



Safeguarding Policy Framework for Children in Childcare Settings

CHESHIRE EAST MODEL POLICY
Endorsed by Cheshire East LSCB





PERSON RESPONSIBLE FOR POLICY:	ASHDENE PRE-SCHOOL COMMITTEE – ALEX RENSHAW
APPROVED:	
SIGNED:	
TO BE REVIEWED:	SEPTEMBER 2016

At Ashdene Pre-School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Owner / Committee Chair
Sarah Campbell	Lynn Atkinson and Sarah Bloor	Alex Renshaw Contact number 07730614959

The named personnel with Designated Responsibility regarding allegations against staff are:

Senior Manager	Deputy Manager	Owner/ Committee (in the event of an allegation against the manager)
Sarah Campbell	Lynn Atkinson	Alex Renshaw 07730614959

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INTRODUCTION:

SAFEGUARDING DEFINITION:

“Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- *Protecting children from maltreatment;*
- *Preventing impairment of children’s 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”*

“Working Together to Safeguard Children” DfE 2015

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

RATIONALE:

This policy demonstrates Ashdene Preschool commitment and compliance with safeguarding legislation.

Early years and childcare providers have a duty under section 39(1)(b) of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage (September 2014). Early years and childcare providers should ensure that:

- *staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and*
- *they have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who should liaise with local statutory children’s services agencies as appropriate. This lead should also complete child protection training.*

“Statutory Framework for the Early Years Foundation Stage 2014”

Through their day-to-day contact with children and direct work with families, staff at our setting have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children’s Services (in Cheshire East or neighbouring authorities dependent upon the child’s area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

The setting works in accordance with ‘Working together to Safeguard Children’ 2015 and supports the [Cheshire East Local Safeguarding Children Board](#) (LSCB) Continuum of Need to ensure children receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided.

The management of the setting ensures the return of the LSCB Safeguarding Audit on a yearly basis.

PURPOSE:

The purpose of the policy is to ensure that:

- the welfare of the child is paramount.
- all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- all staff have an equal responsibility to act on a suspicion or disclosure that may suggest a child is at risk of harm.
- children and staff involved in Safeguarding issues receive appropriate support.
- staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against colleagues, the Manager, Owner or member of the Committee.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Ashdene Preschool. All staff are trained to understand the safeguarding policy and procedures and we ensure that their knowledge on safeguarding issues are kept up to date.

Our procedures are consistent with Cheshire East Local Safeguarding Children's Board (LSCB) child protection procedures.

TERMINOLOGY:

Safeguarding and promoting the welfare of children: refers to the process of 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 and taking action to enable all children to have the best life chances.

Setting: refers to all early years providers including, day nursery, pre-school, playgroup, childminders and out of school provision.

Child Protection: refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff: refers to employees, students and volunteers; it includes child-minding assistants or co-childminders working together in a child-minding setting

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

ChECS: refers to Cheshire East Consultation Service 0300 123 5012 (option 2)

LSCB: refers to Cheshire East Local Safeguarding Children Board

DOCUMENTATION USED TO SUPPORT THE POLICY:

["Working together to safeguard children" 2015](#)

["Statutory Framework for the Early Years Foundation Stage" 2014](#)

["What to do if you are worried a child is being abused" 2015](#)

["Prevent Duty Guidance" 2015](#)

Further information on 'Disqualification by Association' can be found in the Statutory Framework for the Early Years Foundation Stage paragraphs 3.14 – 3.18.

SECTION 1: PREVENTION AND EARLY IDENTIFICATION: Including recognising and responding to safeguarding needs:

Children's understanding of how to keep themselves safe is promoted. They are supported in recognising and managing risks in different situations, including when using the internet and social media, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.

Prevention:

The setting has established an ethos where:

- 1.1 children feel secure in a safe environment in which they can learn and develop.
 - 1.1.1 children are encouraged to talk and are actively listened to. Staff consult, listen and respond appropriately to all children. The Pre-School operates a key person system which enables staff to build a trusting relationship with children. The keyperson is a secure base for a child and is in a position to tune into the children's needs and be aware of any changes in the child's behaviour or emotions.

Children are encouraged to talk about their feelings we have books and resources to support this, there are quiet spaces and routines within Pre-School where children can go and talk to adults for example member of staff sits down with the children at snack time and lunch time, we have a quiet corner and feelings board. Children are consulted about the environment and play activities in the Pre-School and their views acted upon and always listened to and respected. Planning is responsive to children's interests and needs.
- 1.2 clear risk assessments are in place and staff respond consistently to protect young babies and children whilst enabling them to take age-appropriate and reasonable risks as part of their growth and development.
- 1.3 children know that there are adults in the setting whom they can approach if worried or in difficulty.
- 1.4 consistent approaches are in place to promote positive behaviour that is appropriate for individual children's stages of development.
- 1.5 all adults recognise that safeguarding children is everyone's responsibility and are aware of the signs that children or young people may be at risk of harm either within the setting or in the family or wider community outside the setting.
- 1.6 parents are partners in the setting and are encouraged to have an understanding of their obligations regarding Child Protection by intervention as and when appropriate
- 1.7 adequate signposting to external sources of support and advice is in place for staff, parents and children. The parent safeguarding board located in the hallway displays the phone numbers for safeguarding of children concerns for all the local authorities relevant to the children attending pre-school as well as domestic abuse posters. All staff members have access to safeguarding numbers for all local authorities on the staff safeguarding board, in their staff safeguarding booklet and on a safeguarding card on their lanyards.

- 1.8 there is always a Designated Safeguarding Lead (DSL) or Deputy DSL in the setting who has the seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 1.9 there is a culture where staff are confident to challenge senior leaders over safeguarding concerns.
- 1.11 staff are aware of the DfE guidance contained in '[What to do if you are worried a child is being abused](#)' – guidance for practitioners March 2015.
- 1.12 there is a commitment to the continuous development of staff with regard to safeguarding training.
- 1.13 the setting has procedures for dealing with allegations of abuse against any member of staff or adult on site, including an allegation of abuse against the DSL/Manager
- 1.14 the setting carries out an annual review of the Safeguarding policy and procedures, and an annual Safeguarding Audit – sharing this with the LSCB on request.

Early identification: recognising and responding to safeguarding needs:

The setting knows how to identify:

- neglect
- drug/substance/alcohol misuse by parents/carers
- child sexual exploitation / trafficked children
- domestic abuse
- obesity/malnutrition
- on line grooming
- inappropriate behaviour displayed by staff, or any other person working with 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.
- bullying: including homophobic, racist, gender and disability.
- self-harm
- Female Genital Mutilation
- Forced Marriage
- unaccompanied asylum seeking children

The setting will:

- 1.15 respond to concerns by developing effective links with relevant agencies and/or by consulting with Cheshire East Consultation Service (ChECS)
- 1.16 undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances prevent this
- 1.17 in particular, be alert to the potential need for early help for a child who is disabled and has specific additional needs and/or special educational needs
- 1.18 ensure that, where there are unmet needs, a CAF is initiated
- 1.19 send representatives to case conferences, core groups and Child Protection review meetings as requested
- 1.20 understand the need to be aware of child attendance at the setting and alert to patterns of absence that may indicate wider safeguarding concerns

- 1.21 notify any allocated Social Worker if there is an unexplained absence of a child on a Child Protection Plan or Child in Need Plan (*this should be done on the first day of absence*)
- 1.22 have a procedure in place in the event of a child going missing whilst in your care (i.e. lost child).

Child goes missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Manager or Senior person in charge.
- The Manager will carry out a thorough search of the building and outside area.
- The register is checked to make sure no other child has also gone astray
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The Manager talks to the staff to find out when and where the child was last seen and records this.
- The Manager contacts the chairperson and reports the incident. The Chairperson, with the management committee, carries out an investigation and may come to the setting immediately.

Child going missing on an outing

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Manager is contacted immediately and the incident is reported.
- The Manager contacts the police and reports the child as missing.
- The Manager contacts the parent, who makes their way to the setting or outing venue as agreed with the Manager. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The Manager contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.
- The manager, or designated staff member may be advised by the police to stay at the venue until they arrive.

- 1.23 acknowledge serious case review findings and share lessons learned with all staff
- 1.24 inform Cheshire East Consultation Service (ChECS) if we become aware of a [Private Fostering arrangement](#)

Extremism and radicalisation:

- 1.25 Ashdene Pre-School adheres to the Prevent Duty Guidance, July 2015 following National Guidance '[Fundamental British Values in the Early Years](#)' and actively promotes British Values within the setting.

Supporting children at risk:

The setting's ethos promotes a positive, supportive and secure environment, giving children a sense of being valued and listened to.

We will:

- 1.26 liaise with other appropriate agencies which support the child
- 1.27 recognise that children living in difficult home environments are vulnerable and are in need of support and protection
- 1.28 monitor child welfare, keeping accurate records and notifying appropriate agencies when necessary
- 1.29 ensure information is transferred safely and securely when a child with a Safeguarding File transfers to another setting/school. Notifying key partners or social workers where a child leaves the setting (as appropriate).

Supporting a child who discloses abuse:

When a child discloses abuse we will:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- allow time and provide a safe haven / quiet area for future support meetings
- at no time promise confidentiality to a child or adult

Roles and responsibilities of all staff members:

“Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way”.

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

All staff will be alert to:

- 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 for example in the child's home
- 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.

The setting will ensure that every member of staff and person working on behalf of the setting:

- 1.30 has an individual responsibility to refer Safeguarding (Child Protection) concerns to the DSL; and will be vigilant in identifying cases of abuse at the earliest opportunity.
- 1.31 knows how to support and respond to a child who discloses significant harm
- 1.32 is clear on the procedure to follow to report concerns of misconduct of any member of staff including the DSL or Manager.
- 1.33 is confident to challenge senior leaders over safeguarding concerns.
- 1.34 knows the name of the Designated Safeguarding Lead (DSL) and deputy DSL (in the absence of the DSL) and their role and responsibility.
- 1.35 will receive training at the point of induction and on an ongoing basis so that they know and understand the settings Safeguarding Policy and Procedures and know where they can be found. It is all staff's responsibility to read and ensure they understand the policy.

SECTION 2: THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The role of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead

The DSL/deputy DSL will:

- 2.1 ensure that all staff, including new staff in the setting, know who their DSL/Deputy DSL is at all times.
- 2.2 ensure that all staff including new staff and volunteers receive induction and ongoing training in the setting's safeguarding policy and procedures.
- 2.3 raise awareness of the settings safeguarding policies, procedures and systems with parents and carers.
- 2.4 ensure policies and procedures are reviewed at least annually and are kept updated to reflect national policy, serious case reviews etc as required.
- 2.5 keep up to date with current safeguarding and child protection legislation
- 2.6 liaise with local statutory children's services agencies and with the LSCB
- 2.7 share child protection information with the DSL of any receiving setting or school when children leave the setting and ensure safeguarding records are transferred securely.
- 2.8 develop effective links with relevant agencies and other professionals and cooperate as required with their enquiries regarding safeguarding matters including cooperation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings
- 2.9 ensure that consistent and effective record keeping systems are in place and guidelines are followed throughout the setting.
- 2.10 ensure that a system is in place to review incidents and observations to identify patterns of concern.
- 2.11 contribute to assessments and provide reports to initial and review conferences which have been shared with parents first.

Record keeping:

Ashdene Pre-school will follow Cheshire East's safeguarding procedures with reference to Cheshire East LSCB "*Recording and reporting Guidance.*" *September 2015.*

The Designated Safeguarding Lead /Deputy DSL ensure that:

- 2.12 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
 - used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure.

- 2.13 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/ incident/ concern/ activity/ actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.
- 2.14 The DSL will be aware of the collective impact of these records and take action to consult with ChECS where the nature and number of records creates a concern.
- 2.15 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the child's main file. Authorisation to access these records will be controlled by the Designated Safeguarding Lead (DSL) / Manager.
- 2.16 In the case of a child protection referral, serious injury, or where serious concerns are raised, the DSL will immediately consult with Cheshire East Consultation Service (ChECS).

SECTION 3: PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN:

Safer recruitment and professional boundaries:

Our setting ensures that all appropriate measures are applied in relation to everyone who works in the setting who is likely to be perceived by the children as a safe and trustworthy adult.

We will ensure that:

- 3.1 all adults who are likely to have regular contact with children (including those living or working on the premises) are checked for their suitability. *(For childminders this includes ensuring that Ofsted is supplied with timely information about anyone over the age of 16 years on the premises in order to carry out these checks.)*
- 3.2 we operate safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and barred list checks, reference checks, verifying identity, vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- 3.3 all staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This will also include “disqualification checks” taking into account that a childcare worker may become disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.
- 3.4 we do not allow people whose suitability has not been checked to have unsupervised contact with children.
- 3.5 any volunteers are appropriately supervised at all times.
- 3.6 all staff have a copy of, and have read and understood, our safeguarding policy and procedures. They have up-to-date knowledge of safeguarding issues including how to report concerns about a colleague’s behaviour.
- 3.7 all staff adhere to a published code of conduct and other professional standards at all times, including activities out of hours. Staff are aware of social media / on-line conduct and have signed the settings e-safety policy.
- 3.8 “Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children at all times.” *Para.3.19 Statutory Framework for the Early Years Foundation Stage 2014*
- 3.9 any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance and Local procedures.
- 3.10 staff are given support and confidence to report misconduct.

Procedures for allegations against an adult working with children or young people:

“Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the 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. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence”.

Para.38. Statutory Framework for the Early Years Foundation Stage 2014

3.11 All staff are made aware of the procedures to be followed if there is an allegation against an adult working with children. The procedures are applied where there is a concern of any allegation of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

- ▶ Behaved in a way that has harmed, or may have harmed, a child
- ▶ Possibly committed an offence against, or related to, a child; or
- ▶ Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

The above criteria relates to the adult’s behaviour in the **workplace**, the **community** and in their **home and social life**.

3.12 Allegations must be reported to and discussed with the Manager who will report the matter to the Local Authority Designated Officer (LADO) by completing a LADO referral form and will seek their advice on the next steps.

3.13 Staff are aware that if the allegation of abuse is against the Manager they will report the matter to the setting Owner / Chair who will speak to the LADO to discuss the next steps.

3.14 The ‘*Emergency Duty Team*’ should be contacted outside normal working hours: 0300 123 5022.

3.15 Staff are aware that no member of staff will conduct their own investigation or pass on information to the alleged perpetrator without prior consultation with the LADO. In all allegations the LADO will advise on the action to take when the matter has been formally considered after receipt of the LADO referral form.

3.16 The Manager will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

4. ADDITIONAL SAFEGUARDING POLICIES AND PROCEDURES:

Use of mobile phones and cameras:

Dedicated setting mobile phone: *(If the setting has one)*

To protect children we will ensure that the dedicated setting mobile phone:

- 4.1 is stored securely when not in use.
- 4.2 is protected with a password, is clearly labelled and its use is open to scrutiny. All staff are vigilant and alert to any potential misuse.
- 4.3 is only used by allocated people who have a clear understanding of what constitutes misuse and know how to minimise the risk. These staff are responsible for their own behaviour regarding the use of the phone and avoid putting themselves into compromising situations which could be misinterpreted and lead to potential allegations.
- 4.4 is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- 4.5 does not detract from the quality of supervision and care of children.

Personal mobiles and electronic devices:

- 4.6 Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used in the setting.
- 4.7 If staff have personal phones or devices these are not to be brought onto the premises. In certain circumstances and with prior permission from the Pre-School Manager mobile phones may be brought onsite however these must be kept in the office and switched off whilst staff are on duty.

Mobiles belonging to visitors:

- 4.8 We request that mobiles belonging to visitors are either switched off and/ or stored securely in the office on entering the setting.

Cameras photography and images:

- 4.10 Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- 4.11 Ensure the setting's designated camera is only used in the setting and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- 4.12 Ensure that children are appropriately dressed, and do not use the child's name with an image on a photograph.
- 4.13 Ensure that parents personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as Christmas plays.

- 4.14 Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the [Information Commissioners Office](#) (ICO), in accordance with data protection laws.
- 4.15 Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- 4.16 Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- 4.17 Ensure the use of cameras, webcams and CCTV is closely monitored and open to scrutiny. (*Information on the use of CCTV can be found on the ICO website*)

Use Of Cameras

- Photographs are taken to record a child's learning and developing within the early years foundation stage.
- Images are only taken on the preschool cameras.
- Images are downloaded on to the Pre-school computer which is password protected.
- With parents permission photographs are used internally for learning journeys, Pre-School displays and newsletters. With parents permission photographs may also be put on our website and used in the press.
- Unused photographs are to be shredded.
- Photographs are kept for the academic year on the main computer and then deleted.
- The cameras are locked away at the end of the session.
- Images are downloaded by the office administrator or the Management team

Other related policies / procedures:

The setting takes safeguarding seriously and understands this policy is over- arching. The setting also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this setting.

The policies are cited below.

Policy / Procedure:	Reviewed:	By whom:
Attendance		
Code of Conduct		
Complaints		
Fire and emergency evacuation		
Health and safety		
Intimate and personal care		
Medication / responding to children who are ill / infection control		
Recording visitors to premises		
Safe Recruitment / selection of staff		
Whistleblowing		