

SAFEGUARDING AND CHILD PROTECTION POLICY FOR NEW CITY NURSERY



Title	Safeguarding and Child Protection Policy for New City Nursery
Reviewed / Updated by:	
Document Owner:	Susan Clark
Date Approved:	June 2025
To be reviewed:	June 2026
Approval committee:	SMT
Publication:	Intranet x
	VLE x
	Website x

Contents

1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse / specific safeguarding issues
5	Children potentially at greater risk of harm
6	Procedures
7	Working with other partners to keep children safe
8	Training
9	Information sharing and confidentiality
10	Child protection records
11	Allegations about members of the workforce
12	Supporting and understanding children's behaviour and physical intervention and use of reasonable force
13	Whistleblowing
14	Online safety
15	Cameras and other electronic devices with imaging and sharing capabilities are used in the setting
16	Attendance
17	Safety
18	Parents' & carers' responsibilities
19	Complaints
Appendix A	Flow chart
Appendix B	Important Contacts
Appendix C	NCC - Low Level Concern Flow Chart

1. Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Statutory Framework for Early Years Foundation Stage (DfE, 2024)

This policy forms part of the safeguarding arrangements for our setting. All parents and carers are asked to read this document carefully, prior to a child being placed and should be read in conjunction with the following:

- [Statutory framework for the early years foundation stage](#) (DfE, 2024);
- All our other nursery policies
- All New City College policies (these can be found on the NCC website)
- New City College Safeguarding, Child Protection and Prevent Policy [NCC-Safeguarding-Policy-24-25.pdf](#)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in [Keeping children safe in education](#) (DfE, 2024), as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

We follow a whole-setting approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes, and policies. It is important that our values are understood and shared by all children, staff, parents / carers, volunteers, and the wider setting community. Only by working in partnership, can we truly keep children safe.

2. Statutory framework

There is government guidance set out in [Working Together \(DfE, 2023\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. The purpose of this Safeguarding and Child Protection Policy is to set a clear protocol of action and a framework of our responsibilities and legal duties in relation to your child's welfare.

As such, it complies with all relevant legislation and other guidance and advice from City & Hackney Safeguarding Children Partnership (CHSCP) [chscp | City & Hackney Safeguarding Children Partnership](#) and the [London Safeguarding Children Procedures](#). All staff, volunteers and students are expected to abide by this policy and any other connected to it.

We aim to always put children's needs first. We aim to encourage children to be confident and assertive, develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to and believed.

All our staff, and volunteers have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, under which settings are required to take necessary steps to safeguard and promote the welfare of young children. All practitioners must be alert to any issues of concern in the child's life at home or elsewhere." In accordance with the EYFS, as providers, if we have concerns about children's safety or welfare, we must immediately notify our local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police.

Our setting also works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Statutory framework for the early years foundation stage](#) (DfE, 2024)

- [Working Together](#) (DfE, 2023)
- [What to do if you're worried a child is being abused](#) (HMG, 2015)
- [Children Act](#) (HMG, 1989)
- [Children Act](#) (HMG, 2004)
- [Keeping children safe in education](#) (DfE, 2024)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within settings and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our setting with these specific responsibilities (the Lead Practitioner for Safeguarding and Deputy Lead Practitioner for Safeguarding) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

New City College Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL)

The DSL and DDSLs have strategic oversight of our safeguarding arrangements. They ensure that these arrangements operate effectively, as follows:

We have appropriate policies in place

- Our staff receive the right training to keep children safe, including regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe
- We have a named practitioner who takes lead responsibility for safeguarding children, and a deputy to provide cover when the lead practitioner is absent (their names are on the front page of this policy)
- All adults in our setting who work with children undergo safeguarding and child protection training at induction as appropriate, which is regularly updated
- Our setting contributes to inter-agency working, in line with statutory and local guidance
- Information is shared and stored appropriately and in accordance with statutory requirements
- We have safer recruitment and selection procedures in place that helps to deter, reject, or identify people who might abuse children. We meet statutory responsibilities to check adults working with children, ensuring volunteers are appropriately supervised in the setting, as appropriate.
- At least one DDSL or the DSL is always available to support the staff of the nursery with any safeguarding concerns or incidents

The Lead Practitioner for Safeguarding

The EYFS states "A practitioner must be designated to take lead responsibility for safeguarding children. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners).

The Lead Practitioner provides support, advice, and guidance to staff on an ongoing basis, and on any specific safeguarding issues as required.

Our Lead Practitioner and Deputy Lead Practitioner attend child protection training course to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect. They also ensure that everyone in our setting (including temporary staff, volunteers, visitors, and contractors) are aware of our child protection procedures and that they are followed at all times.

The Lead Practitioner and Deputy are responsible for ensuring that staffing levels and ratios are, in line with the EYFS, to meet the needs of all children and ensure their safety. Children will be adequately supervised and will always be within sight and hearing of staff. Whilst eating, children will be within sight and hearing of a member of staff. Sleeping children will be frequently checked to ensure that they are safe. Either the Lead or Deputy Lead Practitioner for Safeguarding will be available at all times the setting is open.

All staff

Everyone in our setting has a responsibility to provide a safe environment in which our children can learn.

All staff are aware of signs of abuse and neglect so they are able to identify children who may need help or protection.

All staff members are aware of and follows our procedures (as set out in this policy) on how to make a request for support if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the Lead Practitioner or Deputy Lead Practitioner – they do not assume that others have taken action. They must also record the concern on 'My Concern'.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused, perhaps due to their age, or because they are embarrassed, or they may not always recognise that they are being abused. We recognise there are many factors which may impact on our children's welfare and safety, and we understand safeguarding in the wider context (contextual safeguarding). We also understand that abuse, neglect, and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

Our staff will always reassure children who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

4. Types of abuse / specific safeguarding issues

Information about abuse and harm including examples of specific safeguarding issues is set out below. Further information about types of abuse and harm is given in:

- [What to do if you're worried a child is being abused: Advice for practitioners](#) (HMG, 2015); and
- [Keeping children safe in education](#) (DfE, 2024).
- [NCC-Safeguarding-Policy-24-25.pdf](#)

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults or another child or children – the four categories of abuse are:

- **Physical** - *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 / carer fabricates the symptoms of, or deliberately induces, illness in a child*
- **Emotional** - *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development*
- **Sexual** - *forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children*
- **Neglect** - *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*

Harmful sexual behaviour

It is normal for some children to display sexualised behaviour towards other children as they develop. However, harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children, and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children, or adults. It is harmful to the children and young people who display it, as well as those it is directed towards.

We understand that, if a child's sexual behaviour is not developmentally appropriate or expected for their age, it is important to respond quickly, before the behaviour becomes harmful to that child or other children. We recognise HSB may also be a sign that a child has suffered their own trauma or abuse, and we will respond to ensure they receive the right help at the right time to address the concerning behaviour.

Domestic abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence, or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can also happen between adults who are related to one another and can include physical, sexual, psychological, emotional, or financial abuse.

Being exposed to domestic abuse in childhood is child abuse and can have a significant and lasting impact. Children may experience domestic abuse directly, but they can also experience it indirectly. Either can have a serious effect on a child's behaviour, brain development and overall wellbeing, and also compromise the child's basic need for safety and security.

Risk in the community

We understand that safeguarding incidents and behaviours can be associated with factors outside a child's home or our setting. All staff are aware of contextual safeguarding, and we are therefore mindful of whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. We always consider relevant information when assessing any risk to a child and will share it with other agencies when appropriate, to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time.

Emotional wellbeing

Children's personal, social, and emotional development (PSED) is crucial for them to lead healthy and happy lives and is fundamental to their cognitive development. We understand that a child's positive wellbeing is vital and that poor wellbeing can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We recognise that where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Prevention of radicalisation

Children can be vulnerable to radicalisation and extremism in the same way they are vulnerable to other safeguarding issues.

The [Counter-Terrorism and Security Act](#) (HMG, 2015) placed a duty on childcare providers and schools. Under section 26 of the Act, childcare providers and schools are required, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent Duty**. The NCC Safeguarding Policy has more details on how New City College meets its Prevent Duty.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Information about FGM is available on the [National FGM Centre](#) website.

5. Children potentially at greater risk of harm

We recognise that some children may potentially be at greater risk of harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring wellbeing support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our setting also understands that children with special educational needs (SEN) and / or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

We recognise that children with SEND may require additional help and support to ensure they are appropriately safeguarded.

6. Procedures

Our setting works with key local partners to promote the welfare of children and protecting them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child In Need or a Child Protection Plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the setting who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the Lead Practitioner (or, in their absence, the Deputy Lead Practitioner).

Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents / carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. If it is necessary for another agency to meet with a child in the setting, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with other professionals/ or Police for advice on when to share information with parents / carers.

All staff understand that, if they continue to have concerns about a child, or feel a concern is not being addressed or does not appear to be improving, they should press for re-consideration of the case with the Lead Practitioner.

If, for any reason, the Lead Practitioner (or Deputy) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed in the setting to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care or Police where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our setting they are informed of the safeguarding arrangements in place, the name of the Lead Practitioner (and Deputy) and how to share concerns with them.

7. Working with other partners to keep children safe

It is the responsibility of the Lead Practitioner to ensure our setting is represented at, and that a report is submitted to, any statutory meeting called for children at our setting or previously known to us. Where possible and appropriate, any report will be shared in advance with parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the setting has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the Lead Practitioner will ensure the child is monitored regarding their setting attendance, emotional wellbeing, EYFS progress, welfare, and presentation. If the setting is part of the core group, the Lead Practitioner will ensure the setting is represented, provides appropriate information, and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Lead Practitioner will inform the child's key worker immediately and then record that they have done so and the actions agreed.

8. Training

We will train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

These may include:

- Significant changes in children's behaviour.
- A decline in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Concerning comments from children.
- Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- Unexplained or frequent absences

9. Information sharing, record keeping confidentiality

Sharing information is a key part of safeguarding work and decisions about how much information to share, with whom and when, can have a profound impact on a child's life. Effective information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

We will maintain records in line with the EYFS and the relevant Data Protection legislation, obtain and share relevant information with parents and carers, other professional working with the child, the police, Children's Social Care and Ofsted, as appropriate.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information, where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Our staff will never guarantee confidentiality to anyone (including parents / carers, or children) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Lead Practitioner (or Deputy) and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Lead Practitioner (or Deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Where a child is attending another setting at the same time as attending ours, we may, where appropriate, link with the other setting. Wherever possible, we will inform parents / carers of our intention to do this, unless to do so would place the child at further risk.

10. Child protection records

Well-kept records are essential to good child protection practice. Our setting is clear about the need to record any concern held about a child or children within our setting and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse, noticing signs or indicators of abuse will record it as soon as possible on MyConcern, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location, and will include the action taken. The Lead Practitioner (or Deputy), who will decide on appropriate action and record this accordingly.

Any records relating to child protection are kept on an individual child protection file for that child on MyConcern. MyConcern is a secure and confidential system, we will share these files when the child transfers to another educational setting.

Where a child transfers from our setting to another setting or school, their child protection records will be forwarded to the new educational setting. These will be transferred electronically and encrypted for the attention of the Lead Practitioner at the new setting (or in the case of a school, the Designated Safeguarding Lead). We will obtain evidence that the records have been received by the new setting. Where appropriate, the Lead Practitioner may also contact the new setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a child joins our setting, we will request child protection records from the previous educational setting (if applicable).

Where a child is attending another setting at the same time as ours, we will share any child protection records where appropriate and where it is in the best interests of the child. We will link with other settings when there is a need to so and we will be transparent with parents when we do so (unless to do so would place a child at further risk of harm).

11. Allegations about members of the children's workforce

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our NCC Staff Code of Conduct. All staff are regularly reminded of this through updates and training and are also informed about our Whistleblowing Policy.

New City College Safeguarding Policy, Keeping Children Safe in Education (DfE 2024) and the London Safeguarding Board all set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

- Behaved in a way that has harmed a child, or may have harmed a child
- And/or possibly committed a criminal offence against or related to a child
- And/or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- And/or behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any concerns about an adult in our setting should be reported to DSL, DDSL or Group Executive Director - HR who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern raised.

Where an allegation against an adult in our setting is received, and it is felt that any of the above criteria apply, we are required to report to the Duty Local Authority Designated Officer (LADO). In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the LADO will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward.

In accordance with the [Statutory framework for the early years foundation stage](#) (DfE, 2024), we will also inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. We will make these notifications as soon as reasonably practicable, but within 14 days of the allegations being made. We are aware that not complying with these requirements without reasonable excuse is committing an offence.

Staffing matters are confidential, and the setting operates within a statutory framework around Data Protection. We do not share information about any individual staff member with anyone other than any appropriate statutory agency.

12. Supporting and understanding children's behaviour and physical intervention and use of reasonable force

We will support, understand and manage children's behaviour appropriately. Our Behaviour Policy sets out our approach to behaviour for all children and for those with more challenging or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

There are occasions when staff will need to have physical contact with children. These may include:

- To comfort a child in distress (*appropriate to their age and individual specific needs identified through a risk assessment*)
- To direct a child
- For curricular reasons (*for example during physical activity, or when we are using music*)
- In an emergency, to avert danger to the child or others

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children, such as guiding a child to safety. 'Reasonable' means using no more force than is needed. Our setting works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a

safeguarding context. We will keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

13. Whistleblowing

All members of staff and the wider setting community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the leadership team. We have 'whistleblowing' procedures in place, and these are available in the setting Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/what-we-do/our-services/whistleblowing/) on 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents / carers or others in the wider setting community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

14. Online Safety

Technology forms part of the Statutory framework for the early years' foundation stage; computer skills are key to accessing learning. All staff in our setting are aware of the risks to children online, and understand that any child can be vulnerable, and that their vulnerability can vary according to age, developmental stage, and personal circumstances. We help our children to begin to learn how to use technology safely, and to be safe online. We will engage with our parents / carers about online safety to support them in keeping their children safe at home when using technology.

15. Cameras and other electronic devices with imaging and sharing capabilities are used in the setting.

Use of mobile phones

We do not allow mobile phones in the nursery, parents and visitors are asked to leave their phones at reception and staff mobiles are stored securely in the main office and are switched off whilst staff are on duty.

Use of cameras, photography and images

Most people who take or view photographs or videos of children do so for acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place. To keep our children safe, we will:

- Always obtain consent from parents / carers for photographs or video recordings to be taken, used, or published (for example, on our website or displays)
- Ensure only NCC designated cameras are used when photographing or videoing children;
- Ensure that children are appropriately dressed if photographs or videos are to be taken;
- Ensure that children's names are not displayed alongside any photographs in a public space;
- Ensure that all images are stored securely and in accordance with statutory guidance;
- Ensure where professional photographers are used that the appropriate checks, such as those with the Disclosure and Barring Service, references and parental consent are obtained prior to photographs being taken.

16. Attendance

Repeated and unexplained absence from the setting can be a concern for number of reasons:

- It is a potential indicator of abuse or neglect
- It can significantly impact on a child's progress and / or wellbeing

As part of safeguarding and Health and Safety procedures, we keep a daily record of the names of the children being cared for on the premises and their hours of attendance. This data is used to identify patterns of absence as they emerge, to ensure any concerns are identified and addressed at an early stage.

17. Safety

We ensure that our premises are fit for purpose and suitable for the age of the children we care for and the activities provided on the premises. We comply with requirements of health and safety legislation, including

fire safety and hygiene requirements. We carry the appropriate insurance required. We will ensure that children do not leave the premises unsupervised. Children will only be released into the care of individuals of whom the parent has explicitly notified us. We will take all reasonable steps to prevent unauthorised persons entering the premises and we have an agreed procedure for checking the identity of visitors. We will keep children safe while on outings and follow our risk assessment procedure.

Medicines

We have a policy and procedures for administering medicines to children, in line with the EYFS.

Accident or injury

A first aid box with appropriate items for use on children, is always accessible. We will keep a written record of accidents and injuries and first aid treatments. We will inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, of any first aid treatment given. As an early year's provider, we have to notify Ofsted of any serious accident, illness, or injury to, or death of, any child while in our care, and the action taken. We have to notify local child protection agencies of any serious accident or injury to, or death of any child while in our care and must act on any advice from those agencies.

Food and drink

When meals, snacks and drinks are provided, they will be healthy, balanced and nutritious. Before a child is admitted, we will obtain information about any special dietary requirements, preferences and food allergies that the child has and any special health requirements. Fresh drinking water will always be available and accessible to the children.

18. Parents' & carers' responsibilities:

The best way to ensure the highest care for your child is to develop a good partnership and to ensure a continuity of care between your home and our care. We can do this together by sharing information regularly about your child. If your child has any health problems or has suffered an accidental injury away from our care, you must inform us when you leave a child in our care so that we can keep a record of it. We will both sign and date this record. Likewise, if your child suffers an injury in our care, we will inform you, record it and we will both sign and date this record.

19. Complaints

We have a written procedure for dealing with concerns and complaints from parents and/or carers and will keep a written record of any complaints and their outcome. We will make available to parents and/or carers the details about how to contact Ofsted, if they believe that we are not meeting the EYFS requirements.

Appendix A

Link to NCC Safeguarding Policy
[NCC-Safeguarding-Policy-24-25.pdf](#)

Appendix B

Important Contacts

Designated Professional Lead for Safeguarding / DSL

- Name: Carol Commin
- Email: Carol.Commin@NCCLondon.ac.uk

Deputy Designated professional Lead for Safeguarding / DSL

- Name: Diana Hutchinson
- Email: Diana.Hutchinson@NCCLondon.ac.uk

Named Senior Member of staff for Allegations

- Name: Susan Clark – NCC DDSL
- Email: Susan.Clark@NCCLondon.ac.uk
- Designated Alternative: Jacqueline Mitchel – NCC DSL
- Email: Jacqueline.Mitchell@NCCLondon.ac.uk

Hackney Children's Social Care Services

Multi Agency Safeguarding Hub (MASH):

0208 356 5500

Email: MASH@hackney.gov.uk

- Out of Hours: 0208 356 2710

Designated Officer for the Local Authority (LADO)

- Contact / Referral Form
<https://hackney.gov.uk/lado>

Hackney Education

- Nikki Baird, EY Safeguarding Consultant: +44 07955319521
Or 0208 820 7276
Nikki.Baird@hackney.gov.uk
- MAT Co-ordinator: 0208 820 7002

Ofsted

- +44 030012331231

Hackney & City Safeguarding Children Partnership

- +44 0208 356 4183

Prevent Hackney

- +44 0208 356 8104
- Prevent@hackney.gov.uk

NSPCC

- 24-Hour Helpline: +44 080 8800 5000

Disclosure and Barring Service (D.B.S)

- www.gov.uk/db

Appendix C

NCC Low-Level Concern Flow Chart

