



# Policies and Procedures

## Safeguarding Policy

### Policy statement

*We will always put the health, safety, security and well being of the child first. We understand that we have a duty to take action if we have reason to believe a child is being harmed in any way and that we are not bound by our confidentiality policy if we believe a child is at risk.*

Definition of safeguarding in relation to children and young people, safeguarding and promoting their welfare is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health of development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes

*(Definition taken from 'inspecting safeguarding in early years education and skills settings', Ofsted 2015.)*

Safeguarding action may be needed to protect children and learners from:

- Neglect
- Sexual abuse
- Bullying, including online bullying and prejudice-based bullying
- Gender-based violence/violence against women and girls
- Child sexual exploitation and trafficking
- Substance misuse
- Female genital mutilation
- Fabricated or induced illness
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults
- Physical abuse
- Emotional abuse
- Racist, disability and homophobic or transphobic abuse
- Radicalisation and/or extremist behaviour
- The impact of new technologies on sexual behaviour, for example sexting
- Domestic violence
- Forced marriage
- Poor parenting, particularly in relation to babies and young children

We would seek to inform and involve the parents/ carers if we had concerns unless we believed the child would be put at further risk by doing so.

**If anyone has a concern about a child the individual should call MARU (Multi Agency Referral Unit) on 0300 1231116 adhering to government child protection guidelines and procedures.**

It is the responsibility of the Manager to select a child protection co-ordinator and ensure that all staff complete child protection training and have access to "What to do if you're worried a child is being abused" guidance (2015)

All staff members complete a short Safe Guarding course as part of their induction.

### SIGNS AND SYMPTOMS

Significant harm can be the result of:

1. Neglect
2. Physical abuse



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3. Sexual abuse & exploitation
4. Emotional abuse

It would be normal to look for evidence of abuse in 2 categories:

- Physical signs
- Behavioural symptoms

Listed in the table below are just some of the signs of abuse in each area.

<p><b>PHYSICAL ABUSE</b></p> <ul style="list-style-type: none"> <li>- Unexpected burns, cuts, bruises or welts</li> <li>- Bite marks, swollen and tender limbs</li> <li>- Antisocial behaviour</li> <li>- Problems at school/nursery</li> <li>- Fear of adults</li> </ul>	<p><b>SEXUAL ABUSE &amp; EXPLOITATION</b></p> <ul style="list-style-type: none"> <li>- Inappropriate interest or knowledge of sexual acts</li> <li>- Nightmares and bed wetting/soiling</li> <li>- Drastic change in appetite or behaviour</li> <li>- Over-compliance or excessive aggression</li> <li>- Fear of a particular person or family member</li> </ul>
<p><b>EMOTIONAL ABUSE</b></p> <ul style="list-style-type: none"> <li>- Depression</li> <li>- Hostility or stress</li> <li>- Eating disorders</li> <li>- Apathy or hopelessness</li> </ul>	<p><b>NEGLECT</b></p> <ul style="list-style-type: none"> <li>- Unsuitable clothing for the weather</li> <li>- Extreme hunger</li> <li>- Dirty or unbathed</li> <li>- Lack of apparent supervision</li> </ul>

We actively promote the fundamental rules of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths or beliefs. British values are at the heart of tackling all safeguarding issues within our setting.

We are aware that we must have **due regard to the need to prevent people being drawn into terrorism**. This is referred to in the Prevent Duty. We are also aware of the signs and indicators of extremism or radicalisation. If we had any concerns we would contact the **Multi Agency Referral Unit (0300 1231116, Out of Hours Service: 01208 251300), Department of Education Counter Extremism Department (02073407264 or [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)) or Devon and Cornwall police (101 or [prevent@devonandcornwall.pnn.police.uk](mailto:prevent@devonandcornwall.pnn.police.uk)) and MARU (0300 1231116) Out of hours (01208 251300)**

Nurtured Nursery ensures the safe use of digital images of children, please refer to our "Acceptable Use (of cameras and mobile phones) Policy".

## Action to be taken when making a referral

Any member of staff who is concerned for a child's welfare or where a child discloses or attempts to disclose should take the following action:

- a. Listen to the child. If the child is distressed, then comfort and reassurance should be given.
- b. Don't make promises, such as "everything will be fine" but make sure they know you are taking them seriously.
- c. Seek immediate medical attention if injuries are severe.
- d. Record any conversations that the child has made with adults or children. These should be accurate and objective. Once recorded they need to be signed and dated by all who witnessed what was said.



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- e. Do not interrogate the child; simply repeat the child's words to confirm that they have been heard correctly.
- f. Discuss the situation with your Manager or Duty Manager.
- g. Inform and involve the parents/main carers UNLESS there is evidence to suggest the child will be at serious risk if they are informed.
- h. Following this discussion, the Manager (or Deputy Manager) has a duty to refer the matter to Social Care. No report of child abuse requires a manager to make a decision regarding its validity. There is no discretion.

## **Cornwall Safe Guarding Children Board Telephone No:**

**Multi Agency Referral Unit (Referral and Assessment) - 0300 123 1116**

101 Police

**Emergency Duty Team (out of hours) – 01208 251 300**

## **Address:**

**Cornwall & Isles of Scilly Local Safeguarding Children Board, Pendragon House, Gloweth, Truro. TR1 3XQ**

When a referral is made, specific information will be requested: -

- Child's name, age, address
- Parents' contact address and telephone number
- It would be useful to have the child's documentation record at hand for any other information
- The cause of concern (during discussions with the Manager any previous relevant observations or concerns should be noted and passed on during the referral)
- Any record of conversations that the child has made with adults or children.

The Manager (or Deputy Manager) must immediately inform one of the Directors of their actions.

Once a referral is made, the external agencies will advise on what happens next and if further action is required.

It is important to keep detailed records of what has taken place, as you will need to make them available. You may also be requested to attend a case meeting, inquiry or court hearing.

The company will ensure that all involved parties are informed and supported as appropriate, under the guidance of social services and/or police.

## **Abuse by early years workers**

In the event of a member of staff being accused of child abuse, procedures will be followed as in Regulation 5 of the "Working together to safeguard children, 2015" document.

In brief:



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Any suspicion or allegation of child abuse by an early years worker must be reported to the Manager (or Deputy Manager) immediately. If the allegation meets any of the following criteria, the LSCB must be notified within 1 working day:

- Behaved in a way that has harmed a child, or may harm a child;
- Possibly committed a criminal offence against or related to a child, or.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

If circumstances are such that this is not a viable course of action, (for example – if it is the Manager that has been accused) then the matter should be immediately referred to the LSCB (contact details above).

It is likely that the member of staff will be suspended on full pay during an investigation, which may involve the police, dependant on the accusation. See separate policy for full disciplinary procedures.

If the allegation is substantiated, we will be advised by the LSCB as to whether a referral to the independent safeguarding authority list should be made.

**If you have concerns about a professional working with a child you need to contact the Local Authority Designated Officer (LADO) 01872 326536 [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)**

**Nursery Safeguarding Officer: Sophie Mansfield and Judith Chapman**

**Disclosure and Barring Service (DBS):**

**Find the DBS Referral Guidance and the Referral Form on the DBS website: [www.gov.uk/db](http://www.gov.uk/db)s**

**DBS Helpline 01325 953 795**

**Cornwall Council's Children's Social Work Out of Hours Service: 01208 251300**

**Cornwall Council's Children's Social Work office telephone: 0300 1234 101**

**NSPCC: 0808 800 5000**

## Safeguarding – whistle blowing policy

All employees must acknowledge their individual responsibilities to bring matters of concern to the attention of the settings manager/senior staff member and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concern out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

*Don't think what if I am wrong; think what if I am right.*

## Reasons for whistle blowing



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- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

## What stops people from whistle blowing?

- Starting a chain of events which spirals.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

## How to raise a concern?

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner it is possible for action to be taken.
- Try to pinpoint what practice is concerning you and why.
- Approach someone you trust and who you believe will respond.
- Make sure you get a satisfactory response—don't let matters rest.
- Put your concerns in writing on a Confidential Incident Record form.
- Discuss your concerns with the child protection Co-ordinator or Manager.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.
- The child protection Co-ordinator or Manager will undertake an investigation as per settings child protection policy and procedure into your concerns and offer you support.

**Nursery Safeguarding Officers: Sophie Mansfield and Judith Chapman**

**If you have concerns about a professional working with a child you need to contact the Local Authority Designated Officer (LADO) 01872 326536 [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)**

## The Prevent Duty

Policy statement

*The Prevent Duty Guidance came into force on 1 July 2015. It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. Providers are required to 'have due regard to prevent people from being drawn into terrorism'.*

To be both effective and lawful, as an early years provider, we must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as:

- democracy
- the rule of law
- individual liberty and mutual respect



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- tolerance of those with different faiths and beliefs

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

At Nurtured Nursery we demonstrate these values through the management and implementation of the EYFS, and through policies and procedures relating to equality, behaviour, safeguarding and British values, with which the Prevent Duty is consistent.

At Nurtured, these values are understood and applied by all staff, volunteers, and where appropriate, parents.

To fulfil the Prevent Duty, Nurtured Nursery makes a commitment to ensure:

- we focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes
- staff are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members
- we take action when we observe behaviour of concern
- staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- we assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the police, Prevent Co-ordinators, Channel Police Practitioners and our LSCB, to take account of local risks and respond appropriately
- we make referrals to local Channel Panels, Channel Police Practitioners or the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism
- Nurtured assesses the training needs of staff in the light of our assessment of the risk

Practitioners can complete an online course to increase their knowledge in relation to their duties and responsibilities by visiting [course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

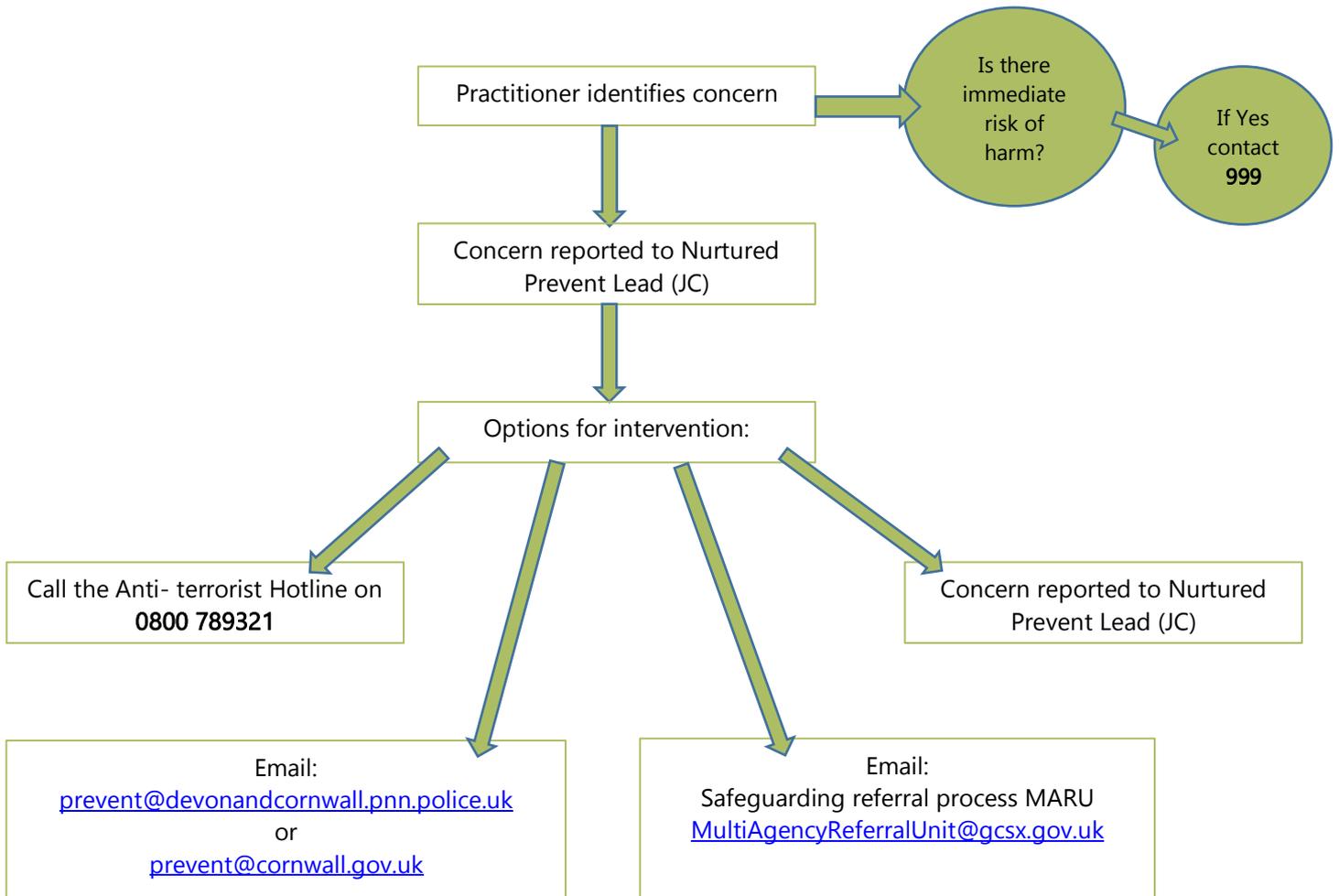
**Prevent Duty Officer: Judith Chapman** (Training undertaken 08/02/2016)

## The Channel Referral Process

Channel is a multi agency safeguarding process and early intervention strategy aimed at identifying and supporting individuals (including children) vulnerable to the recruitment of violent extremism. It must be noted this includes all forms of extremism. It is a mechanism for ensuring that these individuals are assessed and supported by professionals using statutory safeguarding frameworks and multi agency partnership working.

Please see the flow chart below which illustrates how to refer a concern of this nature.

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Once a referral has been made and it meets the Channel criteria, the individual/ group become part of the Channel process, the Police will carry out a further process with the support of multi agency partners working to the relevant Local Authority Lead. This process takes place in order to identify the level of risk and an appropriate support plan where necessary.

Further information can be sought from the Regional Prevent/ Channel Lead (South) DI Sam Norman on 01392 452555 or Steve Rowell 01736 336587 or email either of these email addresses: [prevent@devonandcornwall.pnn.police.uk](mailto:prevent@devonandcornwall.pnn.police.uk) or [prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)

## Safeguarding children Children in Care Policy

*At Nurtured Nursery we are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'children in care' to achieve and reach their full potential.*

Definition of 'Children in Care' (CIC): Children and young people become 'in care' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a



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voluntary care arrangement). Most Children in Care will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back at home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all children in care have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

At Nurtured Nursery, we place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for Children in Care are based on these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children’s lives as the basis for resilience. These aspects of well-being underpin the child’s responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

## Principles

- The term ‘Children in Care’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as CIC.
- We do not offer placements for babies and children under two years who are in care, unless specifically requested to do so by the local authority.
- We offer places to two year old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four year olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer ‘stay and play’ provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.2 Parents as partners	3.4 The wider context	
1.4 Keeping safe	2.4 Key person		

## Procedures

- Sophie Mansfield is the designated person for ‘Children in Care’ and the designated Child Protection Co-ordinator.

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- Every child is allocated a key person before they start and this is no different for children in care. The designated person ensures the key person has the information, support and training necessary to meet the Child in Care needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals' meeting that will determine the objective of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child's as:
  - The child's emotional needs and how they are to be met;
  - How any emotional issues and problems that affect behaviour are to be managed;
  - The child's sense of self, culture, language/s and identity – how this is to be supported;
  - The child's need for sociability and friendship;
  - The child's interests and abilities and possible learning journey pathway; and
  - How any special needs will be supported.
- In addition the care plan will also consider;
  - How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where, and what form the contact will take will be discussed and agreed;
  - What written reporting is required;
  - Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
  - With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outing, fun-days etc. alongside the carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed, it is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time will be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 3 Prime and 4 Specific areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.



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- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's birth parents.

## Further Guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Children in Care (DfES 2005)
- Supporting Looked After Learners – A practical Guide for School Governors (DfES 2006)
- Cornwall Council Website Children in Care Education Support Service (CiCESS)

## Other useful Pre-school Learning Alliance publications:

Special Educational Needs Code of Practice for Early Education Settings (2004)

## Acceptable Use (of cameras and mobile phones) Policy

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*At Nurtured Nursery, children's safety is paramount, we protect their safety by providing an environment in which children, parents and staff are safe from images being recorded and inappropriately used, in turn eliminating the following concerns:*

- 1) Staff being distracted from their work with children
- 2) Inappropriate use of mobile phone cameras around children.

### Aim

Our aim is to have a clear policy on the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception.

## Mobile phones

- The nursery allows staff members to bring in a personal mobile phone for their own use.
- Users bringing personal devices into the nursery must ensure there is no inappropriate or illegal content on the device.
- Mobile phones are kept in the office, in a plastic box - they should not be taken into the nursery at ANY time.
- If staff members are waiting for an important call, they should give the nursery telephone number to be contacted on.
- If nursery staff members are found to have a mobile phone on their person, disciplinary action will be taken.
- Staff ensure that the manager has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers.



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- Only the nursery phone is to be taken on outings (this phone does not have a camera).
- The nursery mobile phone is to be kept in the office at all times.
- Visitors are requested not to use mobile phones.
- It is the responsibility of all members of staff to be vigilant and report any concerns of mobile phone use to the management team.
- Concerns will be taken seriously, logged and investigated appropriately.
- Any concerns of inappropriate use will be reported to the Local Authority Designated Officer (LADO).

## Cameras and videos

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs taken are taken and stored appropriately to safeguard the children in our care.

- Members of staff do not bring their own cameras into work.
- All photographs of children are taken on the two designated cameras, one for under threes and one for over threes.
- Camera usage is to be monitored by the management team
- Photos will be used appropriately and with the parents' permission i.e. for a child's learning journal, displays.
- Once photos have been printed and stored on the computer they will be deleted from the camera and memory card.
- Images must only be down-loaded on the nursery's computers by the management team.
- Failure to adhere to this policy will lead to the disciplinary procedures being followed.

## Social networking policy

*This policy provides guidance for employee use of social media, which should be broadly understood for purposes of this policy to include blogs, wikis, microblogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites and services that permit users to share information with others in an instantaneous manner.*

The following principles apply to the professional use of social media on behalf of Nurtured Nursery, as well as personal use of social media by employees, both within or outside the workplace.

- Employees need to know and adhere to the Staff Handbook for Nurtured Nursery.
- Employees should be aware of the effect their actions may have on their images, as well as Nurtured Nursery's image. The information that employees post or publish may be public information for a long time.
- Employees should be aware that Nurtured Nursery may observe content and information made available by employees through social media, Employees should use their best judgment in posting material that is neither inappropriate nor harmful to Nurtured, its employees, or customers.



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- Although not an exclusive list, some specific examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libellous, or that can create a hostile work environment.
- If staff members choose to allow parents to view their page on social networking sites then this relationship must remain professional at all times.
- Employees are not to publish, post or release any information that is considered confidential or not public. If there are questions about what is considered confidential, employees should check with the nursery manager.
- Social media networks, blogs and other types of online content sometimes generate press and media attention or legal questions. Employees should refer these inquiries to the manager or director of Nurtured Nursery.
- If employees find they encounter a situation while using social media that threatens to become antagonistic, employees should disengage from the dialogue in a polite manner and seek the advice of the manager.
- Employees should get appropriate permission before they refer to or post images of current or former employees, members of staff, customers or parents. Additionally, employees should get appropriate permission to use a third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property.

Social media use shouldn't interfere with an employee's responsibilities at Nurtured Nursery. Nurtured's computer systems are to be used for business purposes only. When using the nursery's computer systems, use of social media for business purposes is allowed (eg: Facebook, Twitter, Nurtured blogs and LinkedIn), but personal use of social media networks or personal blogging of online content is discouraged and could result in disciplinary action.

Employees must not publish content after-hours that involves work or subjects associated with Nurtured. Subject to applicable law, after-hours online activity that violates Nurtured Nursery's Staff Handbook or any other company policy may subject an employee to disciplinary action or termination of employment.

## Recruitment

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*Nurtured Nursery is committed to robust recruitment procedures that safeguard children and offer equal opportunity. The procedures set out below will be followed when recruiting. Where necessary, vacant positions will be advertised both internally and externally.*

Persons wishing to apply will be sent an application form, role description and other relevant information.

Nurtured Nursery's application form includes:

- Two referees (one of which must be the most recent).
- Health declaration
- Suitability form
- Qualifications
- Interests
- Right to work in the UK
- A declaration that all information is correct.



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## Process of Recruitment

1. Advertise on appropriate websites for early years jobs with a given deadline
2. Email application form and job specification to interested candidates
3. Following given deadline, Nurtured will select suitable candidates for interview
4. Candidates will be invited to attend interview and will be asked to bring along their qualification certificates and training certificates. They will be asked to spend some time in the rooms so their practice can be observed.
5. Following the interviews, staff who were involved in observing the candidates will be consulted for their professional feedback.
6. A successful candidate is then selected to come into the nursery for a trial shift.
7. Assuming this trial shift is successful, the candidate will be offered the job on a probationary period, and subject to the receipt of two good references and a clear Enhanced DBS certificate.
8. If there are concerns regarding the references or the DBS, these will be discussed with the candidate and the job offer will be withdrawn. In this case the process will begin again to find a suitable candidate.

Referees will be asked if the candidate is suitable for the new job role, why the applicant left and the applicants previous main job role.

Enhanced DBS checks will be carried out for all Staff and volunteers that will work directly and indirectly with children, or have access to children's information.

The manager will ensure that no newly appointed worker is permitted to work unsupervised with children unless their Enhanced DBS Disclosure has come back and it is clear. Nurtured Nursery is aware of Asylum and Immigration Act requirements and therefore will check the ability of all new starters to work in the UK. Candidates are expected to provide documents confirming their status, usually driving license, passport, and NI number.