



1.1 Children's Rights and Entitlements

1) Purpose

We protect and promote every child's rights to be safe, heard, respected and supported to become strong and resilient.

2) Main rule / nursery commitment

- Build positive identity by valuing heritage, ethnicity, home language, religion, culture and home background.
- Support autonomy and independence.
- Help children develop confidence and vocabulary to resist inappropriate approaches and tell a trusted adult.
- Actively seek children's views, interests and preferences and use these in planning, routines and the environment.
- Work in partnership with parents and carers as the child's first and most enduring educators.
- Provide a safe, inclusive and enabling environment that values each child's experiences and cultural capital.
- Introduce safe and respectful use of technology where appropriate and support families with digital safety.
- Use nurturing, trauma-informed practice to support emotional wellbeing and mental health.
- Follow the United Nations Convention on the Rights of the Child (UNCRC), including Article 12 (right to be heard) and Article 19 (right to be protected from harm).

3) What staff must do

- Help children feel secure through warm, consistent relationships.
- Support identity, belonging, inclusion, confidence, friendships and progress in all areas of learning.
- Help children develop resilience, self-worth, fairness, problem-solving and ability to cope with change.
- Listen to verbal and non-verbal communication, respond appropriately, and act when needed.
- Create child-centred opportunities for children to share views about their care, learning and environment.

4) Policy details

- Provider: Aspire Day Nursery Ltd
- Adopted: May 2015
- Date last reviewed: March 2026
- Signed by: C Moxon
- Name of signatory: Christine Moxon
- Role: Manager



1.2 Safeguarding Children, Young People and Vulnerable Adults

1) Purpose

We work with children, families and the wider community to protect the rights, safety and welfare of children, young people aged 16-19 in our setting, and vulnerable adults. Safeguarding is everybody's responsibility.

2) Key roles / named staff

- Designated Safeguarding Lead (DSL): Christine Moxon.
- Deputy Designated Safeguarding Leads (DDSLs): Hayley Hooper, Manna Constantine and Ondine Joubert.
- Designated Officer (management oversight): Christine Moxon.
- A safeguarding flowchart with contact details is available for staff and parents and must be followed.

3) Main rule / nursery commitment

- All staff complete safeguarding training every 2 years.
- The Designated Safeguarding Lead and deputy safeguarding leads complete local authority safeguarding training every 2 years and refresh knowledge at least annually.
- All staff must know signs of abuse, neglect, early help thresholds, significant harm thresholds and how to escalate concerns if action is not taken.
- Information is shared lawfully and appropriately in line with the General Data Protection Regulation (GDPR), the Data Protection Act 2018, local safeguarding procedures and statutory guidance.
- Safer recruitment applies to staff and volunteers, including enhanced Disclosure and Barring Service (DBS) and barred list checks where required.
- Visitors are recorded, security measures prevent unauthorised access, risk assessments are completed and reviewed, and complaints/concerns are recorded.
- Personal phones, personal cameras and personal devices with imaging or sharing capability must not be used where children are present.

4) Procedures / what staff must do

- Take all safeguarding concerns seriously. Do not investigate.
- Record factual concerns immediately, including dates, times, exact words where possible, who was told and who was present.
- Report concerns to the Designated Safeguarding Lead or deputy as soon as possible and always within one working day.
- If a child discloses, listen calmly, reassure them, do not ask leading questions, and do not promise secrecy.
- Refer concerns to children's social care when a child may be in need or at risk of significant harm. Follow the Kingston and Richmond Safeguarding Children Partnership process and Single Point of Access (SPA): 020 8547 5008.
- Inform parents unless doing so would place a child at greater risk, interfere with an investigation, cause unsafe delay, or be unreasonable. Record the rationale.



- Contact the Local Authority Designated Officer (LADO) for allegations against staff or people in positions of trust: LADO@achievingforchildren.org.uk / 07774332675.
 - Notify Ofsted as soon as reasonably practicable, and within 14 days where required, including relevant allegations against staff.
 - Whistleblowing concerns may be raised internally, with the National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline, or via other recognised routes.
- Specific risks staff must remain alert to include private fostering, fabricated or induced illness, abuse linked to beliefs, child sexual exploitation (including online), female genital mutilation, radicalisation and extremism, forced marriage, honour-based abuse, trafficking, modern slavery, county lines, peer-on-peer harm and wider extra-familial harm.

5) Attendance linked to safeguarding

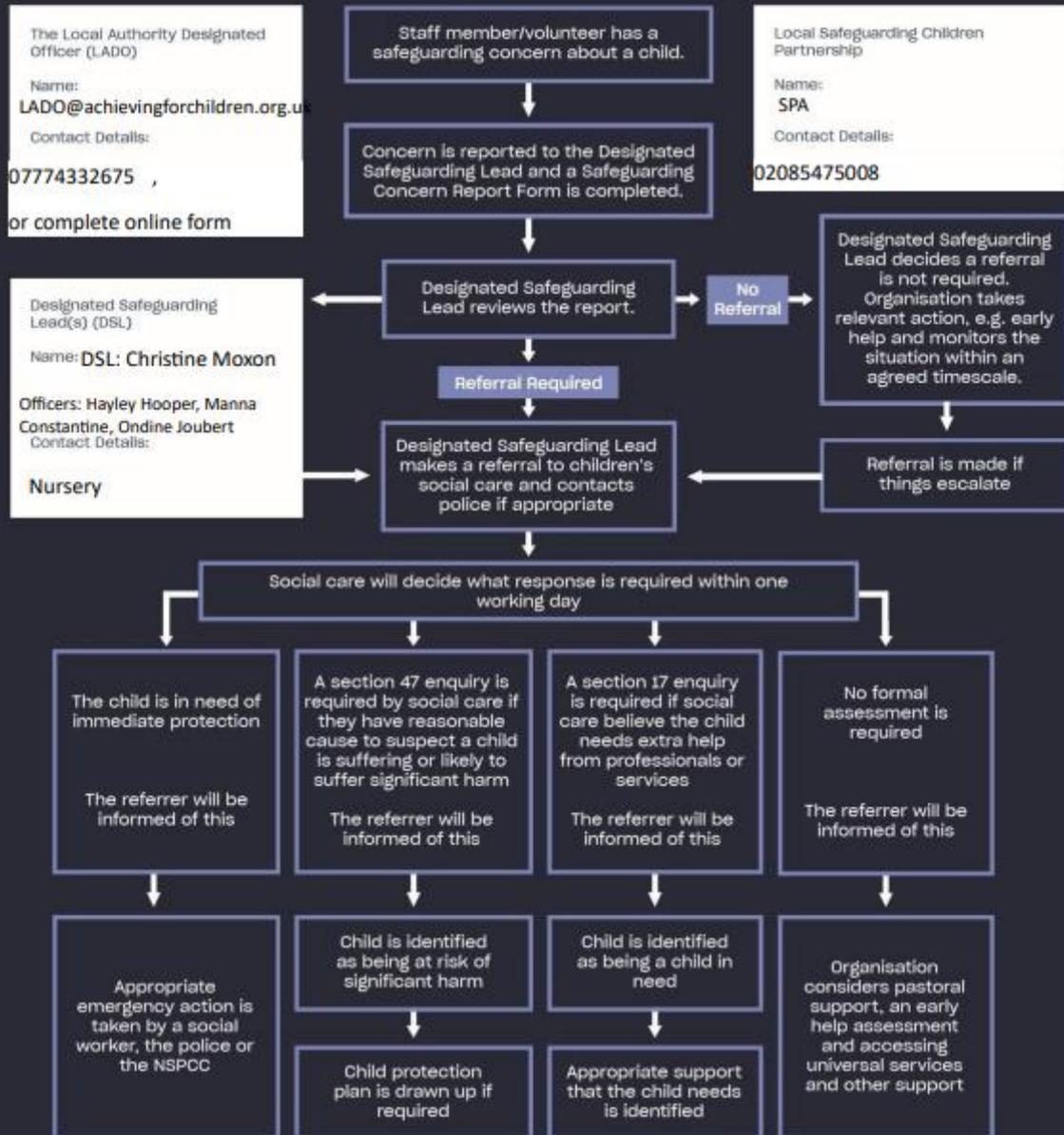
- Parents must report absences by 8:00am.
- Registers are completed each session. If a child is absent without explanation by 9:30am, staff contact parents or carers.
- Absences are recorded as authorised or unauthorised. Persistent absence of 20% or more triggers a meeting with parent/carer and manager.
- If the nursery cannot get an explanation and cannot contact the family within 2 working days, Children's Services may be contacted.

6) Policy details

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Flowchart of Procedures for Responding To Safeguarding Concerns



All concerns and correspondence will be kept in a secure, confidential file. The child's circumstances will be kept under review at all stages and a referral will be made again if it is appropriate for improving the child's circumstances. The child's best interests must always come first.

<p>If the concern is about a staff member/ volunteer in your organisation, the DSL should refer this to the LADO who will determine the best route of action to be taken.</p>	<p>If your concern would involve a Prevent/Channel referral, contact: Call 999 in an emergency, SPA 02085475008 Out of hours call: 02087705000</p>	<p>If you have a concern that a girl has undergone, or is about to undergo, FGM, contact: Call 999 in an emergency, SPA 02085475008</p>
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1.3 Looked After Children

1) Purpose

We provide equal opportunities for children who are looked after by the local authority and do all we can to help them feel safe, settled and able to achieve their full potential.

2) Main rule / nursery commitment

- We do not use acronyms such as LAC to label children.
- We do not normally offer placements for babies and children under 2 who are looked after; in exceptional cases the child must have been with the foster carer for at least 2 months and show secure attachment.
- Funded 3- and 4-year-olds who are looked after may attend where they have been with the foster carer at least 1 month and show secure attachment.
- If a child already attending is taken into care and remains local, we continue the placement where appropriate.

3) Procedures / what staff must do

- The designated person for looked after children is the Designated Safeguarding Lead / child protection co-ordinator.
- Allocate a key person before the child starts and ensure that key person has the information, support and training needed.
- Liaise with the child's social worker, foster carer and other professionals. The local authority is the corporate parent and key decision-maker.
- Do not change arrangements with birth parents or foster carers without prior discussion and agreement with the child's social worker.
- At the start of placement, take part in a professionals' meeting and care plan. Reviews should take place at 2 weeks, 6 weeks, 3 months, then every 3-6 months.
- The care plan must cover emotional needs, behaviour, identity, culture, language, friendships, interests, learning, special educational needs and disabilities, information sharing, contact arrangements and written reporting.
- Use a careful settling-in process with the foster carer acting in the parent role unless otherwise agreed, allowing time for secure attachment to the key person.
- Record concerns in the child's file and discuss with the foster carer. If abuse is suspected, follow safeguarding procedures and report to the social worker.
- Manage transitions to school sensitively and share relevant records only with social worker agreement and in line with the care plan.

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