

2026/27 Early Years Child Protection and Safeguarding Policy for

Willow on the Farm Nursery

Consistent with the Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026, and applicable during 2026/27.

This document is based on the Early Years Foundation Stage statutory framework for group and school-based providers, Working Together to Safeguard Children, Oxfordshire Safeguarding Children Partnership procedures, Oxfordshire County Council referral pathways and relevant legislation. If national or local guidance is updated during the 2026/27 period, it is the responsibility of the provider to review and amend this policy to ensure ongoing compliance.

Date agreed and ratified: August 2026 **Review date: August 2027 (or sooner)**

In this policy:

- **Setting** refers to the early years provider, including nursery, pre-school, maintained nursery class, reception class, out-of-school provision where applicable, or other group and school-based early years provision.
- **Staff** includes employees, volunteers, students, committee members, trustees, agency staff, bank staff, contractors and any adult working with or around children.

The policy will be reviewed and updated at least annually and will also be updated promptly in response to changes in national or local guidance, emerging safeguarding risks, learning from Child Safeguarding Practice Reviews and internal quality assurance activity.

Contact List:

Key Personnel / Local Contacts	Name / Service	Contact details
Designated Safeguarding Lead	DSL	Sharron Sheppard – sharron@willowonthefarm.co.uk 01608 730143
Deputy DSL	DDSL	Alice Clark – alice@willowonthefarm.co.uk Naomi Roberts – naomi@willowonthefarm.co.uk
Registered Person / Provider	Alice Clark	alice@willowonthefarm.co.uk 01608 730143
Oxfordshire Multi-Agency Safeguarding Hub	MASH	0345 050 7666 For immediate safeguarding concerns during office hours
Oxfordshire Emergency Duty Team (EDT)	Out of hours EDT	0800 833 408
Linked Locality Community Support Service (LCSS) worker	LCSS	Link Worker = TBC (awaiting details from LCSS) Tel: 0345 2412705 Email: LCSS@oxfordshire.gov.uk Opening Hours: 8.30am – 5pm (Mon – Thurs) 8.30am – 4pm (Fri)
Local Authority Designated Officers (LADOs) and Education Safeguarding Advisory Team (ESAT)	**LADO Team** Jo Lloyd Sandra Barratt Amie Pilcher	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk ESAT.safeguardingchildren@oxfordshire.gov.uk
Oxfordshire Safeguarding Children Partnership	OSCP	oscp@oxfordshire.gov.uk Use OSCP procedures, thresholds, learning zone and local guidance

Our setting recognises its responsibility to safeguard and promote the welfare of all children in our care. This policy will be read, understood and followed alongside the EYFS safeguarding and welfare requirements, Oxfordshire Safeguarding Children Partnership procedures, Oxfordshire threshold of needs guidance, our safer recruitment arrangements, staff code of conduct, whistleblowing procedure, child absence procedure and other linked policies.

1. Introduction

It is essential that everyone working in an early years setting understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in keeping children safe from abuse, neglect, exploitation and harm. Our setting is committed to creating a safe, vigilant and child-centred culture where children are listened to, respected and protected.

Our setting recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Our setting adopts a child-centred approach and seeks to ensure that every decision made reflects the best interests of the child. Staff are expected to maintain professional curiosity, recognising that abuse, neglect, exploitation and harm rarely occur in isolation and that multiple vulnerabilities may present simultaneously.

Children's welfare is our paramount concern. The provider will ensure that the setting safeguards and promotes the welfare of children and works with relevant agencies to identify, assess and support children who are likely to suffer, or are suffering, abuse, harm or neglect.

Our safeguarding policy is in keeping with national requirements and Oxfordshire local safeguarding arrangements. The setting will use Oxfordshire Safeguarding Children Partnership procedures, thresholds and guidance when deciding how to respond to concerns about a child.

Our setting recognises the importance of providing help and support as soon as concerns emerge and will work collaboratively with children, families, Oxfordshire Family Help* and early help services, the Locality and Community Support Service, Children's Social Care and other agencies to ensure children receive the right help at the right time.

This policy applies to everyone working in or on behalf of the setting, including permanent, temporary and support staff, committee members, trustees, volunteers, students, agency staff, bank staff, contractors and external service or activity providers.

In line with Working Together to Safeguard Children, our setting places the child at the centre of all safeguarding practice. Safeguarding decisions will be informed by a clear understanding of the child's lived experience, their wishes and feelings, and the impact of harm on their day-to-day life. All staff will be expected to exercise professional curiosity and judgement and to act promptly where concerns are identified.

* We will seek greater clarity on "family help" once we have contact details for our new LCSS Link Worker

2. Legislation and Statutory Guidance

This policy is informed by, and has due regard to, the following statutory guidance, legislation and local procedures:

- Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026.
- Working Together to Safeguard Children 2026.
- Children Act 1989 and Children Act 2004.
- Childcare Act 2006 and associated childcare regulations, including disqualification requirements where applicable.
- Safeguarding Vulnerable Groups Act 2006.
- Equality Act 2010.

- Data Protection Act 2018 and UK GDPR.
- Oxfordshire Safeguarding Children Partnership procedures, threshold of needs guidance, escalation arrangements and learning from local child safeguarding practice reviews.

This policy also reflects Oxfordshire County Council referral pathways, including MASH for immediate safeguarding concerns, the Emergency Duty Team out of hours and LCSS/early help routes for non-immediate concerns where additional support may be required.

3. Roles and Responsibilities

Our setting has a Designated Safeguarding Lead (DSL), also referred to as the lead practitioner for safeguarding, who takes lead responsibility for safeguarding children. The provider ensures that there is appropriate cover and that all staff know who to speak to if they have a concern about a child, an adult working in the setting, or safeguarding practice. The DSL provides leadership for safeguarding within our setting, including ensuring robust challenge, reflective discussion and professional oversight of safeguarding decisions, particularly where concerns are emerging, cumulative or complex.

Our setting will ensure there are robust arrangements in place to provide safeguarding leadership when the DSL is unavailable. Deputy safeguarding leads or nominated deputies have appropriate access to safeguarding records and systems to enable them to carry out their role effectively. The setting ensures secure arrangements are in place to share safeguarding information between members of the safeguarding team where necessary to protect children.

The provider is responsible for ensuring that safeguarding arrangements are effective, embedded in practice, understood by staff and reviewed regularly. They will ensure that policies and procedures meet EYFS requirements and are implemented consistently.

All staff understand the importance of professional curiosity and challenge in safeguarding practice and are expected to act promptly where there are concerns about a child's safety, welfare or protection.

The provider ensures that all staff, students, volunteers and adults working in the setting are suitable, appropriately checked, inducted, supervised and trained. Adults will not be left unsupervised with children or counted in ratios until all required suitability checks and risk-based decisions have been completed in line with statutory requirements.

The provider will ensure safeguarding arrangements reflect emerging safeguarding risks, including extra-familial harm, absence-related vulnerability, online harms, technology-enabled abuse, exploitation and serious violence.

All staff, volunteers and external providers will be expected to identify children who may benefit from additional support, including Family Help, and to raise concerns promptly with the Designated Safeguarding Lead.

Our setting acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.

4. Supporting and Safeguarding Children

Our setting understands that safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 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 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.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Categories of abuse are understood by our setting as:

Physical abuse: 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse: involves 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. This may involve physical contact or 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. 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. Concerns about sexual abuse or harmful sexual behaviour must be responded to as safeguarding concerns.

Neglect: 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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Our staff are aware that safeguarding issues often overlap and can put children at risk of harm, including but not limited to, the categories of above. The following are understood as being potential indicators of risk:

- drug taking and/or alcohol misuse
- unexplainable and/or persistent absences from education
- serious violence, criminal exploitation (including that linked to county lines), radicalisation
- consensual and non-consensual making or sharing of nudes or semi nudes.

Staff use the EYFS statutory framework, Working Together to Safeguard Children, Oxfordshire Safeguarding Children Partnership procedures and Keeping Children Safe in Education to understand and respond to safeguarding concerns.

Our setting supports and safeguards all children by:

- providing a safe, welcoming and inclusive environment where children are listened to, respected and supported to develop secure relationships with trusted adults.

- ensuring staff are alert to signs of abuse, neglect, exploitation, harm, domestic abuse, fabricated or induced illness, online harm, radicalisation, child criminal exploitation, child sexual exploitation, female genital mutilation, forced marriage, honour-based abuse, trafficking, modern slavery and other safeguarding risks. This should be included in Generalist safeguarding. More information on types of abuse can be found here: Safeguarding procedures, guidance and resources - Oxfordshire Safeguarding Children Partnership

- ensuring that all staff complete online Prevent Awareness training (http://www.elearning.prevent.homeoffice.gov.uk) to support them in identifying radicalisation and understanding what steps they need to take to protect the staff, children and families in our setting. This training provides an introduction to the Prevent duty, the first objective of which is to tackle the ideological causes of terrorism and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. Sharing information about Prevent should be treated in the same way as other safeguarding issues.

- following clear procedures when there are concerns about a child's safety or welfare, including timely recording, discussion with the DSL and referral to children's social care, the police or other agencies where required.

- following up unexplained, unexpected or prolonged child absences in a timely way, considering patterns and trends and contacting parents or carers. Where absence is prolonged, repeated, unexplained or forms part of a wider safeguarding picture, the DSL will consider the child's vulnerability, patterns of absence, family context and Oxfordshire thresholds, and will seek advice, contact LCSS/early help, make a referral to MASH or request police support where safeguarding concerns remain.

- using safe supervision, staffing, key person arrangements, risk assessment, safer eating practices, nappy changing, toileting and intimate hygiene procedures to promote children's health, safety, dignity and wellbeing.

- working in partnership with parents and carers unless doing so would place a child at increased risk of harm and sharing information appropriately when necessary to safeguard children.

- ensuring that safeguarding education is responsive to emerging local and national safeguarding risks and reflects the lived experiences of children.

- ensuring the setting implements and applies mobile phone, camera and device arrangements in accordance with EYFS requirements and the setting's own mobile phone, camera, online safety and acceptable use procedures.

- encouraging children to communicate their feelings and ensuring they are listened to by appropriate, trusted adults.

- recognising that mental health concerns, emotional wellbeing concerns, significant distress, changes in behaviour, eating or sleeping patterns, self-harming behaviours or other indicators of mental health need may be signs that a child has experienced, or may be at risk of, abuse, neglect, exploitation or other safeguarding concerns.

- ensuring children are supported to access appropriate help for their emotional wellbeing within the setting and through external services where appropriate.

- recognising that young carers may experience additional safeguarding vulnerabilities including emotional wellbeing concerns, reduced attendance, caring responsibilities and social isolation. Staff will be alert to these needs and will ensure that appropriate support is provided in partnership with families and other agencies.

- ensuring that children's voices, wishes and lived experiences are central to decision-making and that their views are sought, recorded and taken seriously, in line with Working Together to Safeguard Children.

- working with support services and agencies involved in safeguarding children, including Family Help and preventative services, in line with Working Together to Safeguard Children.

- recognising that Family Help is a shared responsibility across agencies and that early years settings play a key role in identifying emerging need, cumulative harm and vulnerability at an early stage.

- considering the role of family networks, kinship care and protective factors, alongside risks, when assessing need and planning support.

- recognising that regular attendance at the setting can be a protective factor and that unexplained, repeated or prolonged absence, repeated lateness, or disengagement may indicate safeguarding concerns, vulnerability or unmet need.

- considering intra familial harms and any necessary support for siblings.

- having behaviour and positive relationships procedures that focus on early support, prevention, co-regulation and de-escalation, particularly for vulnerable children. Any

physical intervention will be a last resort and only used where necessary, proportionate and in line with the setting's procedures. Incidents will be recorded, parents or carers informed where appropriate, and practice reviewed to reduce future risk, alongside clear measures to prevent bullying, including prejudice-based or discriminatory behaviour.

- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment (which could take place on or off-line).

- recognising that children may experience harm beyond their family environment, including child criminal exploitation, child sexual exploitation, serious violence, county lines activity, harmful sexual behaviour, peer abuse and online abuse.

- recognising that serious violence, weapon carrying, threats of violence, peer conflict and criminal exploitation may present significant safeguarding risks and ensuring concerns are identified and responded to appropriately.

- alerting the Local Authority if the setting becomes aware that a child may be living in a private fostering arrangement.

- acknowledging that a child that is looked after (CWCF), in kinship care or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that all staff have the skills, knowledge and understanding to support these children.

- taking proportionate positive action to address disadvantage affecting children with protected characteristics or additional needs. This includes making reasonable adjustments for disabled children and supporting children with special educational needs or disabilities.

- identifying and supporting children, young people and their families who are impacted by parental imprisonment.

- recognising that children may experience bullying, discrimination or vulnerability related to identity, family circumstances or perceived difference. The setting will consider each child's individual circumstances, listen to their views, work in partnership with parents or carers wherever appropriate, take account of relevant professional advice and ensure safeguarding decisions are made in the child's best interests.

- challenging sexist, misogynistic, discriminatory and abusive behaviours and promoting a culture of respect, equality and safety.

- recognising that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

- recognising that children with medical needs or complex health needs may require additional safeguarding consideration. Staff will remain alert to indicators of abuse, neglect or exploitation and ensure that safeguarding and medical needs are considered together when assessing risk.

- being aware that where the setting uses another provider or commissioned service, it remains responsible for ensuring that safeguarding expectations are understood and that the arrangement meets the child's needs. The setting will seek appropriate safeguarding assurance before children access external provision or services.

Safeguarding babies, pre-verbal and non-mobile children
Our setting recognises that babies, pre-verbal children and non-mobile children are particularly vulnerable because they are highly dependent on adults, may be unable to communicate what has happened to them in words, and may show distress, discomfort or harm through changes in presentation, behaviour, feeding, sleep, crying, responsiveness or interactions with adults.
Staff will be alert to signs of possible abuse, neglect, illness or unmet need in babies and very young children, including changes in feeding, sleeping, settling, responsiveness, weight, hygiene, clothing, skin condition, physical presentation, interaction with parents or carers, unexplained absence, repeated lateness, missed health appointments, domestic abuse, parental substance misuse, adult mental health concerns or unsafe home conditions.

Any bruise, mark, burn, bite, swelling, fracture, unexplained injury, unusual presentation or concerning explanation for an injury in a non-mobile baby or child will be treated as a safeguarding concern. Staff will record the concern accurately and factually, inform the DSL without delay and seek medical or safeguarding advice as appropriate. The DSL will consider Oxfordshire procedures and thresholds and will contact MASH, the child's social worker, health professionals or the police where required. The DSL will consider if there is a requirement for urgent medical intervention. However, urgent medical attention should not be delayed if the DSL is not immediately available.

Staff will never shake, slap, hit, roughly handle, humiliate, frighten, restrain inappropriately, leave unattended or use unsafe settling practices with a baby or child. Babies will be held, moved, fed, changed, comforted and settled safely, gently and respectfully. Any concern about unsafe handling or inappropriate care by an adult will be reported immediately in line with this policy, the staff code of conduct, whistleblowing procedure and LADO procedures where relevant.

The setting will follow safer sleep arrangements for babies and young children. Babies and children are placed down to sleep safely, in line with EYFS requirements and current safer sleep guidance. Babies under six months will always have an adult with them in the same room for every sleep. Babies aged 12 months and under will only be placed to sleep in a cot. Children under two will be placed on their back in their own separate sleep space, on a firm, flat, waterproof mattress or surface, unless there is written medical advice that states otherwise.

Sleep spaces will be clear of toys, pillows, cot bumpers, wedges, straps, loose bedding, extra blankets or unnecessary items. Bedding will be lightweight and firmly tucked below shoulder height, or a well-fitted baby sleep bag will be used. Children's heads will remain uncovered, room temperature and clothing will be monitored to reduce the risk of overheating or chilling, and all sleeping children will be within sight and hearing of staff and checked frequently. Sleep checks, position, time and any concerns will be recorded in line with the setting's safer sleep procedure.

The setting will follow safer eating arrangements to protect babies and young children from choking, allergic reactions, neglect or unsafe practice. Babies will be supervised while feeding, bottles will not be propped, food will be appropriate for the child's age and stage of development, allergy and dietary information will be clear and accessible, and staff will know how to respond to choking or allergic reactions. Concerns about persistent hunger, poor growth, unsafe feeding, inappropriate food, bottle hygiene, dehydration or failure to follow medical or dietary advice will be recorded and escalated.

When recording concerns about babies and non-mobile children, staff should record what they have seen or heard, the child's presentation, the exact location, size, shape and colour of any mark or

injury where this can be observed without causing distress, any explanation given by the parent or carer, actions taken, who was informed, and the rationale for decisions made. Body maps should be used where this is part of the setting's local procedure. Staff will not investigate or ask leading questions.

Where a baby or very young child is subject to a child protection plan, child in need plan, family help plan, has a social worker, has medical needs, is premature, has SEND, is looked after, or is known to be vulnerable, the setting will maintain strong oversight of attendance, care routines, parental engagement, health information, safeguarding records and multi-agency communication.

5. Procedures for Concerns, Record Keeping and Child Absences

Our setting recognises that any child may need additional support and that early identification, timely action and appropriate information sharing are essential to safeguarding and promoting welfare.

Our staff are alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing or uncollected
- has experienced repeated exclusions from provision, reduced hours, suspension of attendance, or is at risk of losing access to early education or childcare
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

All staff are aware of the processes for supporting children and families including criteria, referral route and associated legislation including:

- Community-based Family Help assessments:
- Family Help support/Targeted early help (Section 10 and 11 of the Children Act 2004)
- Children in Need including how this applies for disabled children (Section 17 of the Children Act 1989)
- Child protection- when there is reasonable cause to suspect a child is suffering or likely to suffer significant harm (Section 47 of the Children Act 1989)
- Care and supervision orders (Section 31 of the Children Act 1989)
- Duty to accommodate a child (Section 20 of the Children Act 1989)

If a member of staff has a concern about a child or if a child tells them they are being, or at risk of being, abused, exploited or neglected, they will appropriately respond by listening and offering reassurance. Staff will take account of the wishes and feelings of the child, but will

not make any promises and will keep the child informed (age appropriate) of the action that will be taken.

Staff should make an accurate and factual record of any concern as soon as possible. Detailing:

- A clear and comprehensive summary of the concern including the child's voice.
- Record of actions taken including consideration of any urgent medical attention.

Initial concerns should be recorded as a Safeguarding Need to Know on the child's My Montessori Child (MMC) profile.

Staff should make an accurate factual record as soon as possible including details of:

- dates and times of their observations
- dates and times of any discussions in which they were involved
- any injuries
- type of suspected abuse
- explanations given by the child/adult
- any actual words or phrases used by the child
- any questions the staff member asked (remembering not to ask any leading questions)
- what action was taken.

The records will be signed and dated electronically by the person completing the Need to Know on MMC. Once completed, concerns will be kept confidential and stored securely on MMC.

Prior to contacting either LCSS or the MASH speak to your Designated Safeguarding Lead in the first instance who will be able to offer advice and support

Using the Oxfordshire Threshold of Needs (Threshold-of-needs.pdf) the DSL will consider the options which include:

- managing any support for the child via the settings own support processes including contacting the child's social worker if they have one
- undertaking an early help assessment (Strengths and Needs),
  or
- If there are grounds to suspect a child is suffering, or is likely to suffer, **significant harm the DSL (or DDSL) will contact the Local Authority Children's Social Care via MASH immediately,**

When to contact LCSS

The DSL will call LCSS if they need, advice, support or guidance about Early Help including:

- Use of the Strengths & Needs or Team Around Family Meetings to support families at an early help level.
- Advice on what other agencies/voluntary sector services are available to support families in localities.

Before contacting LCSS, the DSL will:

- Refer to the **Threshold of Needs Matrix**
- Advice from LCSS should be obtained with the family's knowledge –please make use of the **Early help guide** to support conversations to explain what Early Help is and who LCSS are.

For immediate safeguarding concerns:

If the DSL is concerned that a child is at risk of, or is suffering actual significant harm (see examples below) they will **call the MASH immediately: 0345 050 7666.**

Examples:

- Allegations/concerns that the child has been sexually/physically abused
- Concerns that the child is suffering from severe neglect or other severe health risks
- Concern that a child is living in or will be returned to a situation that may place him/her at immediate risk
- The child is frightened to return home
- The child has been abandoned or parent is absent

The DSL will share:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family.

In the absence of the DSL or DDSL, staff will refer directly to MASH or the child's social worker (if applicable) and the police (if appropriate) if there is a significant concern.

If there is not considered to be a risk of significant harm, the DSL will either actively monitor the situation, and/or consider the Early Help process through completion of the Strengths and Needs form with the family.

Safeguarding records, including chronologies, are kept for individual children, and are maintained securely on My Montessori Child.
Records include:
• a clear and comprehensive summary of the concern
• details of how the concern was followed up and resolved
• a note of any action taken, decisions reached and the outcome

Staff will ensure that records distinguish between fact, observation, the child's wishes and feelings, information received from others and professional opinion. Where professional judgment has informed decision-making, the rationale for that judgment should be clearly recorded.

Staff will promptly report concerns to the DSL in accordance with the level of need identified. In the absence of the DSL or deputy, staff will contact Oxfordshire MASH on 0345 050 7666 where there is an immediate safeguarding concern, the Emergency Duty Team on 0800 833 408 out of hours, the child's social worker if applicable, and the police if a child is in immediate danger.

The setting will discuss concerns with the child's parents or carers unless doing so may place the child at increased risk of harm, compromise a safeguarding enquiry, or delay urgent protective action. Where parents or carers are not informed, the reason and decision-making rationale will be recorded.

Child absences

Good attendance promotes good outcomes for children. The setting promotes good attendance with parents and carers and follows up on absences in a timely manner. Absences are monitored as part of our safeguarding arrangements. Parents and carers are expected to inform the setting if their child will be absent and provide a reason. If a child is absent without notification, staff will make timely contact with parents or carers. Where absence is prolonged, repeated, unexplained or forms part of a wider safeguarding picture, the DSL will consider the child's vulnerability, patterns of absence, family context and Oxfordshire thresholds, and will seek advice, contact LCSS/early help, make a referral to MASH or request police support where safeguarding concerns remain.

Following receipt of a safeguarding concern for a child, the DSL will:

- consider if immediate action is required, including referral to Oxfordshire MASH, contacting the police, seeking medical attention or contacting the Emergency Duty Team out of hours.
- ensure that decisions taken, the rationale for those decisions, actions agreed and outcomes achieved are clearly recorded in writing. This includes situations where concerns are monitored, stepped down, or closed, and where referrals are not made.
- ensure that records demonstrate timely action, professional curiosity, reflective decision-making and how the child's wishes, feelings and lived experience have informed safeguarding assessment, decision making and planning.
- provide a clear chronology of concerns and demonstrate how individual incidents have been considered within the context of any cumulative harm or emerging patterns of risk.

Records of concerns are logged as Safeguarding Need to Knows on a child's My Montessori Child profile.

Safeguarding records are kept for individual children and are maintained securely on MMC. Safeguarding records are kept in accordance with the Data Protection Act 2018 and UK GDPR.

Safeguarding records will be sufficiently detailed to support effective multi-agency working and enable professionals to understand the child's lived experience, identified risks, protective factors, actions taken, outcomes achieved and the rationale for safeguarding decisions.

Where a child moves to another setting or school, safeguarding records will be transferred securely and without unnecessary delay, in accordance with UK GDPR, data protection legislation and local safeguarding procedures – via Egress. Where concerns are significant or complex, the DSL will seek to speak directly with the receiving DSL or safeguarding lead to support continuity of safeguarding arrangements. A record of the transfer will be retained on MMC.

When a child who is the subject of a Child Protection (CP) Plan leaves the setting, their information will be transferred to the new setting/school within 5 school days (via Egress) and the child's Social Worker will be informed that the child has moved.

If it is unknown where the child is moving to, the DSL/manager will endeavour to find out, retain the records and speak to LCSS or MASH if there are concerns.

The provider will be kept informed of safeguarding concerns by the DSL, if they are not the DSL, and all other staff will be informed on a need-to-know basis.

6. Child-on-Child Abuse, Behaviour and Early Years Safeguarding Concerns

All staff understand that children's behaviour is a form of communication. In early years provision, staff will respond to children's behaviour in a developmentally appropriate way, while remaining alert to signs that a child may be experiencing abuse, neglect, emotional distress, trauma, harmful interactions, exposure to inappropriate content, or other safeguarding concerns.

All staff are aware that babies and very young children including those with SEND or with language delay may be more likely to communicate concerns with behaviours rather than words.

Safeguarding children with Special Educational Needs and/or disabilities
All staff acknowledge that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

We recognise that additional barriers can exist when recognising abuse and neglect of children with SEND. We will ensure that children with SEND, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon. Staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns such as bullying.

All staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's additional needs or disability and be aware that children with SEND may not always outwardly display indicators of abuse.

Child-on-child abuse can occur between children of any age and can take place in the setting, outside the setting, online and offline. It may be a one-off incident or a pattern of behaviour and should never be tolerated or dismissed.

Our setting understands that harmful sexual behaviour, sexual violence and sexual harassment are not acceptable, and we are committed to creating a culture where children feel safe and concerns are taken seriously.

Harmful sexual behaviours exist on a continuum and range from developmentally appropriate behaviour to problematic, abusive or violent behaviour. Responses are proportionate, child-centred and take account of the needs of both the victim and the alleged perpetrator, recognising that children displaying harmful behaviour may also be vulnerable.

When responding to concerns, our setting will:
- take all reports seriously, even where there is no physical evidence
- avoid victim-blaming and ensure children are supported appropriately
- consider the impact on the wider setting environment
- involve external agencies where required
- record decisions, actions taken and rationale clearly.

All staff understand that even if there are no reports this does not mean abuse, harassment or violence is not happening, it is possible that abuse is unreported. Our staff challenge inappropriate behaviours between children that are abusive in nature.

Concerns about harmful behaviour between children will be recorded, reviewed and responded to proportionately. Staff will consider the developmental stage of the children involved, supervision arrangements, unmet needs, SEND, previous concerns, online exposure, family context and whether external safeguarding advice or referral is required.

7. Online Safety, Mobile Phones, Cameras and Images

Our setting recognises that technology can be used to support learning and communication but can also create safeguarding risks. We have clear procedures for the safe use of mobile phones, cameras, tablets, wearable technology, setting devices, personal devices, images, videos, online platforms and communication with parents or carers.

The setting recognises the risk of camera-enabled wearable devices, including smart glasses, and is alert to the privacy, safeguarding and data protection implications for children, staff and visitors.

Please refer to our 1.6 Acceptable use of Technology Policy (formerly 1.6 Online Safety Policy) for full details.

Filtering and monitoring

Where the setting provides internet access or uses connected devices, filtering and monitoring arrangements form part of safeguarding practice but cannot prevent all online harm. Children at the setting do not use any internet enabled devices/technology – Please refer to 1.6 Acceptable use of Technology Policy.
If children were to use internet enabled devices/technology they would be supported through staff vigilance, age-appropriate teaching, safe routines and clear procedures for technology use.

Staff are aware of emerging online harms including AI-generated content, manipulated imagery, deepfakes, online coercion, online exploitation, harmful online communities, misogynistic content, extremist content and technology enabled abuse.

The provider, registered person, committee, trustees or governing body are responsible for ensuring that appropriate online safety arrangements are in place and reviewed regularly, taking account of the age and needs of children and how technology is used within the setting.

When considering online safety arrangements, the setting will take account of children's age, development, vulnerabilities, access to devices, staff use of technology and any technology used for communication, learning, observation, assessment or administration.

The appropriateness of any filtering and monitoring systems is informed by our Prevent risk assessment. Please refer to our Filtering and Monitoring risk assessment, and Filtering and Monitoring statement contained within 1.6 Acceptable use of Technology Policy.

The setting will ensure that technology arrangements are proportionate to the provision, reflect EYFS safeguarding and welfare requirements, and are set out in linked policies.

Screen use in early years
The setting will have regard to current guidance on children's screen use in early years settings. screen use guidance for early years settings.

Screens and digital devices are NOT routinely used at the setting.

Screens and digital devices will only be used where they have a clear, age-appropriate purpose that supports communication, learning, inclusion, safeguarding, observation or administration. Screen use will not replace adult interaction, active play, outdoor experiences, social communication, rest, sleep, routines or meaningful hands-on learning. Any screen use with children will be planned, fully supervised and proportionate to children's age, stage of development, SEND, communication needs, vulnerability and wellbeing. Staff will consider the length, purpose, quality and context of screen-based activity and will ensure that passive, prolonged or routine screen use is avoided. Screens will not be used as a regular distraction, substitute for supervision, replacement for interaction, or routine behaviour management strategy.

Staff will support parents and carers by sharing consistent messages about healthy screen use, including the importance of sleep, physical activity, face-to-face interaction, language development, play, emotional regulation and safe online habits. Online safety advice is available to parents via our Safeguarding webpage and Parent Handbook.
Concerns about excessive screen use, exposure to inappropriate content, online harm, developmental impact or safeguarding risks will be recorded and discussed with the DSL where appropriate.

Our setting understands that the breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact**: being subjected to harmful online interaction with other users or generative AI applications that simulate users for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct**: online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images, including consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated using AI, e.g. deepfakes, sharing other explicit images and online bullying
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and financial scams.

8. Health, Safety, Safer Eating, Toileting and Intimate Hygiene

Our setting promotes children's health, safety and wellbeing through effective supervision, risk assessment, hygiene procedures, safe premises, accident and incident recording, medication procedures, first aid arrangements, food safety, allergy management and clear emergency procedures.

Safer eating arrangements are in place to reduce the risk of choking, allergic reactions and food-related incidents. Staff are aware of children's dietary requirements, allergies and individual needs. Children are closely supervised while eating and staff understand how to respond to choking or allergic reactions.

Toileting, nappy changing and intimate hygiene will be carried out in ways that protect children's dignity, privacy and safety. Staff follow agreed procedures, remain alert to safeguarding concerns, record concerns appropriately and ensure that intimate care arrangements are proportionate, respectful and risk assessed where needed.

9. Concerns and Allegations about Adults Working in or Connected to the Setting

All staff understand the processes for managing any safeguarding concern, allegation or low-level concern about an adult working in or connected to the setting, including employees, volunteers, students, agency staff, contractors and visitors.

If anyone has a concern or allegation about an adult working in or connected to the setting, this will be reported immediately to Alice Clark. If the concern relates to Alice Clark, it will be reported to the DSL (Sharron Sheppard) or the local authority designated officer (LADO) as appropriate.

The harm threshold as defined in Working Together to Safeguard Children 2026 details the requirement to refer any concern or allegation about anyone working with children (whether paid or voluntary) who may have:

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any concern or allegation that may meet the harm threshold will be referred to Oxfordshire LADO **within one working day and before any further internal investigation takes place**.

The LADO is Jo Lloyd, contactable by phone on 01865 810603 or by email at lado.safeguardingchildren@oxfordshire.gov.uk. Other LADOs in the team include Amie Pilcher and Sandra Barrett.

A LADO Referral Form will be completed in full and forwarded to the LADO via email within one working day.

The provider will also notify Ofsted of significant events, allegations or concerns and will make a referral to the Disclosure and Barring Service if a person is dismissed or removed from working with children because they have harmed a child or placed a child at risk of harm.

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see paragraph above)
- allegation/concerns that do not meet the harms threshold – referred to in KCSIE guidance as 'low level concerns'. These will be recorded and reviewed so that potential patterns of concern, inappropriate, problematic, or concerning behaviour can be identified.

If in doubt seek advice from the LADO.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Such concerns will always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Concerns should be recorded on MMC as an Incident in the School Records section.

If there are concerns that the owner/proprietor has acted in a way that meets the threshold for contacting the LADO, the person raising the concern should contact the LADO directly.

If the threshold for making a LADO referral has not been met, then the setting's Whistleblowing Procedures should be followed – Please refer to our Employee Handbook for full details.

If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the DSL should consult with the LADO.

Where settings are not the employer of agency staff, they should ensure allegations are dealt with properly. In no circumstances should a setting decide to cease to use an agency staff member due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

In liaison with the LADO, the setting will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police. The LADO team will assess the information provided and advise on next steps, in line with KCSIE part 4, and Oxfordshire County Council's LADO local procedures.

The setting will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.

The setting will inform Ofsted of any allegations of harm or abuse by anyone living, working, or looking after children at the premises. This will happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. The setting will also notify Ofsted of the action they have taken in response to the allegations. Ofsted will be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

"**Harm**" is as defined by section 31(9) of the Children Act 1989 and means ill-treatment (including sexual abuse and forms of ill-treatment which are not physical), or impairment of physical or mental health, or impairment of physical, intellectual, emotional, social or behavioural development. It also includes, for example, impairment suffered from seeing or hearing the ill-treatment of another.

The setting will notify Ofsted of any change to the persons aged 16 years or older living or working on any domestic premises from which childcare is provided.

The setting is required to make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.

The setting will also contact the LADO team for advice where they have concerns about an adult working or volunteering with children which does not meet the harms threshold as stated above.

If in doubt seek advice from the LADO.

10. Information Sharing

Our setting recognises that all matters relating to safeguarding are confidential.
All staff members have a professional responsibility to share information with other agencies to safeguard children. All staff will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.

Information sharing decisions will be timely, necessary and proportionate, taking account of the nature and level of risk to the child. Staff will not allow concerns about confidentiality or data

protection to impact safeguarding action where a child may be at risk of abuse, neglect, exploitation or harm.

Our staff will not assume that another professional will share information or take action to safeguard a child. Where staff remain concerned that appropriate action has not been taken, they will continue to escalate concerns through the DSL and, where necessary, in accordance with Oxfordshire Safeguarding Children Partnership escalation and resolving professional concerns procedures.

Information sharing advice for safeguarding practitioners - GOV.UK This advice outlines the importance of sharing information about children, young people and their families in order to safeguard children. It should be read alongside the statutory guidance Working together to safeguard children - GOV.UK.

11. Multi-Agency Working

Our setting recognises safeguarding as a shared, multi-agency responsibility and contributes actively, respectfully and constructively to Oxfordshire multi-agency decision-making, information sharing and coordinated plans to support children and families.

The setting will ensure that relevant staff participate in Oxfordshire multi-agency meetings where required, including child protection conferences, core groups, child in need meetings, Team Around the Family meetings and other professional discussions. We will keep our contact details held by other agencies up to date e.g. with MASH and the Family Information Service.

The DSL will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's Partnership. The DSL will consult with relevant staff and ensure clear processes for gathering the evidence required for reviews and audits and will embed recommendations into practice and complete required actions within agreed timescales.

Where disagreements arise between professionals or agencies, these will be managed respectfully and escalated in line with Oxfordshire Safeguarding Children Partnership procedures. Our setting recognises the importance of constructive challenge to ensure that children receive the right help at the right time.

12. Safer Recruitment, Suitability and Ongoing Vigilance

Our setting follows safer recruitment procedures to check that adults are suitable to work with children. Recruitment arrangements include identity checks, employment history, qualifications, references, interview processes, DBS checks, barred list checks (where applicable*), right to work checks, health declarations where required, and consideration of disqualification requirements. References will be obtained and scrutinised before appointment wherever possible. References should be from an appropriate source, such as the applicant's current or most recent employer, training provider or education provider, and should be authorised by a senior person. Open references or testimonials are not accepted as the sole source of assurance.

No individual will be allowed to begin working or volunteering at the setting until the setting have received the person's enhanced criminal records and barred list check and the provider is satisfied that all required checks, risk assessments and suitability decisions have been completed.

Any individual whose suitability has not been checked, including through a criminal records and barred list check, will not be allowed to have unsupervised contact with children being cared for.

An enhanced criminal records check with barred list check is obtained for every person aged 16 and over, including all volunteers who:
• Works directly with children, engaging in regulated activity.
• Lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or
• Works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

All staff understand the requirement to disclose to the manager, registered person or provider any concern that may affect their suitability to work with children.

The provider, registered person, committee, trustees or governing body will seek assurance that safeguarding considerations are embedded throughout the staff and volunteer lifecycle, including recruitment, induction, regular supervision, development and departure from the setting.

Our setting is committed to developing a safe culture and taking all reasonable steps to recruit staff and volunteers who are suitable to work with children. The setting will maintain accurate recruitment, suitability and vetting records in line with EYFS requirements and the setting's safer recruitment procedures. These records will be monitored and reviewed by the provider, registered person, committee, trustees or governing body as appropriate.

The provider will ensure that recruitment decisions are made by people who understand safer recruitment expectations and the setting's safeguarding responsibilities. The Provider will ensure that there is at least one person involved in the whole recruitment process who has completed safer recruitment training.

Job adverts and job descriptions will explain about safeguarding. At least one written reference will be obtained in-line with the statutory requirements of the EYFS.

The setting will also provide references upon request in a timely manner which confirms the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold, in line with the requirements of the EYFS.

The Provider is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 when appointing and continuing to employ staff or engage volunteers.

All staff and prospective staff will be asked to disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the setting).

The setting will ensure that contractors, agency staff and external providers are aware of the setting's safeguarding policy and procedures and that these will be followed if an allegation or concern arises. The setting will require adults provided by external organisations to use the setting's procedures to report concerns.

The setting will seek assurance that adults provided by other organisations and working with children have been subject to appropriate safeguarding checks. If assurance is not obtained, permission to work with children or access setting premises may be refused. When we commission services from other organisations, we will ensure that compliance with our policies and procedures is a contractual requirement.

* Barred list checks are carried out as part of the Enhanced DBS checks. We are currently unable to obtain a separate barred list check as we do not have the appropriate DfE access.

13. Training

All new staff, volunteers and students, receive safeguarding induction and training that enables them to understand signs of abuse, neglect and exploitation; how to respond to concerns; how to record and report concerns; child absence procedures; whistleblowing; allegations against adults; the settings code of conduct; online safety and expectations for mobile phones, cameras and technology use; safer recruitment expectations; and the setting's safeguarding policies and procedures. This information will be regularly updated.

The DSL or lead practitioner for safeguarding receives safeguarding training that meets Oxfordshire Safeguarding Children Partnership expectations and is refreshed in line with local guidance (every 2 years). The provider ensures the DSL has sufficient time, support and authority to carry out the role effectively. Deputy safeguarding leads (DDSL) receive appropriate training and are able to act in the DSL's absence.

Staff are expected to understand the signs and symptoms of abuse, neglect and exploitation and to respond appropriately. Safeguarding training promotes vigilance, professional curiosity and confidence to act.

The training is provided for all staff to a generalist level every 2 years. Where possible, this will be provided to all staff in-person by Brightcore Safeguarding Consultants. Where this is not possible, staff will be directed to the Oxfordshire Safeguarding Children Partnership training provision.

Staff will be supported to put what they have learnt through safeguarding training into practice by providing regular opportunities to discuss safeguarding scenarios, concerns and emerging issues; ensuring clear procedures and guidance are readily accessible; and maintaining an open culture in which staff are encouraged to seek advice from a DSL whenever they are unsure. Safeguarding practice is reinforced through staff meetings, supervision and reflective discussion, including learning from concerns or incidents that arise within the setting.

The setting will maintain accurate and up-to-date records of staff induction, safeguarding training and safeguarding updates. The provider receives appropriate safeguarding and child protection training and updates so they can provide effective oversight, challenge and assurance that safeguarding arrangements are effective. The setting ensures that staff provided by other agencies and third parties, including agency staff, contractors and external providers, have received appropriate safeguarding information and understand how to report concerns.

The DSL updates staff and volunteers on changes to safeguarding legislation, EYFS requirements, Oxfordshire procedures, KCSiE updates and any relevant learning from Oxfordshire and national child safeguarding practice reviews. These updates will include what the learning means for safeguarding practice in this setting.

The DSL will use a variety of mechanisms to provide safeguarding updates to staff, volunteers, students, committee members or trustees, including updates on online safety.

Staff are also provided with other training to support the ongoing welfare of children. *(Including training such as Paediatric First Aid, Oral Health, Early Help Strengths and Needs, Adverse Childhood Experiences, SEND, safer eating, anaphylaxis (including difference between allergies and intolerances).*

14. Whistleblowing in a Safeguarding Context

Our setting's whistleblowing procedures will enable staff, volunteers and others to raise concerns about poor or unsafe practice, failures in safeguarding arrangements, or conduct that may place children at risk. The provider will ensure that all adults working in the setting will know how to raise concerns internally and externally and feel confident that genuine concerns will be taken seriously.

If staff identify a concern about poor or unsafe practice, or potential failures in the setting's safeguarding arrangements, this will be reported to Alice Clark. If the concern is about Alice Clark, staff will follow the setting's whistleblowing procedure and may contact Ofsted, Oxfordshire LADO or other relevant agencies as appropriate.

If staff are concerned with the action or inaction through internal reporting procedures, then staff will refer to the Whistleblowing procedures and may contact Ofsted, Oxfordshire LADO or other relevant agencies as appropriate.
If they would prefer to raise their concerns outside of the setting, then they are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations, or Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK.

If staff believe that a child is being abused by individuals outside the setting, they will make a referral to The Local Authority Children's Social Care by calling the MASH on **0345 050 7666** (office hours) or **0800 833 408** (outside of office hours).
Further guidance can be accessed through: Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk) and through the NSPCC website What is Child Abuse & How to Keep Your Child Protected | NSPCC.

15. Premises, Visitors and Site Security

All staff have a responsibility to ensure that the premises, outdoor spaces, entrances, exits and equipment are safe and appropriately supervised. Visitors will be monitored, signed in and out, and will not have unsupervised access to children unless suitability has been confirmed and this is part of agreed arrangements.

All visitors are expected to sign in and out even if they regularly visit the setting and are well known to staff. They will have our safeguarding procedures explained to them and, if the visit was planned, will have received a copy of our Visitor Safeguarding Guide prior to their arrival.

When working alongside other providers or organisations on the same site, we will ensure they are fully informed of and compliant with all safeguarding measures to protect children while on site.

The setting will not accept behaviour from any individual, parent, carer or visitor that threatens site security or causes children or adults to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the setting premises.

Please refer to 8.2 Monitoring children's safety and security on the premises policy, our Welcoming visitors guide and Sexual harassment policy for further details.

All staff will be made aware of the following guidance Protective security and preparedness for education settings - GOV.UK to ensure they are able to identify security vulnerabilities, suspicious activity and how to respond when there is an incident.

Banned dog breeds and animals on premises
The setting will not provide registered childcare from any premises where a banned dog breed is kept or is otherwise present. Banned dog breeds are those to which section 1 of the Dangerous

Dogs Act 1991 applies, including any prohibited type such as an XL Bully type. This applies to childcare premises, shared sites, domestic premises used for childcare where relevant, outdoor areas and any other part of the premises to which children may have access.
The provider will ensure that arrangements for animals, pets, visits involving animals, shared premises and any domestic premises linked to childcare are risk assessed and managed so that children are protected from foreseeable harm. Any concern about a banned dog breed being present or kept on premises used for childcare will be escalated immediately to the provider or registered person, and registered childcare will not take place while the banned dog breed is present.

16. Quality Assurance and Safeguarding Culture

Our setting monitors the effectiveness of safeguarding arrangements through regular supervision, staff discussion, training records, child absence monitoring, accident and incident review, safeguarding "Need to Know" reviews, safer recruitment checks, policy review, learning from Oxfordshire and national safeguarding reviews and feedback from children, families and staff.
The provider will take prompt action to address any weakness in safeguarding practice and will ensure that safeguarding remains central to leadership, supervision, staff conduct, curriculum, routines and daily practice.

All staff will ensure the content of the curriculum includes personal, social and emotional aspects of learning. They will use all opportunities to teach children about how they can keep themselves and others well and safe from harm, in an age-appropriate way.

There is a culture of high aspirations for children where safeguarding and welfare has been an issue. Staff will understand their development needs, promote educational outcomes, progress and attainment, and identify the challenges that children in this group might face. Additional support and adjustments will be made to best support these children. Where a child has a Social Worker, staff will work closely with the Social Worker to ensure the child makes progress and reaches their full potential. Oxfordshire's Virtual School also has a role to play in promoting the educational achievements of children in kinship care. The Role of the Virtual School.

The provider will ensure that action is taken without delay to remedy any deficiencies or weaknesses identified in safeguarding arrangements.

Related safeguarding policies
This safeguarding and child protection policy should be read in conjunction with the policies listed below:

- Supporting & understanding children's behaviour (including Promoting positive behaviour)
- Privacy Notice & Confidentiality, recording and sharing information
- Intimate care & nappy changing
- Health and Safety
- Attendance Policy
- Risk Assessment
- First Aid
- Recording and reporting accidents and incidents
- Administering Medicines
- Staff Code of conduct
- Acceptable Use of Technology (includes online safety, social media & image use)
- Staff personal safety (including home visits and public interactions)
- Sexual harassment
- Safer Recruitment
- Whistleblowing (refer to Employee Handbook)
- Making a complaint
- Food & Drink (including allergies)

- Oral health
- Emergency Evacuations and lockdown
- Missing child
- Uncollected child
- Maintaining children's safety and security on the premises
- Preventing and controlling ill health from animal contact

17. Policy Review

This policy will be reviewed every academic year or in accordance with statutory guidance updates. All other linked policies will be reviewed in line with their policy review cycle.
The provider will ensure that this policy is shared with staff, volunteers, students, committee members or trustees, and parents or carers as appropriate. Staff will confirm that they have read and understood the policy and associated procedures.

The DSL will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.