

Updated November 2023

Warwickshire County Council

Early Years Adviser Team

Framework for developing a Safeguarding and Child Protection policy (Private, Voluntary and Independent Early Years and Childcare providers)

Introduction

This framework has been created to support providers (childminders, leaders, managers, owners, proprietors, committee members, and trustees) to develop or review their setting's safeguarding policy and procedures. It is not a policy per se, rather it is an overview of good practice and key information. Providers are free to use all or parts of this document, however the wording may need to be amended to suit the context or policy style of the individual setting. The framework provides links to legislation and guidance; should they wish to do so, providers can source further information to incorporate into the policy and procedures. Key points for consideration are highlighted in **yellow** throughout the document.

Context

Providers have a duty to safeguard and promote the welfare of **all** children in the setting. In order to do this it is necessary to work in partnership with parents and carers, and with other organisations where appropriate to identify any concerns about a child's welfare and take action to address them.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children who are identified as suffering or likely to suffer harm. Safeguarding includes child protection procedures which detail how to respond to concerns about a child. Safeguarding is **everyone's** responsibility.

All providers who are registered on the **Early Years and Childcare Registers** must have and implement a policy, and procedures to safeguard children. It is for the provider to determine whether child protection and other aspects of safeguarding are including under an 'umbrella' **safeguarding policy** or located separately, however it is important to maintain the 'wholeness' of safeguarding in order to ensure children's safety and welfare.

Note: The word provider has been used throughout this framework for ease of use. It should be taken to mean 'childminder' 'leader' 'manager'. The word 'staff' has been used to reflect assistants in a childminding situation as well as staff in a group setting.

Section 1: Getting started

Any policy and its accompanying procedures should be of a manageable length and as far as possible written in plain English so that it is readily understood and can be communicated by those who are expected to follow, and put it into practice, as well as by parents, carers and other professionals or visitors to the setting.

It can be helpful to clarify the difference between **policy** and **procedures**.

A policy gives an overview of the provider's standpoint or position on an aspect of the provision. **Procedures** give the provider (and any employees) directions on how to implement the policy.

A policy:

- sets out an explanation of why it exists
- describes who it applies to
- shows how the 'rule' or process is enforced
- provides guidelines for action

Procedures:

- identify specific actions
- provide an explanation of "what, when and how" to take actions
- describe alternative ways of taking action
- describe arrangements for 'emergency' or exception to the 'rule' situations

Section 2: Structuring the policy

1. Policy statement

Include here your mission statement or outline the vision and values (what it is that is unique about your setting and what you provide)

2. Aims of the policy:

- to ensure that children have their needs met; that they are kept safe and well and protected from harm.
- to ensure that **I/We** meet all of the statutory requirements in relation to safeguarding and child protection

3. Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of safeguarding and means:

- identifying children who are suffering or likely to suffer harm.
- responding to concerns about a child.

4. Safeguarding statement:

- duty to safeguard and promote the welfare of **all** children in the setting
 - responsibility to work in partnership with parents and carers, and with other organisations where appropriate to identify any concerns about a child's welfare and take action to address them.
 - safeguarding is **everyone's** responsibility.
 - all adults working together to safeguard and promote the welfare of children.
 - committed to building a 'culture of safety' in which children are valued and respected and protected from abuse and harm.
 - create an open safeguarding culture by ensuring that the 'voice' of the child is captured.
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- ✓ All children are listened to
 - ✓ All children are valued and respected
 - ✓ All children are supported to participate in decisions that affect them
 - ✓ The child's wishes or feelings are considered when deciding what action to take and what services to provide.
- safeguarding, and promoting the welfare of children is an integral part of everything **I/We** do in the setting.

5. Who the policy applies to:

- childminder
- any assistants, all staff in the setting; volunteers, other professionals visiting the setting
- the registered provider and any committee members, trustees, or governors.

6. Policy principles:

- Safeguarding is everyone's responsibility
- The settings has a duty to safeguard and promote the welfare of children
- All staff have an equal responsibility to act on concerns or disclosures that may suggest a child is at risk of harm at home, in the community or in the setting.
- **I/We** will maintain an attitude of '**It could happen here**' where safeguarding is concerned.
- **I/We** will take action to keep children safe from harm and protect them
- **I/We** will work in partnership with other agencies and other professionals to keep children safe from harm and protect them
- **I/We** will always act in the best interests of the child

ADD/AMEND AS APPROPRIATE TO YOUR SETTING

7. How the policy will be shared

- given to staff at induction
- in meetings
- on the safeguarding noticeboard
- on the setting website/Facebook/WhatsApp
- copy given to parents/carers

8. How the provider will ensure the policy is understood

- all committee members, trustees, governors, staff and volunteers are required to read it and confirm they have done so in writing.
- The DSL and the provider will test it out – **what would I/We do if...?**

9. Overall responsibility for ensuring the policy is implemented

Note to childminders – in a childminding setting, the childminder is the designated safeguarding lead

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

The role of the designated safeguarding lead:

- take the lead on safeguarding
- support colleagues re: safeguarding responsibilities
- work in partnership with other agencies
- listen to staff who have concerns and act on these as appropriate
- make a request for support/referral to Children's Services if appropriate (but ... any member of staff can make a request/referral)
- attend safeguarding meetings with other agencies and produce a report that provides information about the child and any concerns or progress to date.

The designated safeguarding lead or a deputy must be available/contactable at all times when the setting is in operation.

State who the designated safeguarding lead and any deputy designated safeguarding lead (s) is/are

10. The Key Person

Note: in a solo childminding setting the childminder is the key person; where a childminder employs assistants the assistants may also take on a key person role.

Every child in the setting must be allocated a **key person**.

The role of the key person

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

11. British Values

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

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs

This means **I/We** teach children to

- be kind, helpful and respectful of others;
- compromise and be tolerant of others;
- understand that others have different views and live different lives;
- listen to and respect others.

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

12. Partnership with parents

- State the setting's commitment to working in partnership with parents.
- **I/We** will discuss any concerns about a child with parents/carers unless to do so would place the child at risk of further harm

13. Relationship to other policies and procedures in the setting

The safeguarding policy and procedures should be read alongside the following policies and procedures (**LIST AS APPROPRIATE** – suggestions below)

- complaints
- staff code of conduct
- behaviour
- emergency evacuation in the event of a fire, flood or other situation
- children missing from early education

14. Signing off and reviewing the policy

State when the policy was adopted (date), and ensure it is signed on behalf of the setting and include a date for review. State when it will be reviewed:

- This policy will be reviewed at least annually or in response to an incident, new legislation or guidance.

Further information and guidance to support policy development and review

Key Legislation underpinning the Safeguarding and Child Protection policy and procedures (see end of document for more)

This is a brief overview – providers may wish to add more detail or include weblinks to further information.

Children Act 1989

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

Children Act 2004

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

Childcare Act 2006

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

Children and Social Work Act 2017

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

Statutory Guidance

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

Statutory Framework for the early years foundation stage (Early Years Register providers)

The framework sets out the standards that school and childcare providers must meet for the learning, development and care of children from birth to 5. Providers must meet the requirements as set out in the framework.

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

Working Together to Safeguard Children

Statutory guidance on inter-agency working to safeguard and promote the welfare of children.

Chapter 2 sets out the responsibilities of organisations working with children, and how early years and childcare providers must work with other professionals and agencies to keep children safe from harm <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Safeguarding Warwickshire Partnership

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

The partnership has agreed inter-agency procedures which are followed by all agencies working with children including early years providers and schools. Providers should follow the inter-agency procedures set out here:

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

Supplementary guidance

Keeping children safe in education

This statutory guidance is for schools and colleges, however it would be useful for early years and childcare providers to refer to when developing policy and procedures. Reference to **Section 3**: Safer recruitment, and **Annexe A**: Further Safeguarding Information will be of particular relevance to providers.

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

The Early Years and Childcare Registers

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

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

The Early Years Register

- For providers caring for children aged from birth to 31 August after their fifth birthday.
- Providers need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements of the Early Years Foundation Stage. <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Childcare Register: there are two parts to the register

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

Providers who join must meet the register requirements

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

The Ofsted compliance handbook sets out the requirements for both registers.

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

Section 3: Procedures

This section includes an overview of what providers should or must do and some questions/suggestions for consideration (highlighted in yellow)

1. Recruitment of Staff: Childminders who employ assistants and early years and childcare providers who employ staff

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

Statutory Framework for the early years foundation stage Section 3: 3.9

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

How will this be achieved in the provision?

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

Recruitment processes must include:

- reference checks
- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check if applicable
- a check of professional qualifications
- a check to establish the person's right to work in the United Kingdom
- completion of a childcare disqualification disclosure form
- documentation is checked for authenticity and signed off by the recruitment panel or the childminder
- written confirmation is obtained from any supply agencies used that the appropriate checks have been carried out and are satisfactory

Disclosure and Barring Update Service

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

Disqualification from working with children

Statutory Framework for the early years foundation stage Section3: 3.14

- A provider or a childcare worker may be disqualified from registration. In the event of the disqualification of a provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children

- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

How is this done in the provision? E.g.: The provider requests this information on an annual basis, however staff are expected to disclose such information to the manager or childminder without delay.

Safeguarding Vulnerable Groups Act 2006

The Act includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm. **What systems are in place to ensure this is done in the setting? Providers might also seek advice from LADO (see Sharing concerns about a child with Warwickshire Children's Services)**

Providers should refer to:

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

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

2. Supervision: childminders who employ assistants and early years and childcare providers who employ staff

Statutory Framework for the early years foundation stage Section 3: 3.22

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Recommendations for effective supervision

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

How does supervision happen in the setting? Examples:

All practitioners in the setting have formal supervision sessions with a senior member of staff (or the childminder). These sessions are held once per month

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

3. Designated Safeguarding Lead(s) DSL

The setting has a named DSL who takes the lead on safeguarding and has overall responsibility for all aspects of safeguarding and welfare. The setting also has deputy safeguarding lead DDSL(s) trained to the same level as the DSL – in a childminding situation this could be an assistant.

The DSL:

- is a member of the setting's senior leadership team
- has relevant training and up to date knowledge to fulfil the roles and responsibilities of the position.
- has access to supervision which enables them to discuss any issues including child protection concerns, identify solutions, and receive coaching and mentoring as appropriate.
- provides support for colleagues to ensure that they understand their safeguarding responsibilities
- listens to staff who have concerns and acts on these as appropriate
- works in partnership with other agencies
- takes the lead in making a request for support/referral to MASH
- the DSL safeguarding lead or a deputy is available or contactable at all times when the setting is in operation.
- the DSL attends group training and this is updated every two years.
- the DSL provides supervision for the DDSL(s)

How does the DSL keep their knowledge up to date? What opportunities are there for the DSL to support colleagues to understand effective safeguarding practice? When/how are updates shared?

4. Safeguarding Training

Safeguarding and child protection training

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

How is staff understanding checked? How often is training held? What forms does training take in the setting – face to face/online/reading/research? Etc How is the impact of training evaluated?

5. Recognising signs of Child Abuse

To ensure that children are protected from harm, **I/we** need to understand what types of behaviour constitute abuse and neglect. The designated safeguarding lead will ensure all staff understand their responsibilities in being alert to indicators of abuse, and their responsibility for referring any concerns to the designated safeguarding lead.

Staff are trained to be alert to signs and/or indicators of abuse and neglect which may include:

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

Physical Abuse

- Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6. Additional vulnerabilities

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

- Babies under the age of one year
- Looked after children
- Children with special educational needs and/or disabilities

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

Children in Care (CIC) and Previously Children in Care (PCIC)

A child in care is a child who is cared for by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours. There are a number of reasons why children and young people enter care:

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

The named person for children in care takes a lead in liaising with statutory and other agencies involved with the child.

Note: In a childminding situation – the childminder is the lead

Include the name of the member of staff responsible for children in care (CIC)

Children with special educational needs and/or disabilities

Staff understand the additional vulnerabilities that may affect children with special educational needs and/or disabilities.

Children with special educational needs/disabilities can be particularly vulnerable to abuse due to the often complex nature of their needs which mean:

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

The setting works in partnership with parents and other agencies to ensure that children's needs are identified and met.

Health care plans are in place where necessary and staff are provided with any training necessary to implement the plan.

The setting has a lead person who takes responsibility for ensuring that children with special educational needs and/or disabilities have their needs identified and met. This person is the Special Educational Needs and Disabilities Co-ordination (SENCo or SENDCo).

Note: In a childminding situation the childminder is the SENCo.

Include the name of the member of staff responsible for special educational needs and/or disabilities

7. Children missing from early education settings (CMEE)

Nationally there have been a number of serious case reviews following the deaths of very young children (**Appendix 4**) who have attended an early years setting and subsequently 'gone missing'. The outcomes from these serious case reviews stress the importance of recognising when a child might be at risk and of taking prompt action.

The setting

- records children's attendance daily, along with the reason given for any absence
- monitors attendance and looks for any patterns of absence that may indicate there is a need for support for the child and family
- ensures that we have up to date contact details for parents/carers including:
 - personal mobile number and email address
 - employment or training contact number and email address if available
 - at least one emergency contact number in addition to the above and more contacts if possible
- requests that parents/carers inform the setting if the child is going to be absent
- reminds parents/carers from time to time that they need to inform the setting of any change to their contact information

I/We will follow the steps set out in the **Warwickshire County Council CMEE guidance** in the event that the child's absence is unexplained and are unable to ascertain that the child is safe and well [child-missing-from-early-education](#)

I/We will submit a CMEE referral form to Warwickshire Early Years Adviser Team if having followed the necessary steps the child is still missing from early education in my setting.

8. Other Safeguarding Issues

- There are a range of other safeguarding issues of which **I/We** need to be aware.
- **I/We** refer to information in Appendix A/B: Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

9. Vulnerable adults

- As a setting we are also aware that some adults are vulnerable and need protecting from harm in the same way that children do.
- A vulnerable adult is described as a person aged 18 years or over, who is in receipt of or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.
- If we have a concern that an adult known to the setting is vulnerable, we will contact:

Warwickshire Adult Social Care: 01926 412080

10. Disclosures made by children

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

When dealing with disclosures staff **must**:

- take the disclosure seriously no matter how small it may seem
- listen to children
- act on the disclosure

When dealing with disclosures staff **must not**:

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

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

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

https://www.safeguardingwarwickshire.co.uk/images/downloads/ID10827-WCC20034_Spectrum_Of_Support_Brochure_V7.pdf

What training and support do staff have to help them record concerns effectively

11. Recording Concerns

I/We use Warwickshire County Council's pro forma: **Logging A Concern About A Child's Safety and Welfare (Form C)** also known as the '**Green form**'. The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early help. <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/education-safeguarding-service-taking-care-scheme/record-keeping>

Staff must:

- record exactly what was heard or seen, including where the disclosure was made and what the child was doing at the time.
- keep the account factual without expressing an opinion about the disclosure.

- record what the child said (if appropriate) using the exact words that the child used or describe what it was that the child did that raised a concern
- ensure they complete in full; missing or incorrect information such as incorrect date of birth for the child or not recording the date and time of the disclosure can delay access to help for the child. This is really important as information from a concerns or incident record will be used to support any referrals to Children's Services
- sign and date the record and pass on to the designated safeguarding lead without delay
- keep the information confidential and share on a 'need to know' basis only

How do you ensure staff understand and follow this process? What will happen if the don't follow procedures – implications for the child?

12. Sharing concerns with parents

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

What systems have you put in place to ensure that parents understand what this means? How do you communicate wider safeguarding matters to parents? You might have a safeguarding board but do parents read and understand it?

13. Sharing concerns with the designated safeguarding lead

- Staff are trained to share any concerns about a child's safety and well-being with the designated safeguarding lead or a deputy.
- Staff know that they can contact **Warwickshire Children and Families Front Door** directly if they have concerns about a child and feel these have not been addressed correctly within the setting.

Telephone Number: **01926 414144** and includes options for FIS (Option 1), EH Support Line (Option 2) and Safeguarding (Option 3)

Email address: TriageHub@Warwickshire.gov.uk (The previous MASH email address continues to be monitored and will be phased out over time)

14. Confidentiality and information sharing

I/We follow the advice given in the government publication:

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Many professionals are wary about sharing information and are concerned about breaching the **Data Protection Act 2018** and the **General Data Protection Regulations (GDPR) 2018**.

GDPR should not be a barrier to keeping children safe. Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Practitioners are expected to balance the risk of sharing with the risk of not sharing. **Are you registered with the ICO? Do you/staff understand GDPR? What training have you/staff accessed**

Child protection records form a part of a child's record, which parents ordinarily have a right to see.

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

15. Early Help in Warwickshire

'Early Help' refers to all the support available to children, young people and families before formal intervention. All children, young people and families in Warwickshire are entitled to receive Early Help. It means any signposting, guidance, support or service is offered as soon as a problem starts to emerge, or when it is very likely that a problem will begin to emerge. This is not additional responsibility but an essential part of the 'day job' for all people working with children and families.

Early Help posters and information for parents are displayed or available (**INSERT where**).
www.warwickshire.gov.uk/children-families/early-help-warwickshire/1

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

How much do you or staff know about Early Help? What training has been accessed? Do you know how to signpost parents/families to Early Help services if necessary?

16. Sharing concerns about a child with Warwickshire Children's Services:

- In the event that a concern about a child meets the criteria for a referral to Children's Services the designated safeguarding lead will contact Children and Families Front Door:

Children and Families Front Door : 01926 414 144
or
Out of Hours (Emergency Duty Team): 01926 886 922

- Parents and carers will be informed if a referral is to be made **unless** to do so would place the child **at risk of further harm or significant harm**
- If **I/We** decide not to seek parental permission before making a referral, the decision will be recorded in the child's confidential file with reasons, dated and signed by the designated safeguarding lead or the manager of the setting.
- Referrals are made on the Multi-agency contact form(MAC) [Multi agency contact form \(MAC\)](#)

17. Escalation and Professional disagreement

- If **I/We** feel that a concern is not being addressed or that a referral made meets the criteria for services and has not being dealt with appropriately I/we will escalate our concern.
- **I/We** will do this by following the process set out in the Warwickshire Safeguarding Partnership Escalation protocol:

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/practitioner-escalation-protocol>

What is the escalation process within your setting – who do staff go to if they feel their concerns are not being taken seriously or action being taken appropriately?

18. Allegations against staff or Persons in Positions of Trust

- **I/We** take all allegations of abuse of children by adults who work in the setting seriously and will act up these allegation in order to protect children. All concerns will be taken seriously, investigated and dealt with in confidence, on a 'need to know' basis. The setting's disciplinary process will be followed in the event of an allegation against an assistant or member of staff; the childminder, or the manager.
- **I/We** follow the **Warwickshire Safeguarding Allegations against staff or Persons in Positions of Trust** inter-agency procedure. The procedure is applied when there is an allegation or concern that a person who works with children in the setting has:
 - Behaved in a way that has harmed a child, or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child;
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Staff are trained to share their concerns with the manager and complete a 'yellow' concerns form. Parents, visitors and volunteers are also able to raise a concern about staff with the manager. The manager will inform the **Local Authority Designated Officer (LADO) within one working day.**
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/education-safeguarding-service-taking-care-scheme/record-keeping>

Referrals are made on the [Position of Trust Multi-agency referral form POT MARF](#)

- and emailed to the LADO at their direct email address lado@warwickshire.gov.uk and also contacting LADO on **01926 745376**

LADO will **advise** the setting of the **next steps** including **whether to inform** the child's parents. In some circumstances the parent may need to be informed straight away – for instance if the child has been injured and needs medical treatment.

LADO will also advise the setting regarding how much information should be disclosed to the accused person.

The **childminder/manager** is also **required to notify Ofsted** of the allegations and action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

<https://www.gov.uk/guidance/tell-ofsted-if-you-have-a-covid-19-incident-at-your-childcare-business>

- In the event that staff are concerned about the **conduct of the manager** they will share their concerns with the registered provider of the setting (proprietor/director/chair of committee etc) who will follow the procedure above and contact LADO. Where the childminder/manager is the registered provider, staff should contact LADO directly.

Would you/staff always act in the best interests of the child? Are assistants and staff confident that they can report their concerns without fear of reprisal or disciplinary consequences? Do staff understand that malicious allegations will be subject to disciplinary procedures?

19. Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Employees are protected in law from dismissal or victimisation so long as the whistleblowing was made in good faith.

In the event that a practitioner feels that they have reported concerns that have subsequently not been acted upon, or feels unable to share these concerns due to lack of confidence that they will be acted upon, fear of victimisation, or the concerns relate to a senior member of staff, the practitioner may 'blow the whistle' with an external agency such as Ofsted, LADO or the NSPCC.

Protect speak up stop harm <https://protect-advice.org.uk/>

Whistleblowing Advice Line: 020 7404 6609

Ofsted Whistleblower hotline 0300 123 3155

NSPCC Whistleblowing Helpline 0800 028 0285

Are assistants and staff confident that they can report their concerns without fear of reprisal or disciplinary consequences? Do staff understand that malicious allegations will be subject to disciplinary procedures?

20. Teaching children to keep themselves safe

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

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

How do you capture the child's 'voice'? Are children given choices which they are allowed to follow through? Do adults explain what is going to happen now and next, where, what, how etc?

21. Risk assessments

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

- Children, staff and visitors are kept safe whilst on the setting premises.

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

Are risk assessments understood and followed through? Are hazards removed or addressed as soon as they are identified?

INSERT DETAILS OF RISK ASSESSMENTS USED IN SETTING HERE

22. Paediatric First Aid training

Paediatric First Aid

- The childminder/staff are Paediatric First Aid trained staff. PFA certificates or a list of current PFA certificate holders **(DELETE AS APPROPRIATE)** are displayed in the setting for parents and carers information.
- At least one person who holds a current Paediatric first aid (PFA) certificate is on the premises and available at all times when children are present. The certificate is for a full course in line with Annex A of the Statutory Framework for the EYFS.
- A current PFA certificate holder accompanies children on outings away from the setting.
- Structures are in place to ensure that the setting meets these requirements at all times ensuring staff absences and breaks are covered.
- All newly qualified staff gain either a full PFA or an emergency PFA certificate within three months of starting employment in the setting.

What systems are in place to ensure that PFA training is kept up to date?

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

If there is a serious accident or injury to, or the death of, any child while in my/our care, I am/we are required to notify Ofsted as soon as possible and no later than 14 days after the incident.

We are also required to notify the local authority via the **Children and Families Front Door**, and to act on any advice given by them or other agencies.

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

INSERT OR DELETE HERE AS APPROPRIATE TO ARRANGEMENTS IN THE SETTING

In the setting there is:

- a dedicated mobile phone which is only used for business purposes such as contacting parents, on outings, or for emergency purposes. **If there is not a dedicated phone, state how you ensure that information stored on it is kept secure in line with GDPR**

Acceptable use of ICT

The setting has an Acceptable Use of ICT Agreement, which is signed by all staff.

- authorised users have their own individual password to access information relating to children.
- any equipment that can be used to access personal data is locked when unattended to prevent unauthorised access or data breach.

- any use of setting ICT equipment for permitted personal use is open to scrutiny, monitoring and review by the manager or DSL.
- Personal mobiles, cameras and other equipment such as I-pads and smart phones capable of taking images are not permitted to be used in the setting at any time when children are present on the premises.
- Personal devices belonging to staff are kept in (STATE WHERE) . Staff are only permitted to use such devices during breaktimes in the designated staff area, which is away from the children, or off the premises and away from children.
- Parents and visitors are informed that such devices must not be used in the setting, and staff are trained to challenge any person seen to be using a device on the premises.
- We have tablet devices which are used by the staff to record information and take photographs of the children for the children's developmental records and display purposes.
- Photographs will only be taken of children where I/we have written permission from the child's parent. I/We will ensure that all images are stored securely and password protected.

25. Online-safety

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

- **I am/We aware** of the potential risks of children having access to the internet, including cyber bullying, inappropriate distribution of images, scamming etc.
- **I am/We are** aware that children may be exposed to risks outside of the setting, and will work with parents to help raise awareness of such risks, and highlight safety features which will prevent children gaining access to inappropriate on-line content in the home.
- **I/We** signpost parents to the NSPCC website: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety
- **I/We** will do all we reasonably can to limit exposure to online risks through our IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- Children will be directed by staff to use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Children's internet use will be directly supervised by staff
- The DSL will respond to online safety concerns in line with the child protection and other associated policies.
- Disciplinary procedures will be implemented in the event that there is intentional access or distribution of inappropriate content by staff whether on their own or the setting's technological devices.

Settings should list details of how this is established and achieved on site e.g. which filtering/monitoring system or approach is in place and why these decisions have been made. The [UK Safer Internet Centre](#) has published guidance as to what "appropriate" filtering and monitoring might look like. This statement can be amended according to IT access (e.g. if only staff have access to devices and systems) and should be removed if children and staff do not have any IT access on site.

DSLs and managers may find it helpful to access UK Council for Internet Safety (UKCIS) '[Education for a Connected World Framework](#)' and DfE '[Teaching online safety in school](#)' guidance.

26. Prevent Duty

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

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

- The Prevent duty does not require **settings** to carry out unnecessary intrusion into family life but as with any other safeguarding risk, I/we must take action when we observe behaviour of concern.
- All staff have received information about the Prevent duty, and the signs and indicators to look out for when working with children and their families.
- If we have a concern that a child is vulnerable to radicalisation we will discuss the concern with the child's parents in the first instance, and follow up with a discussion with the local authority Prevent representative or a referral to the West Midlands Counter Terrorism Unit.
- I/We refer to Safeguarding Warwickshire Prevent guidance
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/prevent>
- I/We have completed the government online Prevent training or attended a training session with **(State which organisation e.g.: Warwickshire Teaching School)**
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Contact information:

LA Prevent Officer: 01926 412432

Prevent (extremism and radicalisation) line 0121 251 0214

Email: prevent@warwickshireandwestmercia.pnn.police.uk

National Counter Terrorism Security Office: 0800 789 321

Is Prevent included as part of safeguarding discussions? How is it kept on the agenda?

27. Exceptional Circumstances

The setting procedures should take into account that there may be situations which occur that are out of the ordinary. **Providers should state what action they will take should such a situation occur.**

Covid-19 is one such example – many settings have developed a Covid-19 specific policy; others have added a statement to their safeguarding policy and amended the associated procedures. Providers may wish to set out the steps they have taken so that they have a framework which can be applied to other exceptional circumstances:

- Review existing policy and procedures and amend accordingly or develop from new.
- Take account of, and act on any advice given by the local authority and government
- Review existing or develop specific risk assessments

<https://schools.warwickshire.gov.uk/coronavirus/early-years-childcare-settings-covid-19>

28. Emergency Evacuation

EYFS 3.56. Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.

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

- Identify a place of safety that you can take children to and keep them safe until the incident can be addressed or parents and carers can be contacted to collect their child.
What is available in the local area? Can you negotiate with a local school or business/service e.g. the doctor's surgery or builder's yard that you can assemble on their car park; is there a large patch of open land that you can use
- Consider what needs to be taken from the setting during the evacuation – phone, children's emergency contact details, first aid kit, emergency medication such as an epi-pen. Is the phone fully charged/have you got a means of charging it away from the setting – e.g. a battery operated charger?
- Consider who needs to be notified that you are evacuating the setting and who will do this and at what point in the evacuation – e.g. Fire service or Police
- Ensure staff are prepared for these situations – rehearse situations and allocate responsibility for specific parts of the evacuation to key members of staff.
- **Note: There may be a need for a 'personal egress' plan in place for the emergency evacuation of children with SEND – discuss this with the child's parent or carer and any other professionals involved**

29. Lockdown Situations

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

Providers should conduct a risk assessment for their premises to decide if it is suitable for lockdown – if it is not suitable you need to plan for emergency evacuation as above. (Lockdown in the setting might not be possible if the site cannot be secured and you will need to get children and staff away from the site as quickly as possible.)

The procedure should set out the course of action that needs to be taken step by step; it should identify who is responsible for what action at what stage of the process. **Who will take overall lead – who will step up if that member of staff is away from the setting?**

Consider who needs to be informed that you have locked down. In most cases you will need to contact emergency services. The lockdown procedure should outline the information that needs to be shared:

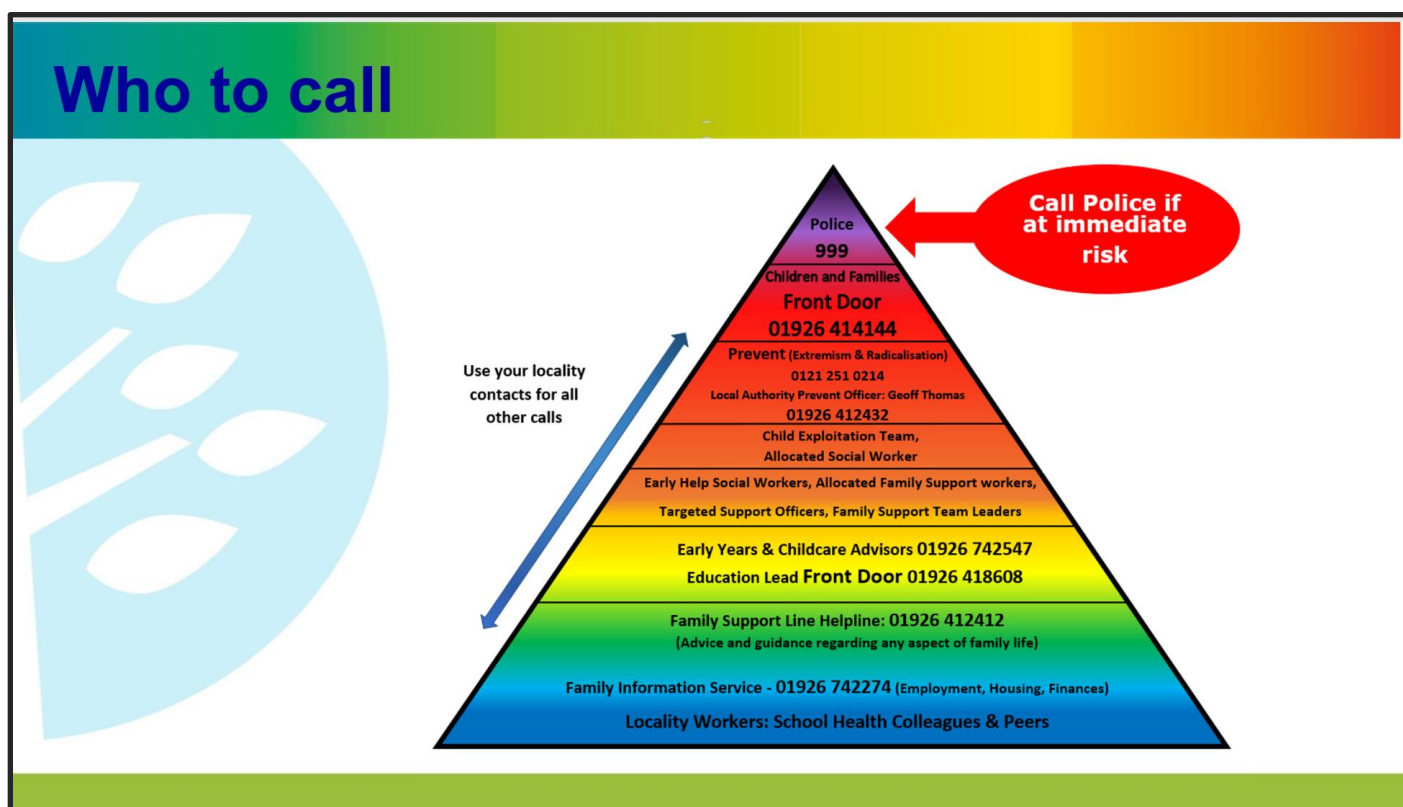
- exact location and contact details – you may need to provide an alternative phone number as it is unlikely that you can ensure the setting phone remains free at all times during lockdown. **Identify one member of staff to take responsibility for this aspect of lockdown.**
- outline of why you have locked down
- numbers of children, numbers of adults locked down and any other important information

How you are going to keep the children and staff calm during lockdown? Think about activities that can be done to keep children occupied whilst keeping them safe.

It is essential that staff comply with any instructions given by the Emergency Services.

Further information sources:

- Run, Hide, Tell
<https://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>
- Emergency planning and response
<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>



SEE BELOW FOR RELEVANT GUIDANCE

Key safeguarding and child protection legislation and supporting information	
<ul style="list-style-type: none"> • Statutory Framework for the early years foundation stage (EYFS) is mandatory for all early years providers. It sets out the standards for learning, development and care for children from birth to five. All practitioners must have regard to the safeguarding and welfare requirements set out in the framework. 	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
<ul style="list-style-type: none"> • Working together to safeguard children is statutory guidance that applies to all organisations and agencies (including early years settings) who work with children up to the age of 18 years. 	www.gov.uk/government/publications/working-together-to-secure-childrens-future
<ul style="list-style-type: none"> • Safeguarding Warwickshire Partnership provides information, advice and guidance for professionals who work with children. 	www.safeguardingwarwickshire.co.uk
<ul style="list-style-type: none"> • Warwickshire Children Missing from Early Education (CMEE) provides guidance on the process to follow when a child has an unexplained absence from the setting 	www.safeguardingwarwickshire.co.uk
<ul style="list-style-type: none"> • The Children Act 1989 provides a framework for the care and protection of children. It focuses on parental responsibility and encourages agencies to work in partnership with parents. 	www.gov.uk
<ul style="list-style-type: none"> • The Children Act 2004 supplements the 1989 Act and reinforces the message that all organisations working with children have a duty to safeguard and promote the welfare of children. 	www.gov.uk
<ul style="list-style-type: none"> • The Childcare Act 2006 sets out legal duties for local authorities around providing sufficient childcare and information for parents and families. Agencies are required to work together and integrate services. The Act introduced the Early Years and Childcare Registers and, the Statutory framework for the early years foundation stage (EYFS). 	www.gov.uk
<ul style="list-style-type: none"> • The Children and Families Act 2014 gives greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life and better access to more flexible childcare 	www.gov.uk
<ul style="list-style-type: none"> • The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening 	www.gov.uk

protection in some situations. It sets out the different ways in which it's unlawful to treat someone	
<ul style="list-style-type: none"> • Public Health England: managing cases of infectious diseases in schools and other childcare settings provides guidance on good practice in controlling the spread of disease in early years settings and schools 	https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities

Additional safeguarding and child protection guidance and supporting information:	
<ul style="list-style-type: none"> • What to do if you are worried a child is being abused: guidance for practitioners 2015 explains the signs of abuse and neglect to look out for and the action to take if you think a child is being abused or neglected 	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
<ul style="list-style-type: none"> • Information sharing advice for safeguarding practitioners provides guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers. 	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
<ul style="list-style-type: none"> • Keeping Children safe in education • This document is for schools however the information regarding specific safeguarding issues in Appendix A will be of particular use to early years and childcare providers 	Keeping children safe in education 2021.pdf
<ul style="list-style-type: none"> • Ofsted inspecting safeguarding in Early years, education and skills settings September sets out the main points that inspectors need to consider when inspecting safeguarding 	https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills
<ul style="list-style-type: none"> • Early years inspection handbook for Ofsted registered provision describes the main activities that inspectors undertake when conducting inspections of Ofsted registered early years providers. 	https://www.gov.uk/government/publications/early-years-inspection-handbook-eif
<ul style="list-style-type: none"> • Revised Prevent duty guidance: for England and Wales provides guidance on the duty in the Counter-Terrorism and Security Act 2015 	https://www.gov.uk/government/publications/prevent-duty-guidance
<ul style="list-style-type: none"> • Guide to the General Data Protection Regulation provides information about consent and guidance on protecting an individual's data 	https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/
<ul style="list-style-type: none"> • NSPCC website has a wide range of information including Core Info leaflets and videos that can be used to support safeguarding in settings 	www.nspcc.org.uk
<ul style="list-style-type: none"> • Safer food, better business the Food Standards Agency provides information on maintaining a safe food handling environment 	www.food.gov.uk/business-guidance/safer-food-better-business

