

TINY TIGERS PRE SCHOOL

Tel no: 07563 544325 (pre school number)

0780 921 6591 to speak to Natalie Brown

BELIEFS

Tiny Tigers provides a warm and welcoming learning environment, offering a wide range of activities. Not only will your child be cared for in a stimulating setting, they will benefit from both an adult directed/child initiated fun filled day set within a fully equipped room and outdoor area.

- The pre-school is open for 38 weeks each year
- We are open 4 mornings a week, Monday, Tuesday, Thursday and Friday
- We offer sessional day care between the following times:
9.00am-12.00pm without lunchtime or 9.00am-13.00pm (parent provides a packed lunch)
- Full day session on a Monday and Tuesday (9.00am-3.00pm) for all ages.
- Full day session on a Friday (9.00am – 3.00pm) for pre school children only
- We provide care and education for children between ages of 2 years and 5years, offering small groups.
- Summer club (optional) for children age 2-8years

OUR AIMS

- Provide high quality care and education for children aged 2-5yrs
- Work in partnership with parents to help children to learn and develop
- Add to the life and well-being of its local community, and offer children and their parents a service which promotes equality and values diversity
- To follow the early years foundation stage.

A TYPICAL DAY AT TINY TIGERS

09.00am-12.00pm

On entering Tiny Tigers Pre-School your child will be greeted by a member of staff who will sign them in. Children will be guided to their peg, whereby they will hang up their bag and change their shoes. Children will then take their personalized flower and self registrate by placing the flower in the pot provided.

A variety of table top activities will be set out for the children, from which they can choose. They will however have the chance to choose an alternative activity from child sized shelving/storage, teaching them to put away before selecting something new.

During this time children will have a one to one with a qualified practitioner developing

his/her skills. They will also have the chance to use the computer during this period. They will have a variety of interactive games to choose from each containing educational activities.

We offer a free flow system to our outside area, giving children the option to access activities indoors and outdoors. They also have the opportunity to explore our woodland area, giving them a variety of experiences such as mini beast hunting, growing vegetables/flowers making camps etc.

From 10.00am - 11.00am a snack bar is provided for the children. Children learn to wash their hands before having a snack, and learn that not only is this a social sharing experience but also learning experience about healthy eating, problem solving eg. Giving out cups and plates, counting how many pieces of apple or grapes they each have etc.

Throughout our free flowing session, children in no more than groups of six will have the chance to participate in golden time, whereby key practitioners have planned activities around children's individual needs, providing opportunities for children that will encourage independence, turn taking and confidence building. These activities aim to give children the opportunity to speak within a small group and to also help develop listening skills.

Friday full day sessions for pre-school children (9.00am-3.00pm)

On a Friday, Tiny Tigers offers pre-school children (those children due to attend school the following September) a full day session. This is to help prepare children for school, offering a variety of activities such as getting dressed and undressed for P.E, taking part in a register, many other small group indoor and outdoor activities that will be targeted for their age, stage and development.

Tennis Tots

On a Monday morning, Sarah comes to Tiny Tigers to teach tennis tots to those children that sign up to the session. Each session is from 9.15am-9.45am and is £4.00 per session. This payment is made payable to Sarah termly. **This lesson is optional.**

Dance Lessons.

On a Tuesday morning Miss Hannah May comes to Tiny Tigers to teach children a variety of dance moves/techniques of which help with children's physical development, confidence and co-ordination. She teaches through the ISTD modern syllabus. Each session runs from 10.00am-10.30am and the cost is £3.00 per session. This payment is made to Hannah termly. **This lesson is optional.**

Visiting Dale Lodge residential home

Every week we take a small group of children to visit the elderly at Dale Lodge residential home. This is a very positive experience for both the elderly and children. Lots of research has taken place on this type of interaction between children and the older generation and the outcome is amazing. Please visit <https://www.theguardian.com/social-care-network/2017/sep/06/care-home-toddlers-nursery> for more information.

Dog interaction

Once a week the children have an opportunity to meet 'Loki' our cavachon pup. Loki is our family pet who adores children.

The value of pet therapy is widely accepted as a powerful aid to communication and motivation. Research has shown that companion dogs can improve the well-being of children reducing their anxiety levels by making the pre school environment happier and a more enjoyable place to be. Dogs are a great comfort to children who are upset in any way and in need of calm, consolation, comfort, breathing space or a distraction before being able to tell an adult what has upset them. Children can benefit educationally and emotionally; a dog can motivate and encourage their participation, increase their understanding of responsibility, develop empathy and nurturing skills and improve their behaviour and self-esteem. Children cannot fail in any way in their relationship with a dog; they do not judge or condemn and offer unconditional affection. Children will learn the principles of good pet ownership and be taught how to handle dogs safely and responsibly; they will take great enjoyment from interaction with the dog.

CURRICULUM

Tiny Tigers promotes the 'Foundation Stage' (EYFS). This curriculum is set out in a document published by the Qualifications and Curriculum Authority and the department for Education and Skills and sets out the standards for learning development and care for the children aged birth-5 years. The guidance divides children's learning into 7 areas.

1.Communication and Language

This area concentrates on children being able to develop speaking and vocabulary skills and learning to converse with one another and listen.

2.Physical development

Children learn to gain control over large movements which enable us to run, hop, jump, climb, balance etc.

To gain control over small movements enabling them to pick up and use objects, tools etc.

To be active, develop co-ordination, and to learn to make healthy choices

3.Personal, social and emotional

This area focuses on children's social skills, learning how to play, making friendships, being able to dress and undress themselves and becoming independent and to understand appropriate behaviour.

4.Literacy

Encouraging children to link sounds and letters and begin to read and write.

Children to have access to books, poems and other materials.

5.Mathematics

Building ideas relating to how many, how much and how big

Recognising a variety of shapes

Counting

Early adding/subtracting skills

6.Understanding the world

Children discover the world around them

To discover things/places and people around them

Learning about computer technology, how to use them and how they help us

Past and present

Discovering their own cultures and other cultures

7.Expressive arts and design

Children learn to express their ideas and feelings through paint, music, dance, stories and role play.

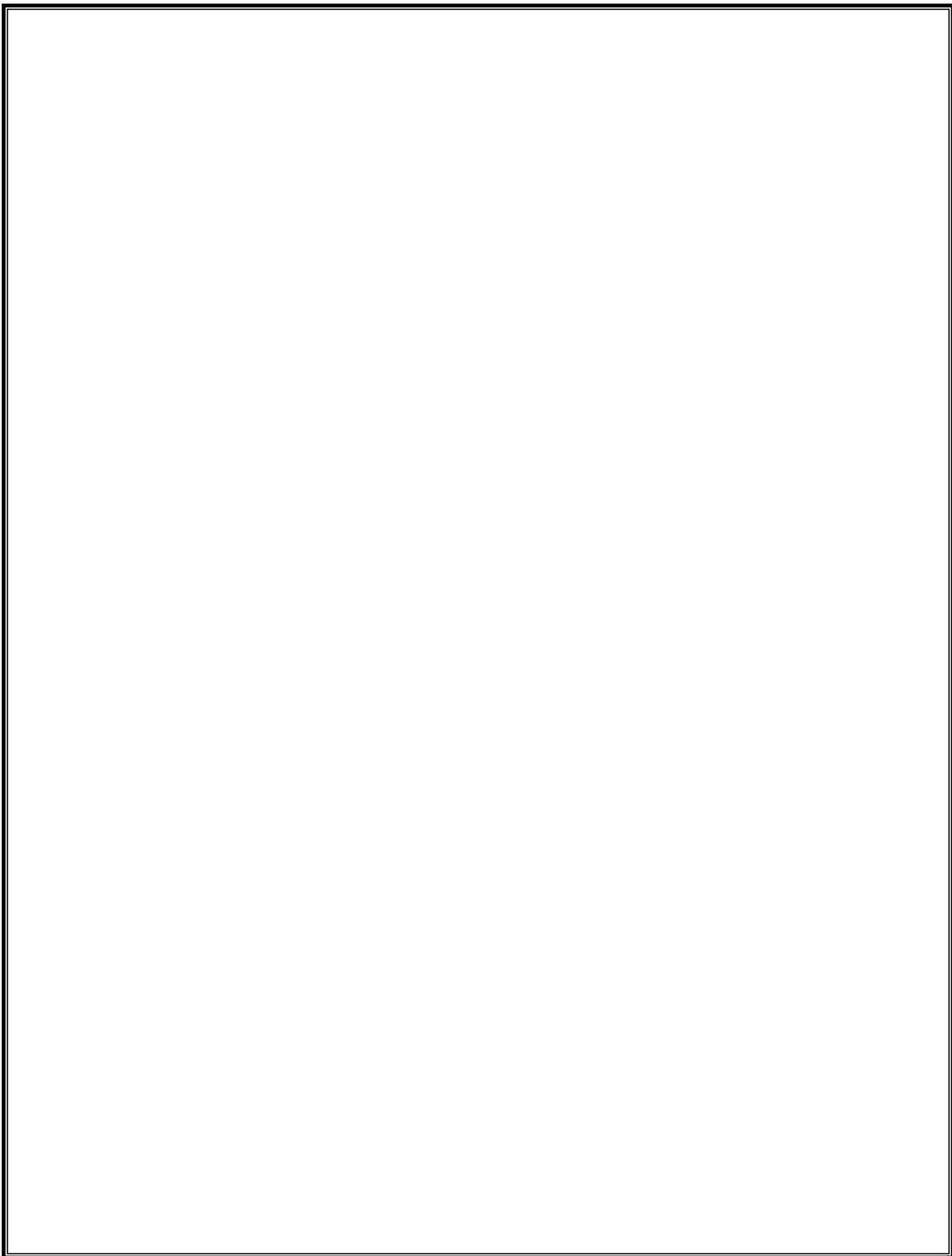
Sensory Circuit

This is a programme of specifically designed physical activities which are intended to focus on concentration in readiness for the day's learning. These activities are collectively known as sensory circuit and encourage the development of a child's sensory integration abilities.

Sensory integration is the ability to take in, process and make use of information in the world around us. In the circuit your child would take part in simple activities such as skipping, balancing, pushing and pulling. These take place in a child friendly environment that is fun while promoting social and emotional development.

The sessions will take place on a Monday and Thursday morning and will take approximately 20 minutes.

If you wish to discuss any aspects of this programme please do not hesitate to speak to either myself or Sally Sullivan who will be running these sessions.



Early Years Schemas

At Tiny Tigers Pre-School we use schemas as part of our observation methods which in turn allows us to plan for the individual child.

What is a schema?

A schema is a pattern of behaviour – the way a child behaves. As parents I am sure you have wondered: why does my child love water and love flooding the floor, why does she love dropping everything, why does he love emptying boxes of toys all over the floor? Or continually move objects.

At what age do schemas start?

Schemas begin from birth. Initially schemas are very simple but they will develop rapidly if they are supported. Research has shown that brain paths develop faster when connections are supported; schemas are a way of supporting children and extending their learning.

When were schemas first identified?

Schemas were first identified by Piaget a childhood theorist his work has been further developed by the work of Chris Athey during the 1970`s. Additional research has now been undertaken about how children learn and how their brains develop, because schemas follow interests they can develop high levels of concentration and learning in children.

How do they work?

A child will have an area in which they are mainly interested at any one time. To learn about how this interest works they will repeat an action over and over again until they understand about this interest. If adults can tune into the child`s interest we can support a child to develop their knowledge and extend their interest so further increasing the knowledge. It has been known for many years that we learn from doing, when a child is repeating an action they are learning from what they are doing. In addition to repeating an action a child will look for other ways to explore their interest.

What are these schemas?

There are many schemas, many children will show a dominate schema but may have many schemas. Many children enjoy repeating an activity but a child with a schema will show a definite way of behaviour.

Below is a table of some examples of schemas that you may find children follow:

Schema	Characteristics
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Trajectory diagonal/vertical/horizontal	The child will be interested in how things and themselves move. It is very common eg babies love to drop things from their highchairs. A child may like to throw things, push things in a straight line, runs around, play with running water. To support we can provide balls, bubbles, slides and bikes, water and sand.
Transporting	A child with this schema moves everything from place to place. They may move objects continually. To support provide a collection of bags and boxes, pasta and other items to transport.
Envelopment	A child may cover themselves in a flannel when washing, wrap dolls and toys up in blankets and fabric, cover their painting with one colour. To support you could provide blankets, dressing up clothes, paper.
Enclosure	This child will enjoy creating spaces which they may or may not put objects or themselves into. They will like putting things in pots, filling up boxes, drawing pictures and putting circles around them. They may also like putting their thumb in and out of their mouth. To support you could provide containers boxes, tents.
Rotation	This child loves to play with wheels. They love anything that rotates or are circular. They love wheels, spinning, watching the washing machine. To support provide bikes cars, mixing and stirring activities, windmills.
Scattering	Children love to scatter objects i.e. tipping all their toys onto the floor. They may use their arms or legs to scatter objects and may enjoy wiping objects off of a surface. To support provide bean bags, put toys onto mats or in trays

Settling in period

When your child joins Tiny Tigers we will ensure the transition is as smooth as possible. Each child is individual therefore we will tailor our approach to suit your child.

On your child's first session you are welcome to stay for as long as you feel necessary to make your child feel comfortable. When you do leave we will call you to let you know that your child has settled.

Communication with parents

We believe communication between us and you as parents is vital. Giving you peace of mind and helping us to develop your child's individual needs. Any information you can give us about your child to help your child settle and during their time spent at Tiny Tigers would be greatly appreciated.

Parents rota

Parents, carers, grandparents are invited to join us for a session to see and be actively involved in your child's daily routine at pre-school. If you wish to join us please put your name down on the 'parents rota' situated on the notice board in the lobby.

Additional Needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs which a child may have. Support will be given to parents and we will work closely with the different outside support agencies available.

Key person system

At pre-school we operate a key person scheme, which means that one member of staff takes a special interest in your child; settling in, meeting other children and staff members, and guiding him/her around the various activities on offer. The key person will also watch your child's progress and development at Pre-school, noting achievements or problems, and contributing towards the records we keep. During each week, our timetable includes planned small group activities, one of which is organised into key person groups. The key person is your first point of contact if you wish to discuss anything at all, though of course all of us are available for questions or comments.

Child Development

When a child starts at Tiny Tigers Pre-school, a child observation record is created. Records are kept locked in the storeroom, except when in the possession of a member of staff who needs to record information. Records are private and confidential, seen only by parents/guardians and members of staff. Parents are welcome to see their own child's records at any time, but should understand they may not always be complete and up to date. It is vital to your child's development that you as parents have an active

role, therefore we encourage you to make time to speak to your child's key person at a time convenient to both of you whereby you can discuss your child's next steps or any other issues that may arise. We also keep examples of children's work-drawings, writing, and anything else that informs our understanding of his/her progress. These will be dated and sometimes annotated for future reference.

Throughout your child's time at pre-school, both formal and informal observations are made on a regular basis, and we seek opportunities to assess a child's progress. We also include photographs of children engaged in activities, having first obtained parental permission to photograph each child.

Safety

We are always very safety conscious at Pre-school. There is always at least one member of staff who is first aid qualified on duty and most of our rules relate to safety. Pre-school is inspected and registered by OFSTED to ensure we meet child care and health and safety as well as educational standards.

Arrivals and departures

We take great care in monitoring the safe arrival and departure of all children, and ask if your child is to be collected apart from yourself, either an introduction to that person, photo id or an agreed password must be used before a child is released.

You are responsible for your child whilst in the foyer prior to a session and as soon as your child is collected.

Accidents and incidents

For minor incidents, first aid will be given at Pre-School and will be recorded in a book signed by both a staff member and parent/carer. In an emergency, parents and a doctor will be contacted immediately, so please ensure that we have up to date contact numbers. Please inform us if our child has any ongoing conditions such as asthma, diabetes, allergies or if he/she is on a particular diet.

If your child is ill please let us know as soon as possible if the illness is infectious and please keep him/her away from pre-school until risk of infecting other children is past.

- Chicken pox - until spots dry up
- Sickness/diarrhoea - 48hrs after last bout.

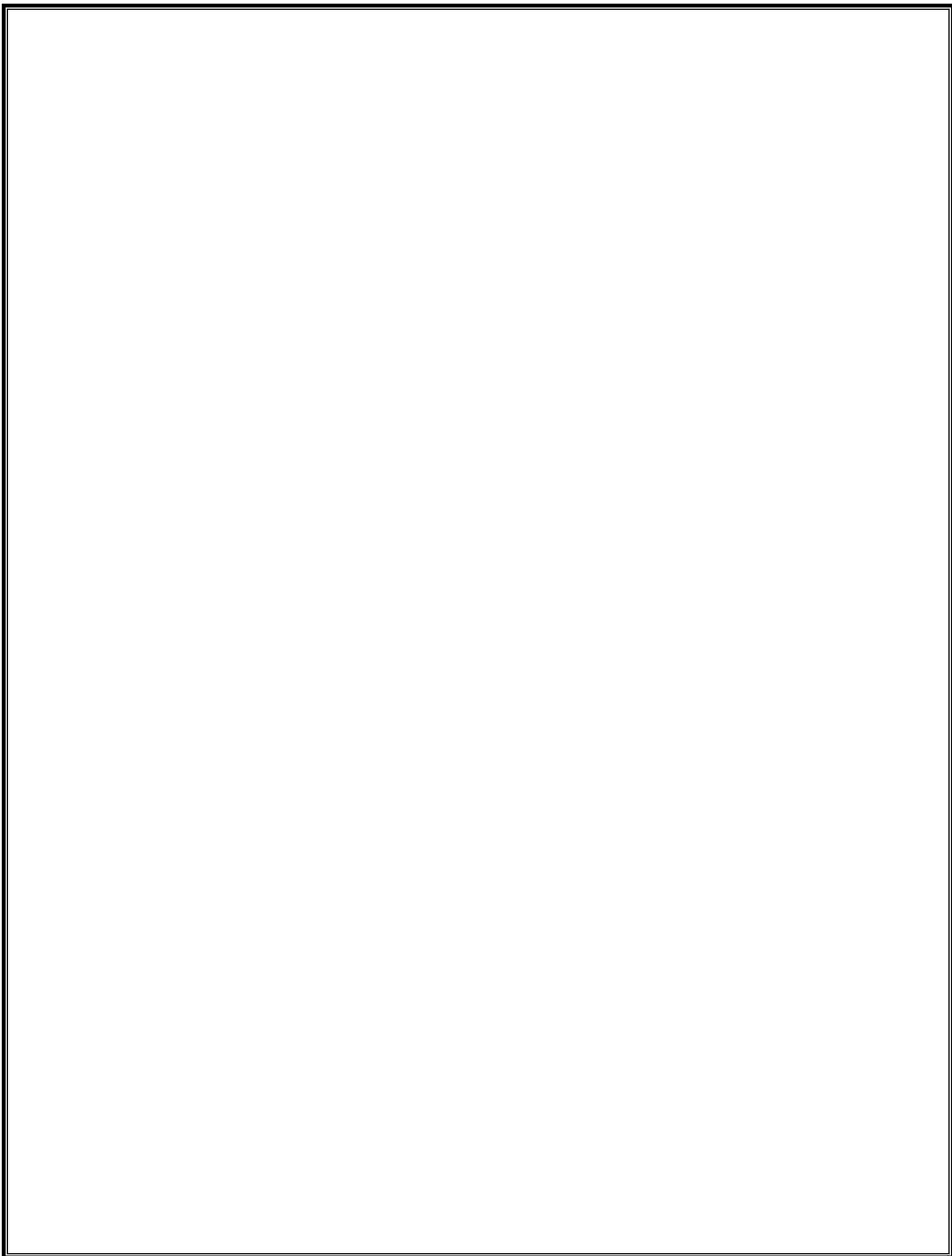
Complaints to Ofsted

Where there seems to be a possible breach of the settings registration requirements, it is essential to include Ofsted as the registering and inspection body with a duty to ensure the national standards for day care are adhered to.

The address and telephone number of Ofsted is: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Tel Complaints 0300 123 4666, Helpline: 0300 123 1231, Website:
www.ofsted.gov.uk/parents

The address and telephone number of Ofsted are also displayed on our Parents notice board.



Sickness/holiday/severe weather conditions

There is no refund for sickness, holiday or closure due to severe weather conditions such as snow.

Behaviour Management

Clear boundaries are set and applied so children know what is expected of them:

- We encourage good behaviour by praise
- Setting good examples for children to follow

If persistent problems occur, we will discuss the problem with you to find an acceptable solution.

Confidentiality

Confidentiality regarding any child in our care is of the up most importance. We are responsible for the well being of the children therefore any records we keep on the children are kept secure and confidential.

Child protection

As a provider of day care we are responsible for the well being of the children in our care and governed by the Children's Act 1989.

Equal Opportunities

Our pre-school promotes equality and anti-discriminatory practice for all children with regard to gender, ethnic origins/racial groups, religious culture, linguistic backgrounds. We consider it important to provide a range of experiences and an environment that will instill in the children a positive outlook towards people in our society whom they may see different from themselves.

School Connections

Tiny Tigers liaise with all the local schools, to ensure a smooth transition into reception

Tiny Tigers Pre-School Terms and Conditions

All parents must observe our basic terms and conditions. Tiny Tigers pre-school provides a happy and stimulating environment in which each child can develop very much at his/her own pace.

If you would like to see a full copy of all our policies please ask a member of staff to provide you with a copy.

Registration/secure a placement

Children can not be allocated placements without completing a child registration form. To secure a place a refundable deposit of £50.00 is required before a place can be allocated. The place is subject to availability with the earliest date offered as appropriate to the age of the child. If there is no immediate availability the name of the child will be held on a waiting list until a place becomes available. On receipt of the registration form and deposit cheque, a letter will be sent confirming your child's place and start date. **For non funded children we ask for a £25.00 administrative fee which will be deducted from the £50.00 deposit.**

Should you wish to cancel your child's place before he/she starts Tiny Tigers there will be no refund of deposit.

If you wish to reduce your child's sessions for **non-funded** children, we require 4 weeks notice.

Payments of fees

Fees are to be paid monthly in advance upon issuance of fee statement. Fees will not be waived for term time absence through sickness or holidays or any other cause or if the pre-school is closed due to severe weather conditions which are beyond our control and safety of the children is at risk. The fee structure is reviewed annually.

Termination of contract

If you wish to terminate your contract with Tiny Tigers, we require one month's notice in writing.

I hereby agree to Tiny Tigers terms and conditions

Name (print).....

Sign.....

Date.....

Please sign and return to Supervisor. Thank you.

PRIVACY NOTICE

for

Tiny Tigers Pre school Ltd

Privacy Notice – How we use pupil information

Why do we collect and use pupil information

We collect and use pupil information under section 537A of the Education Act 1996, and section 83 of the Children Act 1989. We also comply with Article 6(1)(e) and Article 9(2)(b) of the General Data Protection Regulation (GDPR).

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to support you to decide what to do after you leave school

Categories of pupil information that we collect, hold and share include:

- Personal information (such as name, and contact details)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- EYF learning journals
- Special educational needs information
- Relevant medical information

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil information

Tiny Tigers keep information about you on computer systems and also sometimes on paper.

There are strict controls on who can see your information. We will not share your data if you have advised us that you do not want it shared unless it is the only way we can make sure you stay safe and healthy or we are legally required to do so.

Who do we share pupil information with?

We routinely share pupil information with:

- schools or pre schools after children leave us
- our local authority (Kent County Council) and their commissioned providers of local authority services
- the Department for Education (DfE)
- outside agencies that may be involved with your child's development/learning

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

To find out more about the data collection requirements placed on us by the DfE (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact **Natalie Brown, data protection controller**.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at

<https://ico.org.uk/concerns/>

Contact:

If you would like to get a copy of the information about you that KCC shares with the DfE or post-16 providers or how they use your information, please contact:

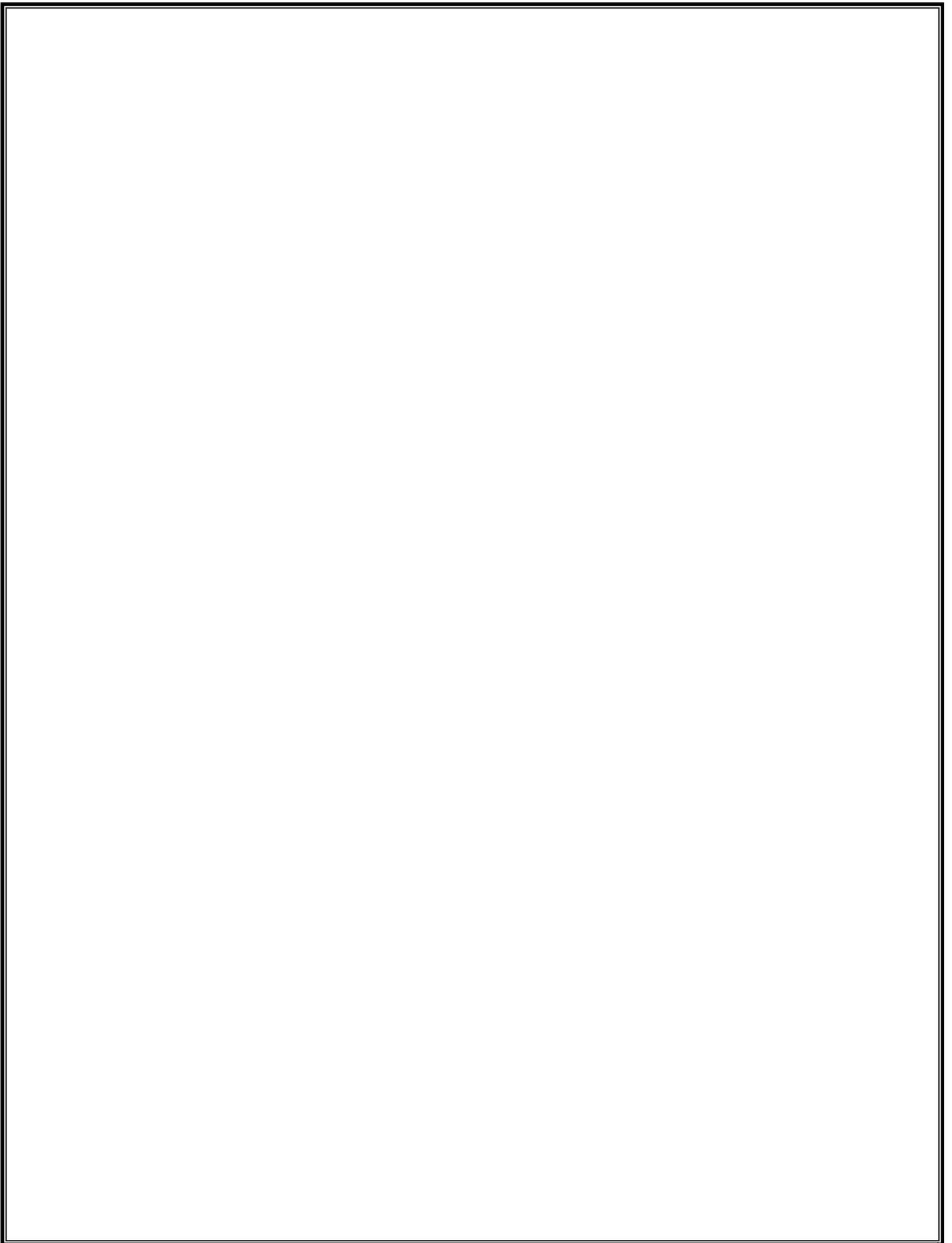
Information Resilience & Transparency Team
Kent County Council
Room 2.71
Sessions House
Maidstone, Kent
ME14 1XQ
Email: dataprotection@kent.gov.uk

You can also visit the KCC website if you need more information about how KCC use and store your information. Please go to: <http://www.kent.gov.uk/about-the-council/contact-us/access-to-information/your-personal-information>

To contact DfE: <https://www.gov.uk/contact-dfe>

If you would like to discuss anything in this privacy notice, please contact:

Natalie Brown – data protection officer



Registration Form

Name Of Parent/guardian.....

Address.....

.....Postcode.....

Home Telephone Number.....

Mobile Number.....

Child's Name.....

Date of Birth.....

Email address.....

Please indicate the sessions/days required below

	MON	TUES	THURS	FRI
AM				
PM				

Preferred starting date.....

Parent signature.....

Date.....

Free Early Education

FEE and ADDITIONAL FEES: All children become eligible for Free Early Education (the universal entitlement) the term after they become 3. Some 2 year olds may also be eligible for funding (free for 2 funding or FF2). Parents/carers are asked to check with the owner/manager to find out if their child qualifies.

A child is eligible for Free Early Education at the start of the term after their second (if eligible), or third birthday in line with the Department for Education table below:

And

A CHILD BORN ON OR BETWEEN	WILL BECOME ELIGIBLE FOR A FREE PLACE FROM
1 st April and 31 st August	Start of term 1, in September, following their 2 nd /3 rd birthday
1 st September and 31 st December	Start of term 3, in January, following their 2 nd /3 rd birthday
1 st January and 31 st March	Start of term 5, in April, following their 2 nd /3 rd birthday

Children accessing the Universal Entitlement/FF2 are entitled to the first 15 hours of charge for 38 weeks and a maximum of 570hrs per year.

Free Early Education may be taken with multiple providers. At this setting we offer a totally free pattern of delivery in the following way, first come first served basis.

This is subject to availability and eligibility.

Any additional hours will be charged @ £6.00 p/hour

30 hours free early education

Tiny Tigers will be offering a limited number of 22 hr free early education places to eligible families. The 22 hours can be used towards the 30hr offer in

conjunction with multiple providers. At this setting we offer a totally free 22hr pattern of delivery the following way, first come first serve basis. This is subject to availability and eligibility

For more information and to see if you are eligible please visit www.childcarechoices.gov.uk

Tax free childcare

If you're a working parent with children under 12 (or under 17 for disabled children), you can open an online account to pay for registered childcare. The government will top-up the money you pay into the account. For every £8 you pay in, the government will add an extra £2. You can receive up to £2,000 **per child**, or £4,000 if disabled.

You, and any partner, must each expect to earn (on average) at least £120 per week (equal to 16 hours at the National Minimum or Living Wage). If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

If either you, or your partner, expect to earn £100,000 or more, you can't get Tax-Free Childcare. You can't use Tax-Free Childcare at the same time as childcare vouchers, Universal Credit or tax credits. You **can** use it with the 15 hours and 30 hours schemes.

You can use it to help pay:

- Registered childminders, nurseries and nannies
- Registered after-school clubs and playschemes
- Registered schools
- Home careworkers working for a registered home care agency

Please visit www.childcarechoices.gov.uk for more information

Tiny Tigers local offer

How does our setting identify children with additional needs or SEND?

At Tiny Tigers Pre-School we treat every child as an individual. Your child will be allocated a key person who will be responsible for your child's development. Through the use of observations and planning for their next steps we are able to identify any concerns which we will share with you, and with consent we will contact other professionals if required. Should you have any concerns about your child you should speak with your child's key person who will be able to advise you further.

How will I be informed / consulted about the ways in which my child is being supported?

Your child's key person will work with both you and your child. This relationship will ensure that we share knowledge concerning your child and their development. This knowledge begins with the 'Welcome Pack' and the all about me section in Tapestry (online learning journal) and continues with regular meetings relating to their next steps. Through continual observations we can plan for your child including assessing additional support from other professionals as appropriate.

With your permission, we will contact outside agencies if required either for advice or to make a referral with any concerns and we will implement strategies.

How will our setting adapt the Early Years Foundation Stage curriculum for my child's needs?

Every child is viewed as unique, therefore we plan for your child's development based on observations of your child and evidence gained for their Learning Journal within Tapestry. The environment your child plays in will be appropriate for their needs and additional support or resources will be supplied as appropriate.

What teaching strategies does our setting use for children with additional needs or learning difficulties?

At Tiny Tigers we have a SENCO (special education needs co-ordinator) that has been trained through KCC to support the key person and families to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The nursery SENCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

The SENCO will liaise with other professionals (with the parent's consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting each individual child. The SENCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

The plans and activities will be reviewed by the key person, SENCO and the parents regularly to update plans and provide support for all children.

Parents communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/carers will work with the key person to settle the child into the nursery. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress.

What additional support does our setting provide for children with additional needs or SEND?

We offer settling in sessions which will familiarise your child with the Pre-School and also enable support for your child to be discussed before they commence at Pre-School. Care routines will be discussed prior to starting at the Tiny Tigers, including nappy changing. We are able to administer prescribed medicines once the appropriate form has been completed. If additional training is required to administer medicine we will undertake this as necessary but on this occasion your child will not be able to start preschool until this training has been completed.

Promoting positive behaviour is important to the setting. Our belief is Caring and Sharing and we utilise a range of techniques to ensure this is met. We will always discuss any behaviour concerns with you in order to maintain a consistent approach between home and the setting.

The safety of your child is paramount. Children are signed in and out with details of who is due to collect them each session. We will not allow any child off the premises if the person collecting them is not known to the setting or does not give the correct password. We regularly undertake and review risk assessments on our equipment and environment from

both a 2 year olds and 3 year old perspective. Risk assessments are completed before every session and before any trip including short walks around the local community.

How will the setting monitor my child's progress and how will I be involved in this?

A strong relationship between the setting and Parents is important to the Pre-School. You have access to view your online child's online Learning Journal and your child's key person will meet with you regularly to discuss your child's development and next steps. We are always available to discuss any concerns you have regarding your child's learning and development.

How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

All children are welcome to attend trips. Parents are notified before trips in order to identify any particular needs. Risk assessments are completed and volunteers are asked to assist on the trip from the children's families if required. On any trips all children wear high visibility Jackets, mobile phone, first aid kit and a child's individual medicine or medical equipment, as required, is always taken.

How accessible is the building for children with mobility difficulties / wheelchair users?

We will work closely with all parents to access any specialist equipment that may be required.

The main hall is fully accessible for a wheel chair. The hall has a disabled toilet.

Visual timetables/makaton are used to assist children with the daily routine and Language books are shared with setting and families of children with English as Additional Language to aid communication.

How will you support my child's transition to a new setting or school?

Before your child joins the Pre-School we encourage you to visit the setting several times so that you can both become acquainted with the Environment and staff. We have a Settling session before your child is due to start pre school. We work closely with each family to develop a settling routine to match your child's needs.

If a child attends more than another setting or is moving to a different setting we share the child's next steps with that setting.

We liaise with local schools to arrange visits of both the children to the schools and the Teachers to visit the children at the Pre-School to aid the transition to new Schools.

Outside agencies will support with transition to school for any child they have been involved with at the Pre-School.

How does our setting assess the overall effectiveness of its SEN provision and how can parents / carer's take part in this evaluation?

The staff continually receive and refresh their training. All staff are qualified within Early Years or are currently studying for qualifications. Staff have attended; promoting positive behaviour, English as additional language; senco forums and lift meetings. We continually reflect upon our practice and will attend training when a particular need is identified. Every year we provide parents with an annual questionnaire, thereby giving parents an opportunity to make comments/recommendations or ideas that we may implement.

SAFEGUARDING POLICY 2018

Key contact personnel in Tiny Tigers

Designated Safeguarding Lead: **Claire Wenman, Manager**

Deputy Designated Safeguarding Lead(s): **Natalie Brown, owner of Tiny Tigers**

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date agreed: **(March 2018)**

Ratified by: **(Natalie Brown)**

Date of next review: **(March 2019)**

This policy will be reviewed and ratified at least annually and/or following any updates to national and local guidance and procedures.

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What to do if you have a welfare concern in **Tiny Tigers**

Why are you concerned?

- For example
 - Disclosure
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Immediately record your concerns

- Follow the settings procedure
 - Reassure the child
 - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL
 -

Inform the Designated Safeguarding Lead (**Claire Wenman/Natalie Brown**)

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Threshold document and procedures: www.kscb.org.uk
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser (**Jonathan Hogben** 03000 412445 or 07740 183798)

If you are unhappy with the response

Staff:

- Seek advice from the Education Safeguarding Team (**Jonathan Hogben**: 03000 412445/07740183798)
- Follow Whistleblowing Procedures

Children and Parents/Carers:

- Follow setting complaints procedures (speak to either Claire Wenman or Natalie Brown)

Record decision making and action taken in the child's child protection/safeguarding file

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the **child's safety is paramount**

1. Introduction

- The Tiny Tigers Child Protection policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes;
 - The Early Years Foundation Stage (2017)
 - DfE guidance 'Keeping Children Safe in Education' (2016)
 - Working Together to Safeguard Children (2015)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Online Safeguarding Children Procedures

2. What is 'Safeguarding'?

- Working Together to Safeguard Children (2015) defines safeguarding children as; *'the action we take to promote the welfare of children and protect them from harm'*, including;
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes.
- It also reminds us that safeguarding ***"is everyone's responsibility. Everyone who comes into contact with children and families has a role to play."*** (WTSC 2015 p. 9)
- The setting acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Domestic violence
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Honour based abuse
 - Mental Health
 - Missing children and adults
 - Online Safety
 - Prevent duty (radicalisation and extremism)
 - Private fostering
 - Relationship abuse
 - Human trafficking and modern slavery
 - Youth produced sexual imagery or "Sexting"

3. Ethos

- *'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.'* (EYFS 2017 p5)
- The management team of Tiny Tigers believe that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.
- As part of the safeguarding ethos of the setting we are committed to:
 - Maintaining children's welfare as our paramount concern;
 - Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to;
 - Developing appropriate and positive relationships between children and the adults that care for them;
 - Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
 - Using learning opportunities to increase self-awareness, self-esteem, assertiveness and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
 - Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
 - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms;
 - Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
 - Developing effective and supportive liaison with other agencies.
- **Tiny Tigers adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website: www.kscb.org.uk**

4. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - Behaviour Management
 - Online Safety
 - Social Media

- Anti-Bullying
- Data Protection and Information Sharing
- Image Use
- Drugs
- Personal and Intimate Care
- Health and Safety
- Risk Assessments (e.g. trips, use of technology)
- First Aid and Accidents (including medicines)
- Managing Allegations Against Staff
- Code of Conduct for Staff (including Acceptable Use of Technology or 'AUP')
- Safer Recruitment
- Whistle-Blowing

Supporting Guidance (to be read and followed alongside this document)

- "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
- "What to do if you are worried a child is being abused" – DfE, March 2015
- KSCB document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"
- KCC Safeguarding Children and Child Protection – "Induction Leaflet Guidelines for Early Years Staff"
- KCC Guidelines for "Safeguarding Record Keeping"
- KCC Advice notes - "Dealing with Disclosures"
- Early Years Foundation Stage 2017 Welfare Requirements

- **These documents can be found in our filing cabinet in our pre school container**
- **5. Responsibilities for Staff and Designated Safeguarding Lead**

5.1. All staff

- The EYFS 2017 requires providers *'to take all necessary steps to keep children safe and well'* and accordingly, everyone involved in the care of young children has a role to play in their protection. All members of staff in the Tiny Tigers pre school are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance.
- All members of staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services as needed.

5.2 The Designated Safeguarding Lead Person (DSL)

- The EYFS 2017 states; *'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'*.
- Natalie Brown whose responsibility it is to ensure all legal requirements are met, have appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in our setting. They are committed to ensuring that the DSL is properly

supported in being able to carry out this role fully, including providing them with appropriate time and resources away from other job commitments.

- The DSL (**Claire Wenman/Natalie Brown**) has overall responsibility for the day to day safeguarding and child protection systems in the setting. These responsibilities include;
 - Liaising with other professionals in all agencies, including social services, police and health colleagues;
 - Keeping apprised of any updates in policy and practice as agreed by Kent Safeguarding Children Board (via the Education Safeguarding Team);
 - Being a source of support, advice and guidance to any other setting staff, both paid and voluntary, on an ongoing basis and on any specific safeguarding issue as required;
 - Co-ordinating child protection action within the setting, including making referrals as necessary;
 - Maintaining a confidential recording system for safeguarding and child protection concerns;
 - Ensuring all staff, visitors and volunteers are aware of the setting's policies and procedures and their responsibilities in relation to safeguarding children;
 - Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training, at least every 3 years (as stipulated by the KSCB) and provide them with appropriate annual updates;
 - Ensuring their own training is kept up to date by attending appropriate Designated Safeguarding Lead training every 2 years (as stipulated by the KSCB) and accessing updates, at least annually, through a variety of methods(via kcc bulletins, on going training, collaboration meetings.) to keep up with any developments relevant to their role;
 - Representing the setting at inter-agency meetings in particular strategy discussions, child protection conferences and core groups;
 - Managing and monitoring the setting's role in early help, child in need and child protection plans.

- **The welfare and safety of children are the responsibility of ALL staff in the setting and ANY concern for a child's welfare MUST be reported to the DSL.**

6. Recognition and Categories of Abuse:

- All staff in the setting are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2016 (see appendix 2) and 'What to do if you are worried a child is being abused' 2015.

- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

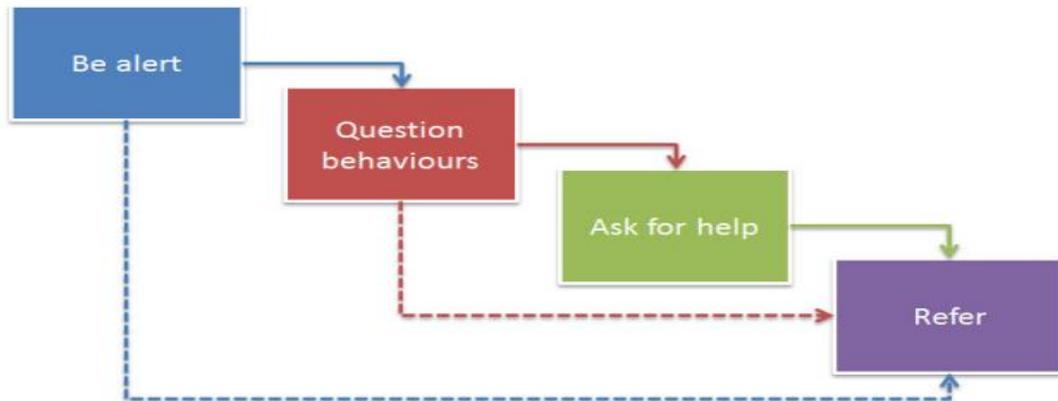
- Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example children may be abused in a family, in an institutional or community setting, by those known to them or by a

stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

- Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. Safeguarding and Child Protection Procedures

- Tiny Tigers adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk
- Additional guidance includes:
 - **'What to do if you are Worried About a Child Being Abused' (DfE 2015)**
 - **Information Sharing advice for safeguarding practitioners (2015)**
 - **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
 - **The Assessment Framework for Children in Need and their Families (2000)**
- These documents provide guidance for professionals including when to make a referral to Specialist Children's Services and can be found in the filing cabinet within the pre school container.
- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to Specialist Children's Services (SCS) and/or the Police.
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
 - To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
 - Advice may also be sought from the Early Help Triage Team.
 - Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.
- All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.
- If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.
- New referrals to services will be made using the agreed process i.e. the Early Help Notification Form or Inter-Agency Referral Form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed.**

Consent will be sought, unless there is a valid reason not to do so; for example if to do so would put a child at risk of harm and/or would undermine a criminal investigation.

- **The role of the setting in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services Team who may be able to discuss the concern and provide advice on appropriate action to be taken.
- If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

8. Record Keeping

- Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **Incident/Welfare concern forms are kept *in an individual folder within the filing cabinet.***
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- Natalie Brown will be kept informed of any significant issues by the DSL.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping". All Staff **WILL** familiarise themselves with the

responsibilities as outlined in this document. www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance

In an individual folder within the filing cabinet in the container.

9. Inter-Agency Working

- Tiny Tigers recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Settings are not the investigating agency when child protection concerns arise and will therefore pass all relevant cases to statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that the setting plays a crucial part in supporting the child while these take place.
- Tiny Tigers recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- Natalie Brown and the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need to know basis.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice is available in the document Information Sharing advice for safeguarding practitioners (2015) and appendix 3.
- If the setting is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local settings) then advice will be sought from the Education Safeguarding Team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

11. Complaints

- The setting has a **Complaints Procedure** available to parents/carers, children and members of staff who wish to report concerns. This can be found the policy folder within the filing cabinet within the pre school container.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations**

against Staff policy. This can be found *in the policy folder within the filing cabinet in the pre schools container.*

12. Staff Induction and Training

- All members of staff have been made aware of part one of the “*Keeping Children Safe in Education*” (2016) which covers safeguarding information. DSLs and Natalie Brown have read the entire document.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the settings internal safeguarding procedures and reporting mechanisms.
- All staff members (including volunteers and temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:
 - **Recognise** potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)
 - **Respond** appropriately to safeguarding issues and take action in line with this policy
 - **Record** concerns in line with the settings policies
 - **Refer** concerns to the DSL and be able to seek support external to the setting if required
- All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation;
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- The staff training will include setting responsibilities, the setting child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates (*in kcc safeguarding bulletins, training, meetings*), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The setting recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is

therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy (*all staff members are involved when reviewing our policies*)

- Other safeguarding policies, for example the setting Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by Natalie Brown.

13. Safe Working Practice

- All members of staff (including temporary staff and volunteers) are required to work within clear guidelines on Safe Working Practice / the setting's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the settings **Behaviour Management Policies** and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found *in the filing cabinet within the container*.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the setting's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**

14. Supervision and Support

- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2017.
- Natalie Brown recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.
- All of our staff and volunteers are expected to have regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management. Further guidance on supervision can be found in the Early Years Supervision booklet.

15. Safer Recruitment, Suitable People and Disqualification

- Tiny Tigers is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.
- Natalie Brown is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR). The SCR is a list of staff, volunteers and proprietor/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment;
 - References;
 - Identity checks;
 - Criminal records check reference number, including date check was obtaining and details of who obtained it;
 - Eligibility to work in the UK checks;
 - Other essential key data.
- The setting will obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children;
 - lives on the premises on which the childcare is provided 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).
- An additional criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- Natalie Brown is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- Natalie Brown will ensure that the manager, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009. www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf
- Natalie Brown is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

16. Allegations against Members of Staff and Volunteers

- Natalie Brown recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the [proprietor/trustees/committee] who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- Natalie Brown also ensures we meet our responsibilities under Section 35 of Safeguarding Vulnerable Groups Act 2006. This includes the duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- As a registered provider we are aware of our duty to inform Ofsted 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. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy which can be found in the staff room/office/staff intranet/network etc.
- **When in doubt – consult**

17. Peer on Peer Abuse

- All members of staff at Tiny Tigers recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Tiny Tigers believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 12, above and in accordance with Kent Safeguarding Children Board procedures.

- Further information about the settings response to specific allegations can be located in the policy folder within the filing cabinet in the settings container.
- The setting will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "[Sexting in Schools and Colleges](#)" guidance and [KSCB guidance](#).

- Further information in relation to the settings approach to “sexting” can be found in the settings online safety policy. (in our policies folder within the container).
- Tiny Tigers is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

18. Safeguarding Children with Special Educational Needs and Disabilities

- Tiny Tigers acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- Tiny Tigers will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of 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 disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

19. Online Safety

- It is recognised by Tiny Tigers that the use of technology presents particular challenges and risks to children and adults both inside and outside of the setting.
- Tiny Tigers identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However the DSL is acknowledged as having overall responsibility for online safeguarding within the setting.
- Tiny Tigers recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community. Further information/reading about the specific approaches relating to this can be found in the settings **Online Safety Policy**, **Acceptable Use Policy (AUP)** and **Image Use Policy** which can be found in *the policy folder with the filing cabinet in the setting container.*
- Tiny Tigers will ensure that appropriate filtering and monitoring systems are in place when children and staff access systems and internet provision. *We use Qustodio, an app designed to protect both children and staff within our setting.*

- **Tiny Tigers** acknowledges that whilst filtering and monitoring is an important part of the settings online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the settings control such as tablets, mobile phones and other internet enabled devices and technology. This is covered in more depth within the settings **Online Safety Policy** which can be found in *policy folder within our filing cabinet within the settings container*.

Tiny Tigers will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

- Detailed information about the settings response to online safety can be found in the setting's **Online Safety Policy and Acceptable Use Policy** which can be found *in policy folder within the filing cabinet within the settings container*.

20. Educational Programmes and Staying Safe

- We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Tiny Tigers will provide age appropriate educational programmes and opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Tiny Tigers will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

21. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-setting community ethos and welcome comments from children, parents/carers and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- Where services or activities are provided separately by another body using the setting premises, Natalie Brown will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved then an application to use premises will be refused.

- The setting will not accept the behaviour of any individual (parent/carer or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

22. Monitoring and Review

- All setting staff and volunteers will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the proprietor/trustees/committee being formally sought. The policy will also be available to parents/carers.
- This policy has been written in March 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our Setting development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

22. Local Support

- All members of staff in Tiny Tigers are made aware of local support available:
 - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - *Insert local details here:* www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
It is recommended that early years settings include up-to-date and specific contact details for the Area Safeguarding Adviser and admin staff
 - **Contact details for Online Safety within the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, e-Safety Development Officer
 - 03000 415797
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Childrens Specialist Services**

- Central Duty Team: 03000 411111
- Out of Hours Number: 03000 419191

- **Early Help and Preventative Services**
 - earlyhelp@kent.gov.uk
 - 03000 419222

- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)

- **Kent Safeguarding Children Board (KSCB)**
 - kscb@kent.gov.uk
 - 03000 421126

Settings may wish to include other local points of contact such as local Kent Police contacts, Early Help Teams etc.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot

- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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 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 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.

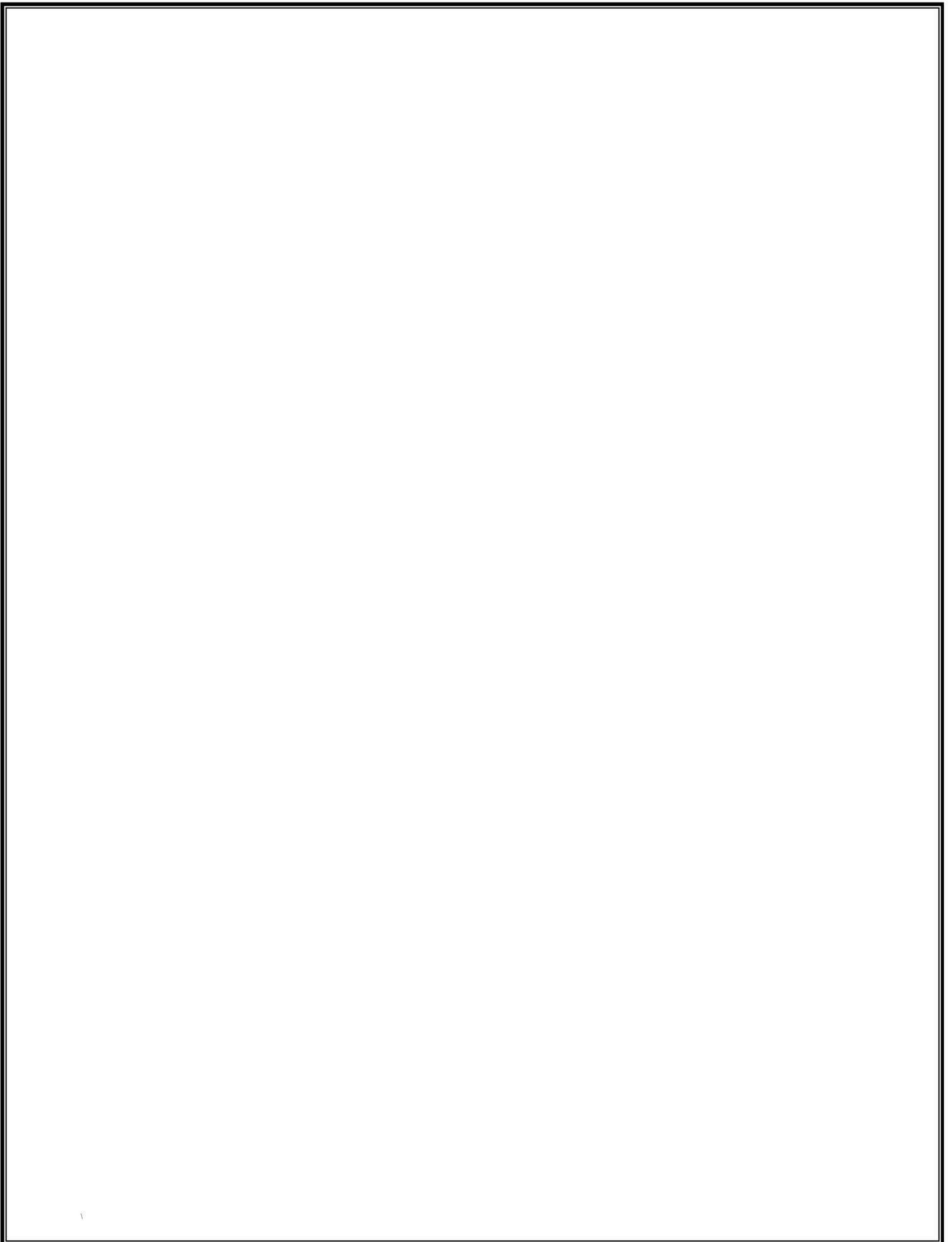
Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem



Appendix 2: Specific Safeguarding Issues **(Also see Annex A of Keeping Children Safe in Education 2016)**

Children Missing Education

Tiny Tigers recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Tiny Tigers is aware that a child going missing from education is a potential indicator of abuse or neglect.

This may apply to parents/carers, older siblings, staff or other members of the community.

Child Sexual Exploitation (CSE)

All Tiny Tigers staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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

Tiny Tigers identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at Tiny Tigers recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

'Honour based' violence including Female Genital Mutilation (FGM)

Members of staff at Tiny Tigers are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the setting safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes "FGM The Facts":
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_15_87_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf and "FGM an Overview:"
<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the setting and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Radicalisation

Tiny Tigers recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation can be compared to grooming for sexual exploitation.

Tiny Tigers will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Tiny Tigers recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Tiny Tigers will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the settings **Online Safety Policy**.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the child refers to it e.g. “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the child may have affection for him/her
- Do not ask the child to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Children

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk

- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- Parent Port: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk