



Ramillies Hall Nursery

Safeguarding & Child Protection Policy and Procedures

Aim

Ramillies Hall Nursery recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We are committed to providing a safe, secure and welcoming environment where children are respected, valued and supported to thrive. We are vigilant to the signs of abuse and neglect and follow robust procedures to ensure that children receive effective support, protection and, where necessary, intervention.

Purpose

The purpose of this policy is to ensure that all practitioners understand the setting's arrangements for safeguarding and promoting the welfare of children. It provides guidance for staff who may have concerns about a child's safety or wellbeing and sets out the setting's responsibilities, procedures and expectations in relation to safeguarding and child protection.

This policy

- This policy has been developed in accordance with the statutory guidance Working Together to Safeguard Children (2026), the requirements of the Early Years Foundation Stage (2025), and other relevant safeguarding legislation and guidance.
- The policy has also been written with regard to the procedures, guidance and protocols of the Stockport Safeguarding Children Partnership.

Safeguarding Roles and Responsibilities

Owners	Alexandra Poole, Robert Poole, Charlotte Poole
Nominated Individual	Alexandra Poole
Manager & Designated Safeguarding Lead	Fay Gurhy
Designated Safeguarding Officer	Claire Cochrane
Designated Safeguarding Officer	Karen Farrington
Designated Safeguarding Officer	Rachael Pope

All adults working within the setting, including staff, volunteers, students and visiting professionals, have a responsibility to report any concerns about a child's welfare, or any actual or suspected abuse or neglect, to the Designated Safeguarding Lead (DSL).

Upon receiving a concern, the DSL will assess the information and determine the most appropriate course of action, including whether a referral to another agency is required, in line with the Stockport Thrive Model and Levels of Need Framework.

Arrangements are in place to ensure that a DSL or appropriately trained Deputy Safeguarding Officer (DSO) is available at all times, either in person or by telephone.

If a child is believed to be at immediate risk of harm, a referral will be made immediately to the Stockport Multi-Agency Safeguarding and Support Hub (MASSH) and/or the Police.

Any member of staff may make a referral directly to Children's Social Care if they believe a child is at risk of significant harm and feel that appropriate action has not been taken.

Reporting and Recording Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about a child's welfare or safety.

Concerns should be reported as follows:

- Record the concern using the setting's safeguarding recording system (Blue Form).
- Report the concern to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Officer (DSO) without delay.
- All concerns must be taken seriously and acted upon appropriately.
- The DSL will determine and record the actions required, who is responsible for them, and when the concern will be reviewed.
- All safeguarding information will be handled securely and in accordance with the setting's Data Protection and Confidentiality Policies.

Key Contacts

**Stockport Multi-agency
Safeguarding and Support
Hub (MASSH) 0161 217 6028**

**Safeguarding Children
Unit LADO 0161 474
5657**

**Out of hours emergency
duty team - Social Care
0161 718 2118**

**Ofsted
0300 123 1231
enquires@ofsted.gov.uk**

NSPCC

**Police -
Non emergency 101
Emergency 999**

Creating A Safeguarding Culture

At Ramillies Hall Nursery, we are committed to ensuring that all children feel safe, secure and supported within our setting.

Safeguarding is at the heart of everything we do and is everyone's responsibility. Our safeguarding policy underpins the robust procedures, professional practice and positive culture that exist throughout the nursery to protect and promote the welfare of all children.

We strive to create an environment where children are listened to, respected and encouraged to develop confidence, resilience and an understanding of how to keep themselves safe.

All practitioners are aware of the categories of abuse, which are-



Definitions of the four categories of abuse can be found in the Glossary, and the signs and indicators of abuse are detailed in Appendix 9.

In addition, staff receive training and guidance on a range of wider safeguarding issues, including:

Bullying and cyberbullying	Child Sexual exploitation	Criminal Exploitation (County Lin	Domestic Abuse	Children with SEND
Contextual Safeguarding	Early Help	Female Genital Mutilation	Peer on Peer Abuse	Prevent
Sexting	Trafficking	Faith and Witchcraft Abuse	Breast Ironing	Gangs and youth violence

Further information regarding safeguarding training can be found in the Staff Learning and Development section of this policy.

Staff are encouraged to continually develop their safeguarding knowledge and understanding. Information is shared through induction, supervisions, team meetings, policy updates and ongoing training to ensure staff remain informed and up to date with safeguarding responsibilities and best practice.

Attendance

- Instances of poor attendance or patterns of absence will be monitored and addressed in accordance with the setting's Attendance Policy.
- Any unexplained absence will be followed up on the first day with a courtesy call or message to the parent or carer.
- Parents and carers are required to provide at least two up-to-date emergency contacts for their child.
- Maintaining accurate emergency contact details helps ensure the setting can contact a responsible adult if a parent or carer is unavailable.

Helping Children Understand Safeguarding Issues

At nursery, we support children's understanding of safeguarding through age-appropriate activities, discussions and experiences. This includes topics such as Stranger Danger, personal safety, healthy relationships, and the promotion of British Values.

We also help children understand privacy, consent and keeping themselves safe through resources such as the NSPCC's PANTS programme and other age-appropriate safeguarding materials.

Use of Mobile Phones

- Personal mobile phones must be kept in the staff room or handed to the office. Any exception must be agreed with the DSL / Nursery Manager.
- Personal mobile phones must not be used in areas where children are present.
- All mobile phone use must be open to scrutiny.
- Staff must remain vigilant to any potential misuse of mobile phones.
- The use of personal mobile phones on outings is only permitted where agreed in advance and included within the outing risk assessment.
- Photographs and videos must only be taken using authorised nursery devices.
- Visitors must not use mobile phones whilst within areas accessed by children.

Cameras, Photography and Images

- Written permission will be obtained from parents or carers before photographs of their child are taken and used within the setting, including learning journals and displays.
- Specific consent will be obtained before any photographs are used externally, such as on the nursery website, social media or promotional materials.
- All images will be stored securely and protected against unauthorised access.
- The setting will comply with data protection legislation and maintain registration with the Information Commissioner's Office (ICO) where required.

E-Safety

- Appropriate anti-virus and security software will be installed and maintained on all setting devices.

- Emails containing personal or confidential information will be password protected and sent securely.
- Appropriate filtering and monitoring systems will be in place on all devices and networks.
- Staff will be made aware of device safety rules and acceptable use expectations.
- The use of devices within the setting will be monitored.
- Any online safety concerns will be managed in accordance with the Safeguarding and Child Protection Policy.

(See Appendix 5)

Domestic Abuse

- Information about domestic abuse and its impact on children and young people is incorporated into staff safeguarding and child protection training.
- The setting recognises that exposure to domestic abuse can have a significant impact on a child's emotional wellbeing, development, health and safety.
- The Safeguarding and Child Protection Policy and procedures will be used to safeguard and support children who are experiencing, witnessing, or at risk of domestic abuse.
- Any concerns that a child or young person may be suffering harm as a result of domestic abuse will be reported to the Designated Safeguarding Lead (DSL) without delay.
- Where a child or young person is believed to be at immediate risk of significant harm, a referral will be made immediately to the Multi-Agency Safeguarding and Support Hub (MASSH) and/or the Police, as appropriate.
- The setting will work in partnership with Children's Social Care and other relevant agencies to support children and families affected by domestic abuse.

Female Genital Mutilation (FGM)

Information about Female Genital Mutilation (FGM) is incorporated into staff induction, safeguarding training and ongoing professional development.

The setting recognises that FGM is a form of child abuse and a serious violation of human rights. Staff must remain vigilant to potential indicators that a child may be at risk of, or have been subjected to, FGM and must report any concerns immediately to the Designated Safeguarding Lead (DSL).

The setting recognises its mandatory duty to report to the police any known cases of FGM identified in a girl under the age of 18, in accordance with statutory guidance.

Any concerns regarding a child who may be at risk of FGM will be managed in accordance with local safeguarding procedures and referred to Children's Social Care, the police and other relevant agencies as appropriate.

Extremism and Radicalisation – The Prevent Duty

The setting has a statutory duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty.

Staff should be alert to signs that a child, family member, volunteer or member of staff may be vulnerable to radicalisation or extremist influences. Any concerns relating to radicalisation,

extremism or terrorism must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Officer (DSO).

The DSL will consider the concern and, where appropriate, seek advice from the Local Authority, Prevent Team, Police or Children's Social Care. Referrals will be made in accordance with local safeguarding procedures and the Prevent Duty guidance.

The aim of the Prevent Duty is to safeguard children and vulnerable individuals from being drawn into radicalisation, extremism or terrorism.

(See Appendix 6)

Staff Learning and Development

The Designated Safeguarding Lead (DSL) and Deputy Safeguarding Officers (DSOs) must complete Advanced Safeguarding Training at least every two years. The initial training should be undertaken through Stockport Local Authority. Thereafter, refresher training may be completed with any recognised training provider, provided the training is considered comprehensive, relevant, and in line with current safeguarding requirements.

All staff must complete the setting's induction programme, including Induction Part 1 and Part 2.

The induction programme includes reading and understanding the following:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Staff Welcome Handbook
- Child Protection Procedures
- Whistleblowing Policy
- What to Do if You're Worried a Child is Being Abused guidance
- Working Together to Safeguard Children (current edition)
- Relevant sections of the Early Years Foundation Stage (EYFS) statutory framework

Additional safeguarding and child protection topics are covered throughout the induction process and form part of the setting's mandatory training programme and ongoing professional development.

A variety of training opportunities and information resources are made available to ensure that all staff continually develop their safeguarding knowledge and practice. These include:

- Online learning modules
- Safeguarding information board in the staff room
- Safeguarding notices displayed throughout the setting, including Stockport Safeguarding Partnership contact information
- Staff Welcome Handbook
- Staff Induction Part 1 and Part 2
- Reading and understanding policies and procedures
- Signposting to relevant safeguarding websites, guidance and publications
- Emergency safeguarding contact cards for staff lockers, handbags or personal belongings

- Team meetings, supervisions and in-house safeguarding updates

All safeguarding training is recorded on the setting's training matrix, which is maintained by the Nursery Manager and Human Resources. The training matrix identifies mandatory training requirements and renewal dates to ensure compliance.

Further training and development needs are identified through supervision meetings, annual appraisals, observations of practice and ongoing professional discussions.

Safeguarding is revisited regularly through supervisions, appraisals, team meetings and in-house training sessions to ensure that staff remain competent, confident and up to date in carrying out their safeguarding responsibilities.

All volunteers working within the setting receive an induction appropriate to their role, which includes basic safeguarding and child protection training.

All staff are encouraged to access additional safeguarding information and training through the Stockport Safeguarding Children's Partnership and other recognised safeguarding organisations to further develop their knowledge and understanding of safeguarding and child protection.

Safer Recruitment

The Directors and Managers are committed to ensuring that robust recruitment and vetting procedures are in place for all individuals working within the setting.

The Nominated Individual, who is also responsible for Human Resources, together with the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Officers (DSOs), have completed safer recruitment training. This training is refreshed every two years, or sooner if there are significant changes to legislation, statutory guidance, or best practice.

Supporting Evidence Obtained During Recruitment

The following evidence and documentation are used as part of the setting's safer recruitment process:

- Job Advertisements – All advertisements include a safeguarding statement to deter applicants who may have unsuitable intentions towards children.
- Job Description and Person Specification – These clearly outline the responsibilities of the role, safeguarding expectations, and the vetting procedures that form part of the recruitment process.
- Application Form – A standard application form is used for all applicants to ensure fairness, consistency, and equality of opportunity. The form requires a full employment history and an explanation of any gaps in employment.
- Qualification Certificates – Original qualification certificates are requested and verified where relevant to the role.
- Interview Questions – Interviews include safeguarding-related questions, as well as questions designed to explore any gaps, inconsistencies, or anomalies in an applicant's employment history.
- Staff Welcome and Induction Handbook – Successful applicants are provided with information regarding the setting's policies, procedures, and expectations.

- Induction and Probationary Process – All new employees are subject to a structured two-stage induction process, a probationary period, and regular review meetings to assess performance, suitability, and compliance with safeguarding requirements. The following checks are undertaken prior to commencement of employment

Enhanced DBS and Barred list check	Two references with at least one being the most recent employee	Identity confirmation
Staff suitability declaration	Confirmation of right to work in the UK	Health declaration - suitability for role
Qualification check	Overseas police checks (if appropriate)	Confirmation of professional registration (if appropriate)

Any agency staff will be expected to present identification and a current DBS on arrival at the setting.

All employees are encouraged to join the DBS update service so that regular checks can be made.

(See Safer Recruitment Policy)

Managing allegations against professionals who work with children

An allegation is any information which indicates that a member of staff (paid or voluntary) may have:-

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

This applies to any child with whom the member of staff has contact in either their personal or professional life.

Staff are reminded of the setting's Whistleblowing Policy (see Appendix 10– Stockport Safeguarding Cards).

Any safeguarding or child protection allegation concerning a member of staff must be reported immediately to the Manager or, in their absence, the Deputy Manager.

Allegations concerning the Manager must be reported to the Directors or directly to Ofsted in accordance with the setting's Whistleblowing Policy.

Such concerns must be discussed with the Local Authority Designated Officer (LADO) as soon as possible and, in all cases, within one working day of the allegation coming to light. Ofsted must also be notified where required.

Initial discussions with the LADO will consider the nature of the allegation, whether the threshold for a LADO investigation has been met, and the appropriate course of action.

Disqualification and Suitability

Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. It is the responsibility of the employee to inform the manager / director of any relevant information that they may be considered unsuitable e.g. medication or relevant convictions.

All staff are asked to reaffirm their suitability at every supervision and appraisal meeting.

A registered provider must notify Ofsted of any significant event that is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.

Policy Updated by Alexandra Poole	17 th June 2026
Policy to be reviewed	17 th June 2027

Glossary

A Child	A person who has not yet reached their 18 th birthday
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. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult, or adults, or another child or children.
Bullying and Cyberbullying	Behaviour that is : - Repeated - Intended to hurt someone either physically or emotionally - Often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accomodation
Child Sexual Exploitation	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 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology.
Children with Special Eduactional needs and/or Disabilities	SEND – a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Disability – a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	An approach to understanding and responding to young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person’s life.
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 communication. 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.
Female Genital Mutilation	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs and Youth Violence	Defining a gang is difficult; they tend to fall into three categories; peer groups, street gangs or organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a street gang. A Street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • Disability • Race • Religion • Transgender identity • Sexual orientation
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's healthy 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: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
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.

Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative in their own home with the intention that it should last for 28 days or more. (Close family relative is defined as ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step parents. It does not include great-aunts or uncles, great-grandparents or cousins.
Radicalisation and extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• 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 • Taking action to enable all children to have the best outcomes
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit message. They can be sent using mobiles, tablets, smartphones and laptops – any device that allows you to share media and messages.
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.
Trafficking	Trafficking persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving or payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

Appendix 1 - Working together to safeguard Children

[Working together to safeguard children 2026](#)

Appendix 2 – Statutory Framework for the Early Years Foundation Stage 2025

[EYFS statutory framework for group and school-based providers](#)

Appendix 3 – What to do if you're worried a child is being abused – Advice for practitioners

[Stat guidance template](#)

Appendix 4 - Inspecting Safeguarding in Early years education and skills settings

[Early years inspection toolkit](#)

Appendix 5 – Online safety guidance

[Safeguarding children and protecting professionals in early years settings: online safety considerations for managers - GOV.UK](#)

Appendix 6 – Prevent Duty advice

[The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK](#)

Appendix 7 Disqualification under the childcare act

[Disqualification under the Childcare Act 2006 - GOV.UK](#)

Appendix 8 Guidance for professionals about levels of need

[Guidance for professionals to know when advice, help and urgent response is needed](#)

Appendix 9: Signs and Symptoms of Child abuse

Physical Abuse • Bruises – on tops of the ear, neck, abdomen, back, buttocks • Clusters of bruises on upper arms, outside of thigh • Bruises in shape of hand or object • Wounds on forearm, upper arm, back of legs, hands or feet • Burns, scalds, cigarette burns • Bite marks • Fractures or broken bones especially in babies • Fractures to babies' ribs • poisoning • children may wear clothes to cover marks • may be aggressive or withdrawn • may shy away from touch	Sexual Abuse • reluctance to go with certain adult • displaying inappropriate behaviour • using sexual language • bruising in genital area • soreness in genital area • unusual discharge / blood • itching in genital area • child may be withdrawn or aggressive • child may be overly affectionate • bed wetting at home • reluctant to go home • knowledge which is not appropriate to age
Neglect • poor hygiene, dirty clothes, body odour • inadequate clothing for weather • persistent hunger • untreated nappy rash • unsuitable housing • dental problems – untreated or due to poor diet • inadequate diet • recurring infections • thin or swollen tummy • tiredness • not reaching developmental milestones • poor language • lack of opportunity to play	Emotional Abuse • Child may have low self esteem • Unable to trust adults • Avoids eye contact • Frequently upset • Plays on their own • Doesn't join in activities • Can be aggressive • May make negative comments about themselves • Can be frightened • Low empathy • Difficulty in forming relationships • Delayed emotional development

This is not an exhaustive list and there is often crossover with different categories of abuse. You do not have to diagnose, but if you see anything which concerns you, discuss it with your DSL.

Appendix 10 Multi Agency Response to Need Model

