providers must meet for the learning, development, care, and safeguarding

of children from birth to 5. Providers must meet the requirements as set out in the framework. <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Working Together to Safeguard Children

Statutory guidance on inter-agency working to safeguard and promote the welfare of children. Chapter 2 sets out the responsibilities of organisations working with children, and how early years and childcare providers must work with other professionals and agencies to keep children safe from harm

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Safeguarding Warwickshire Partnership

To meet the statutory requirements related to safeguarding and child protection, providers should refer to Safeguarding Warwickshire Partnership information and guidance. www.safeguardingwarwickshire.co.uk

The partnership has agreed inter-agency procedures which are followed by all agencies working with children including early years providers and schools.

Providers should follow the inter-agency procedures set out here:

<https://westmidlands.procedures.org.uk/board/Warwickshire/4cjN>

Supplementary guidance

Keeping Children Safe in Education

This Statutory guidance is for schools and colleges on safeguarding children and safer recruitment. However, it would be useful for early years and childcare providers to refer to when developing policy and procedures. Reference to Section 3: Safer recruitment, and Annexe A: Further Safeguarding Information will be of relevance to providers. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Early Years and Childcare Registers

Most childcare providers looking after children under the age of 8 must register with Ofsted (or a childminder agency). Note: There are exemptions to this requirement.

See: <https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registrationexemptions#when-you-do-not-have-to-register>

The Early Years Register

- For providers caring for children aged from birth to 31 August after their fifth birthday.
- Providers need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements of the Early Years

Foundation Stage. <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Childcare Register: there are two parts to the register.

- Compulsory – for providers caring for children from 1 September after the child’s fifth birthday up until their eighth birthday.
- Voluntary – for providers who are looking after children aged 8 and over.

Providers who join must meet the register requirements :

<https://www.gov.uk/guidance/childmindersand-childcare-providers-register-with-ofsted/registration-requirements>

The Ofsted compliance handbook

Sets out the requirements for both registers.

<https://www.gov.uk/government/publications/early-years-provider-non-compliance-action-by-ofsted>

The Early Years Ofsted inspection handbook

Sets out Ofsted guidance on inspecting registered early years and childcare providers. www.gov.uk (www.gov.uk)

Key safeguarding and child protection legislation and supporting information.

- Statutory Framework for the early years foundation stage (EYFS) is mandatory for all early year’s providers. It sets out the standards for learning, development, and care for children from birth to five. All practitioners must have regard to the safeguarding and welfare requirements set out in the framework.

<https://www.gov.uk/government/publications/early-yearsfoundation-stage-framework--2>

- Working Together to Safeguard children is statutory guidance that applies to all organisations and agencies (including early years settings) who work with children up to the age of 18 years. www.gov.uk/government/publications/working-together-to-safeguard-children

- Safeguarding Warwickshire Partnership provides information, advice and guidance for professionals who work with children. Safeguarding Children (www.safeguardingwarwickshire.co.uk)

- Warwickshire Children Absent and Missing from Early Education (CAMEE) provides guidance on the process to follow when a child has an unexplained absence from the setting Child Missing from Education (www.safeguardingwarwickshire.co.uk)

- The Children Act 1989 provides a framework for the care and protection of children. It focuses on parental responsibility and encourages agencies to work in partnership with parents. www.gov.uk
- The Children Act 2004 supplements the 1989 Act and reinforces the message that all organisations working with children have a duty to safeguard and promote the welfare of children. www.gov.uk
- The Childcare Act 2006 sets out legal duties for local authorities around providing sufficient childcare and information for parents and families. Agencies are required to work together and integrate services. The Act introduced the Early Years and Childcare Registers and, the Statutory framework for the early years foundation stage (EYFS). www.gov.uk
- The Children and Families Act 2014 gives greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life and better access to more flexible childcare www.gov.uk
- The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone www.gov.uk
- Public Health England: managing cases of infectious diseases in schools and other childcare settings provides guidance on good practice in controlling the spread of disease in early years settings and schools
<https://www.gov.uk/government/publications/healthprotection-in-schools-and-other-childcare-facilities>

Additional safeguarding and child protection guidance and supporting information:

- What to do if you are worried a child is being abused: Guidance for Practitioners 2015 explains the signs of abuse and neglect to look out for and the action to take if you think a child is being abused or neglected
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for safeguarding practitioners provides guidance on information sharing for people who provide safeguarding services to children, young people, parents, and carers. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Keeping Children safe in education: This document is for schools however the information regarding specific safeguarding issues in Appendix A will be of particular use to early years and childcare providers Keeping children safe in education - GOV.UK (www.gov.uk)

- Ofsted inspecting safeguarding in Early years, education and skills settings
September sets out the main points that inspectors need to consider when inspecting safeguarding
<https://www.gov.uk/government/publications/inspectingsafeguarding-in-early-years-education-and-skills>
- Early years inspection handbook for Ofsted registered provision describes the main activities that inspectors undertake when conducting inspections of Ofsted registered early years providers. <https://www.gov.uk/government/publications/earlyyears-inspection-handbook-eif>
- Revised Prevent Duty guidance: for England and Wales provides guidance on the duty in the Counterterrorism and Security Act 2015
<https://www.gov.uk/government/publications/preventduty-guidance>
- Guide to the General Data Protection Regulation provides information about consent and guidance on protecting an individual's data <https://ico.org.uk/for-organisations/guide-to-dataprotection/guide-to-the-general-data-protectionregulation-gdpr/>
- NSPCC website has a wide range of information including Core Info leaflets and videos that can be used to support safeguarding in settings www.nspcc.org.uk
- Safer food, better business the Food Standards Agency provides information on maintaining a safe food handling environment www.food.gov.uk/business-guidance/safer-food-betterbusiness