

CHILD PROTECTION POLICY

Statement of intent

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

The key commitments of the Child Protection Policy are:-

1. The pre-school is committed to building a 'culture of safety' in which children are protected from abuse, neglect and harm in all areas of its service delivery.
2. The pre-school is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried about a child' (Essex Safeguarding Children Board, ESCB)
3. The pre-school is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's and learner's health and safety and well-being, including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities
- Promotion of positive behaviour of the children within the setting and the use of effective behaviour strategies for individual children
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well being
- Online safety and associated issues
- Physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.

Children's Rights and Entitlements

Our aims are to carry out this policy by:

- Promoting children's right to be strong, resilient and listened to by:
 - Creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
 - Encouraging children to develop a sense of autonomy and independence.
 - Enabling children to have the self confidence and the vocabulary to resist inappropriate approaches.

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- Encourage children to challenge discriminatory behaviour, which can include bullying, racism and other forms of discrimination by promoting respect for each other.
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

Key Commitment 1

We carry out the following procedures to ensure we meet Southend Essex and Thurrock Local Safeguarding Children Board procedures. (SET LSCB)

The pre-school is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Designated Safeguarding Lead

- Our Designated Lead for Child Protection Issues are: **Pre-school Manager**
- Our Designated Lead who oversees this work is **Michelle Wisbey, Preschool Director**
- Our Designated Lead renew their training regularly and are available at all times, during preschool opening hours, should staff wish to discuss concerns.

Staff and Volunteers – see Safer Recruitment Policy

- It is compulsory for every staff member to attend a Safeguarding Children training course and to renew that training every 3 years. This ensures that all staff are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for raising concerns to the Designated Safeguarding Leader and the process of making referrals.
- Staff will receive regular update training; in addition they receive regular update information via staff meetings, emails, bulletins and publication updates.
- We ensure that all staff know and understand the procedures for reporting and recording their concerns in the setting.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

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- Volunteers do not work unsupervised with the children or change a child's nappy/clothing.
- We record information about staff qualifications, and identity checks and vetting processes that have been completed including:
 - DBS records disclosure reference number
 - the date the disclosure was obtained
 - details of who obtained it
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment with us).
- We abide by the Safeguarding Vulnerable Groups Act (2006) and the Disclosure and Barring Service requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Key Commitment 2

The pre-school is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused'

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
 - Significant changes in their behaviour;
 - Deterioration in their general well being;
 - Their comments which may give cause for concern, or the things they say (direct or indirect disclosure)
 - changes in their appearance, their behaviour, or their play;
 - Unexplained bruising, marks or signs of possible abuse or neglect: and
 - Any reason to suspect neglect or abuse outside the setting.

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- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, poor parenting, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking, racist, disability and homophobic or transphobic abuse. While this may be less affect to young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the Designated Safeguarding Lead. The information is stored in a separate child protection folder, filed in a locked drawer or cabinet.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff, that give cause for concern, such as significant changes in behaviour, deterioration in general well being, unexplained bruises, marks or signs of possible abuse or neglect; that member of staff:
 - offers reassurance to the child
 - listens to the child
 - gives reassurance that she or he will take action
 - does not question the child.

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- makes a written record that forms an objective record of observation or disclosure that includes:
 - the child's name
 - the age of the child
 - the date and time of the observation or the disclosure
 - an objective record of the observation or disclosure
 - the exact words spoken by the child as far as possible
 - the name of the person to whom the concern was reported, with date and time
 - the names of any other person present at the time
 - information on the child's developmental needs and how they are being met.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedures and the follow the steps set down by the Local Safeguarding Board.

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example where it believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating social workers will inform parents.

Liaison with other bodies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you a worried a child is being abused' for parents and staff and all staff understand what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

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- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Making a referral to Essex Social Care Direct

Essex Social Care Direct contains detailed procedures for making a referral. This is based on 'What to do if you are worried about a child' and ESCB Family Operations Hub Partner Access Map. **(See access flow chart attached to this policy)**

How to report a concern about a child

If you are concerned that a child or young person is being harmed or neglected or is at risk of this you should contact the Family Operations Hub. If possible, be clear about the service you require when ringing ([see information below](#)).

Family Operations Hub Partner Access Map

Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm
0345 603 7627 Email: FOH@essex.gcsx.gov.uk

Specifically ask for the Family Operations Hub and state if it is:

Information Advice and Guidance to support a family (Level 2 & 3)

Or

Safeguarding Concerns about a child (Level 4)

An adviser will listen to and respond to your concerns and will signpost support depending on the level of need identified.

Emergency Duty Service

Out of Hours - 5.30pm - 9.00am Monday - Thursday, 4.30pm-9.00am - Friday and Bank holidays

Telephone: 0345 606 1212

Email: Emergency.DutyTeamOutOfHours@essex.gov.uk

This service will respond to all concerns raised about children where there is a statutory duty to do so or that the matter is so urgent it cannot wait until the next day and place an individual at risk of harm.

If there is an immediate risk of harm to a child then contact the Police on 999.

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Professional Conflict Resolution

- Professionals providing services to children and their families should work co-operatively across all agencies, using their skills and experience to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- Concern or disagreement may arise over another professional's decisions, actions or lack of actions in relation to a referral, an assessment or an enquiry or when a child in need or child protection plan is not progressing.
- Professionals should attempt to resolve differences through discussion and/or meeting within a working week or a timescale that protects the child from harm (whichever is less).
- If the professionals are unable to resolve differences within the timescale, their disagreement must be addressed by more experienced/more senior staff at ESCB.

Allegations against staff- see Whistleblowing Policy

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or any other person working with children, which includes:
 - Inappropriate sexual comments
 - Excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate: **03330 139 797**. We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, our policy is to suspend the member of staff on full pay for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

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- Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we have a legal duty to notify the Disclosure and Barring Service so that individuals who pose a threat to children and vulnerable groups can be barred from the Regulated Activity List and placed on the Debarred List.

Key Commitment 3

The Pre-school is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that Designated Safeguarding Lead receive training in accordance with that recommended by the Local Safeguarding Children Board. It is compulsory for every staff member to attend a Safeguarding Children training course and to renew that training every 3 years. Designated Safeguarding leads every 2 years.
- We ensure that all staff know and understand the procedures for reporting and recording any concerns they may have about the provision.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.

Curriculum

- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

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- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services team.
- We continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the guidance from Essex Social Care, Essex Safeguarding Children Board and the child's social worker, in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of Essex Social Care and Essex Safeguarding Children Board.

Use of Mobile Phones, Cameras and Other Technology

- We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones, cameras and l pads in the setting.
- The Designated Lead oversees the use of safe technology and age appropriate apps or websites that the children have access to and the content of those.
- Staff are responsible for ensuring that children use technology safely and appropriately.

Mobile Phones

- Personal mobile phones belonging to members of staff are not used or stored in the classroom.
- At the beginning of each individual's shift, personal mobile phones are stored in lockers. If no lockers are available, they must be stored in a locked office drawer.
- In the event of an emergency, personal mobile phones may be used in the privacy of the office, with permission from the pre-school manager.
- Members of staff should ensure that the setting telephone number is known to immediate family and other people who may need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.

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- Parents and Visitors are requested not to use their mobile phones whilst on the premises. In an emergency, visitors will be advised of a quiet space where they can use their mobile phones, where there are no children present.

I pads, Cameras and Videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons e.g. to record their learning and development, or for displays within the setting.
- Camera, Video and Ipad usage is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included. (found on enrolment forms)
- Photographs and recordings of children are only taken if there is written permission to do so (found on enrolment forms).

Online Children's Record Keeping System

- All children's observational and developmental records are held on a secure system that individual staff have access to record observations for their key children.
- Each member of staff has their own pin access code that should remain private and confidential to them and should not be shared with others.
- Staff are responsible for ensuring that photos taken by them, within the setting, for child observations should be deleted at the end of the session and not stored on the Ipad camera roll.
- Only permanent members of staff will have access to the online record keeping system, all volunteers and cover staff may be granted individual access.
- If a member of staff is absent from work for an extended period of time for long term sickness, maternity leave or disciplinary reasons then their access to the online system will be temporarily suspended until their return to work.
- In the event of a termination of employment from either staff or Play to Learn, access to the online system will be terminated.

Staff Code of Conduct for ICT and Social Networking Sites *(see Staff Code of Conduct Policy)*

- Staff are required to adhere to their professional responsibilities when using information systems and social network sites. Members of staff should read the school's E-safety policy, ICT and Social Networking policy for further information and clarification.

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- Staff should be clear about the purpose of any activity, which involves photography or video of children. Staff must not take, display or distribute images of children, unless they have consent to do so.
- Staff should not post any visual images, recordings or comments that relate to Pre-school life, including those of children or parents, on to any Social Networking sites.

Radicalisation & Terrorism

We are committed to promoting children's personal, social and emotional development, ensuring that children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

- We teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life, ensuring that we promote community cohesion and fundamental British Values as part of everyday life at the preschool.
- Protecting children from the risk of radicalisation should be seen as part of the preschools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.
- All staff will have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Prevent awareness training will be a key part of this.
- During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also include in our definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Staff should use their professional judgement in identifying children who might be at risk of radicalisation and consult with the Designated Safeguarding Leader if they have any worries or concerns.
- The Designated Safeguarding Leader should make a referral to the ESCB who will make a referral to the Channel programme if there are concerns that a child or the child's family are at risk of radicalisation.

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Preventing extremism in schools and children's services

Email counter.extremism@education.gov.uk

Telephone 020 7340 7264

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact our helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Types of abuse:

There are four main types of abuse of children.

- **Physical abuse** - physical harm or injury
- **Sexual abuse** - forcing or enticing participation in sexual activities (regardless of whether or not the child or young person is aware of what is happening)
- **Neglect** - persistent failure to meet basic physical and/or psychological needs, likely to result in serious impairment of health or development
- **Emotional abuse** - persistent emotional maltreatment to cause severe and persistent adverse effects on emotional development.

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship.

- But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.
- It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.
- Domestic abuse can seriously harm children and young people.
- Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Child Sexual Exploitation (CSE)

- CSE is illegal activity by people who have some form of power and control over children and use it to sexually abuse them.
- It involves forcing or enticing a child (under the age of 18) to take part in sexual activities whether or not the child is aware of what is happening, including exploitative situations, contexts and relationships where children (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.
- CSE can be a form of organised or complex abuse, involving a number of abusers and/or a number of children.
- CSE can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain.

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- In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Honour Based Abuse (HBA), including Female Genital Mutilation (FGM) and Forced Marriage

- Honour Based Abuse (HBA) is violence and abuse in the name of honour, covering a variety of behaviours (including crimes), mainly but not exclusively against females, where the person is being punished by their family and/or community for a perceived transgression against the 'honour' of the family or community, or is required to undergo certain activities or procedures in 'honour' of the family.
- Female Genital Mutilation (FGM) is a collective term for illegal procedures which include the removal of part/all external female genitalia for cultural or other nontherapeutic reasons. The practice is not required by any religion. It is painful, medically unnecessary and has serious health consequences at the time it is carried out and in later life. The procedure is typically performed on girls of any age, but is also performed on new born girls and on young women before marriage/pregnancy. A number of girls die as a direct result of the procedure, from blood loss or infection. FGM may be practised illegally by doctors or traditional health workers in the UK, or girls may be taken abroad for the operation.
- A Forced Marriage (FM) "is a marriage conducted without the valid consent of both parties, where duress is a factor" ('A Choice by Right' HM Government 2000).

Fabricated or Induced Illness in children

Fabricated or Induced Illness by carers (FII) can cause significant harm to children. FII involves a well child presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality, and suffering harm as a consequence.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- Fabrication of signs and symptoms. This may include fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids.
- This may also include falsification of letters and documents;
- Induction of illness by a variety of means.

Preschool Attendance

As part of the preschool daily routine we hold attendance registers and note reasons for children's absences. If we have concerns about a child's absence with regard to safeguarding issues then we would follow our procedures for recording and reporting.

Intruder Procedure

All practitioners and parent/carers must be aware of the procedures to take in the event of an intruder being identified on the premises. All practitioners must be aware that it is their

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priority to maintain the safety of the child/ren in their care as well as their own safety and to protect the setting's environment. (Please see our Visitor and Intruder Policy)

The following procedures and documentation in relation to this policy are:

Preschool Policies

- Health & Safety
- Risk Assessment
- Child going missing
- Whistleblowing
- Staff Code of Conduct
- Visitor and Intruder Policy

The legal framework for this work is:

Primary legislation

The Children Act 1989 - s47

The Protection of Children Act 1999

Data Protection Act 1998

The Children Act 2004, 2006 (Every Child Matters)

Safeguarding Vulnerable Groups Act 2006

The Children (NI) Order

The Children (Scotland) Order

Secondary Legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Rehabilitation of Offenders Act 1974

Protection of Freedoms Act 2012

Equalities Act (2010)

Data Protection (1998) Non Statutory Guidance

Guidance

Prevent Duty 2015

Working Together to Safeguard Children (revised 2006, 2012, 2015, 2018, 2019)

Keeping children safe in Education 2015

What to do if you are worried a child is being abused 2015

The Framework for the Assessment of children in Need and Their Families (2000)

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MONTESSORI NURSERIES AND PRE-SCHOOLS

The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)

Statutory Guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)

Independent Safeguarding Authority: www.isa.homeoffice.gov.uk

Inspecting Safeguarding in Early Years, Education and Skill Settings (2016, 2018)

Statutory Framework for the Early Years Foundation Stage 2017

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

SET Child Protection procedures 2015, update 2019

<http://www.escb.co.uk/>

Policies and Procedures

Update Sept 06, Sept 07, Feb 09, Nov 10, Oct 11, Oct 13, Dec 14, Sept 15, Oct 15, Mar 16, Oct 16, Sept 18, March 19, June 19

