



Biting Policy

The Statutory Framework for the Early Years Foundation Stage Managing behavior

3.52. Providers are responsible for managing children's behavior in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention⁵⁰ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behavior if absolutely necessary.

Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

1. Policy statement;

Golden Apples believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behavior and when they know how they are expected to behave in our setting and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

This policy is written in conjunction with our Achieving positive behavior policy, Extreme behavior policy, statutory Framework and the EYFS requirements. This should be read alongside it.





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2. EYFS Overarching Principles

A unique child	Positive relationship	Enabling environments	Learning and development
<p>Support babies and children to develop a positive sense of their own identity and culture. Identify and needs of support</p>	<p>Understand and observe each child's development and learning, assess progress, plan for next steps.</p> <p>Support babies and children to develop a positive sense of their own identity and culture.</p> <p>Value and respect all children and families equally.</p>	<p>Understand and observe each child's development and learning, assess progress, plan for next steps.</p> <p>Value and respect all children and families equally.</p>	<p>Children develop and Learn in different ways. The framework covers the education and care of all children in early years provisions, including children with special needs and disabilities.</p>





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3. Procedures

- 3.1. We aim to provide an environment in which there is acceptable behavior and where children learn to respect themselves, other people and their environment.
- 3.2. All staff is made aware that some children may bite for a variety of reasons such as anger, frustration, tiredness, and changes in routine or home arrangements.
- 3.3. Staff understand that children do not bite maliciously.
- 3.4. Staff are made aware of safeguarding issues and confidentiality issues surrounding biting.
- 3.5. Should a biting incident occur the child who has bitten is given 'time out' which involves providing the child a space away from the situation to calm down and regain control of their emotions. This will be carried out with the support of a staff member and where possible the child's key person.
- 3.6. Once the child is calm and in control of their emotions the staff member will then explain to the child, at an appropriate level for the child's age and stage, what and why their behavior was unacceptable. 'That was not kind' 'you have hurt xxxx with your teeth' 'we do not use our teeth to bite our friends'.
- 3.7. During this time a separate staff member will focus their attention onto the bitten child. A cold compress will be given if necessary and lots of cuddles and attention given.
- 3.8. If someone was hurt during the incident a staff member will help to encourage and support the child to apologise in a manner appropriate for the child's age and stage before returning to play.
- 3.9. An accident form will be completed for the child who was bitten and an incident form for the child who bit, detailing what happened, what action was taken and by whom and witnesses to the incident. This will be then brought to the attention of the manager or deputy manager in their absence.





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- 3.10. For confidentiality purposes we will not reveal the name of either child to either set of parents. Where a parent requests the child's name it is important to explain that we are not at liberty to discuss any child but their own. At Golden Apples we understand how upsetting a biting incident can be for both parents, however we follow strict confidentiality guidelines and ultimately safeguarding and confidentiality procedures will always be adhered to.
- 3.11. Both sets of parents are informed separately on the same day of the incident and are required to sign the accident/incident form as proof that they have been informed of the incident that occurred
- 3.12. We understand that a biting incident can be distressing for both sets of parents, and practitioners are sensitive to these emotions. Strategies may be offered to prevent future incidents to support children at home.
- 3.13. We only use physical restraint, such as holding, to prevent physical injury to themselves, other children or adults and/or serious damage to property. Details of such an event are brought to the attention of the Manager or deputy manager in their absence and are recorded on a physical intervention form detailing what happened, what action was taken and by whom, and the names of witnesses. Parents are informed on the same day and sign the form to indicate that he/she has been informed
- 3.14. We require all staff and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development.
- 3.15. We do not shout or raise our voices in a threatening way to respond to children's biting
- 3.16. We familiarise new staff members to the setting with our policies and procedures related to achieving positive behavior including our procedure for dealing with biting incidents during the induction period.
- 3.17. We expect all members of the setting – children, parents, staff and students to adhere to our policy therefore offering a consistent approach for the child.
- 3.18. We work in partnership with children's parents. Parents are regularly informed about their child's behavior by their key person.
- 3.19. If a reoccurring incident arises we will use our ABC forms to track any triggers and monitor and refer to our extreme behavior policy.





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- 3.20. We work with parents to address recurring unacceptable behavior, using consistent methods for dealing with the incidents, objective observation records help us to understand the cause and to decide jointly how to respond appropriately.
- 3.21. We ensure that parents of persistent biters are responding to the behavior in the same way as we do in nursery to form a consistent approach.
- 3.22. We follow the EYFS framework welfare requirements.
- 3.23. We ensure all staff are trained on appropriate strategies to prevent biting.

Further Guidance

- Childcare Act 2006
- Statutory guidance for the Early Years Foundation Stage

Golden Apples Policy

- Achieving Positive Behavior Policy
- Extreme Behavior Policy





Extreme behavior Policy

Statutory Framework for the Early Years Foundation Stage: Section 3 The Safeguarding and Welfare Requirement: Managing behavior

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Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention⁵⁰ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behavior if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

1. Policy statement

Golden Apples ensures inclusive care and education of children, and are committed to working in partnership with parents and carers to support parents. However, there are certain types of behavior which must be addressed not to compromise the care we deliver.

Our positive behavior policy outlines how we deal with children's negative actions and promote positive behavior on a day to day basis.

Our biting policy (which should be read in addition to the positive behavior policy) outlines how we deal specifically with Biting.

This policy states how we resolve bigger problems such as ongoing aggressive behavior, biting or other physical violence.





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2. EYFS Overarching Principles

A unique child	Positive relationship	Enabling environments	Learning and development
Understand and observe each child's development and learning, assess progress, plan for next steps.	Warm and loving, and foster a sense of belonging.	Value all people & learning	Children develop and Learn in different ways.
Support babies and children to develop a positive sense of their own identity and culture.	Sensitive and responsive to the child's needs, feelings and interests.	Stimulating resources, relevant to all children's cultures and communities.	The framework covers the education and care of all children in early years provisions, including children with special needs and disabilities
Identify and needs of Support	Supportive and responsive to the child's own efforts and independence	Rich Learning opportunities through play and playful teaching.	
Keep children safe	Consistent in setting clear boundaries	Support for children to take risks and explore	
Value and respect all children and families equally.	Stimulating		
	Built on key person relationships in early years.		





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3. Procedures

- 3.1. Once negative behavior is identified, staff will follow steps to resolve this as set out in our Positive behavior policy, this includes using ABC observations, Tracking and time sampling observations to identify triggers and monitor this behavior.
- 3.2. All negative behavior such as biting, kicking, punching, pushing will be logged on Incident forms. Both sets of parents will be informed of the incident and asked to sign the incidents forms in order that they are made aware that their child has been involved in, or been the victim of negative behavior.
- 3.3. For confidentiality purposes we will not reveal the name of either child to either set of parents. Please do not ask us to do so.
- 3.4. All incidents forms are monitored by the Nursery Manager.
- 3.5. Once a concern has been raised due to ongoing negative behavior the child's key person will seek advice from their line manager.
- 3.6. Incident forms are audited monthly. This audit should be used to monitor whether there is a pattern with any particular incidents; the times they occur, the key worker who is supporting the children or the area that it occurred.
- 3.7. If correlation is found, appropriate action is taken i.e.: If a child is found to get aggressive before sleep time, put the child to sleep earlier. If a child's biting occurs regularly during free play then plan more structure activities for the child throughout the day, or bring an extra member of staff in as extra supervision throughout these times so a staff shadow can be used.
- 3.8. Parents will be made aware that we are monitoring their child's behavior and kept informed of progress through a meeting.
- 3.9. If no correlation is found, or steps to resolve behavior fails, a meeting will be held with the child's parents to discuss further techniques.
- 3.10. A set time period will be set to work on these techniques discussed in the meeting with parents.





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- 3.11. Should this fail, parents will be asked for their permission to contact an appropriate professional to offer the nursery and the parents advise for example: Health professionals, Area SENCO, Behavioral psychologists etc.
- 3.12. A meeting will be arranged for the professional to visit the nursery. Usually the professional will want to observe the child in their base room with the child interacting with staff and other children.
- 3.13. Professionals will offer advice and further strategies to be used by both the nursery staff and parents.
- 3.14. Strategies given a time period appropriate to the child and behavior and implemented by staff and parents to make sure child receives a consistent approach.
- 3.15. If strategies are successful then continue monitoring child on a regular basis.
- 3.16. If strategies do not work, a meeting is requested with parents. At the meeting concerns will be discussed and techniques that have been implemented.
- 3.17. Extreme behavior is very difficult to manage and often requires one to one care. Our last option would be to arrange one to one care for the child in the nursery setting. This obviously will have financial implications for the parents, but as a nursery we will do everything we can to be inclusive.
- 3.18. The one to one care should continue for no more than 4 weeks but this can be shorter depending on the individual case. Where funding can be implemented it may be deemed beneficial to continue 1-1 care for an extended period.
- 3.19. All staff recognise that children develop at different rates and small achievements are celebrated.
- 3.20. If the behavior continues, the child will be withdrawn from the nursery for a short period until the negative behavior subsides. We would then hope to reintroduce the child to the nursery gradually and continue monitoring their behavior indefinitely.





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3.21. Parents will be kept informed and involved throughout the whole process.

4. We hope that this policy and the steps in it will only be used in extreme circumstances. Children all go through a stage of negative behavior. It is distressing for parents and we hope to resolve issues immediately. Only very serious cases will require observation by professionals.
5. We reserve the right to terminate a child's place at nursery should we feel that their extreme behavior poses an immediate threat to the rest of the children and staff in the nursery or we feel that parents are not co-operating with our policy. This will be implemented only after all alternative avenues have been taken.
6. The health and safety of the children and staff in our nursery remains our highest priority.
7. Should a parent be concerned about their child's behavior, we are always willing to discuss and offer suggestions or where you may find alternative help.

Further Guidance

- Childcare Act 2006, Statutory guidance for the Early Years Foundation Stage
- The Equality Act 2006, Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976, Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986, Children Act 1989, 2004, Special Educational Needs and Disability Act 2001

Golden Apples Policies and Procedures

- Valuing Diversity and Promoting Equality Policy
- Achieving Positive Behavior Policy
- Biting Policy





CHILD PROTECTION- SAFEGUARDING CHILDREN

Child protection

This includes the overall summary for safeguarding and child protection, intimate and safe care, whistleblowing, allegations against staff, Prevent Duty, online safety, human trafficking and modern slavery, domestic abuse, use of mobile phones and other electronic devices and social networking policy.

This policy includes the referral process with named individuals who are responsible for reporting concerns and contact details of the local children's social care team and Local Authority Designated Lead (LADO) to report concerns.

EYFS: 3.4-3.18, 3.19, 3.21, 3.22

INTRODUCTION

At Golden Apples Day Nursery, we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development.

In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information).

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children





Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working together to safeguard children 2018
- Keeping children safe in education 2018
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

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

(Definition taken from the HM Government document 'Working together to safeguard children 2018').

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help that they need
- Share information with other agencies as appropriate.

All Golden Apples employees are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behavior which may indicate abuse.





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Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Golden Apples aims to:

- Keep the child at the center of all we do
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including through annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the **Suffolk County Council**.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the **Suffolk County Council**

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Contact telephone numbers

The MASH Consultation Line on **0345 606 1499**

SCC Designated Officer (LADO)- **03001232044**

Direct - **01473263112** NSPCC- **080002802855**(whistle blowing in the workplace)

Ofsted **0300 123 1231**, Non-emergency police **101**, extremism concerns **020 7340 7264**





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SAFEGUARDING CHILDREN- PART TWO

ABUSE

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

What to do if you're worried a child is being abused (advice for practitioners) 2015.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

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

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

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

Peer on peer abuse

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.





Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the designated safeguarding lead (DSL) and/or nursery manager.

Female genital mutilation

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community¹. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Breast Ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

Fabricated illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf





Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing the procedure below will be followed:

Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the nursery manager or DSL
- The matter will be referred to the local authority children's social care team (see reporting procedures).

Child sexual exploitation (CSE)

Working Together to Safeguard Children defines CSE as "...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to





receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Domestic Abuse / Honour Based Violence / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Reporting Procedures

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded and the parent will have access to these records on request
- If there are queries/concerns regarding the injury/information given then the following procedures will take place:

The designated safeguarding lead will:

- Contact the local authority children's social care team to report concerns and seek advice (if it is believed a child is in immediate danger we will contact the police)
- Inform Ofsted
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken,





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Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children's social care team or the NSPCC and report their concerns anonymously.

These contact numbers are displayed **in the main safeguarding procedure**

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the *manager/*DSL/*supervisor, dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

Informing parents

Parents are normally the first point of contact. 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 authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority.





Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Allegations against adults working or volunteering with children

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the *owner/*registered person/*DSL/*deputy manager instead.

The Local Authority Designated Officer (LADO) and Ofsted will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the LADO and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The nursery reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.





Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within the hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded.

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

Looked after children

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's social care team and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.





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We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during all opening hours of the setting.

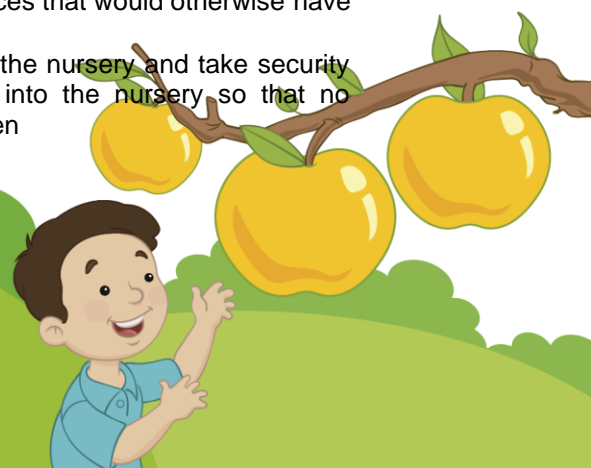
These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL's liaise with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

Although, under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to ensure cover at all times, we have two designated leads in place, and the room leaders are in the training process to provide backup where unseen circumstances could potentially mean both DSL's are off at the same time. This enables safeguarding to stay high on our priorities at all times. There will always be at least one designated lead on duty at all times our provision is open. This will ensure that prompt action can be taken if concerns are raised.

The Designated Safeguarding Leads (DSL) at the nursery are:

- Golden Apples provides adequate and appropriate staffing resources to meet the needs of all children
- Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks 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 give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children
- This information is also stated within every member of staff's contract
- We use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, 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 nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children





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- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Online Safety.

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for details on this.

Human Trafficking and Slavery

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.





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Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the *nursery manager/*owner/DSL/*registered person at the earliest opportunity.

