

Safeguarding Policy

June 2019

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Version Control History

Lead Officer (Post):	All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager.
Responsible Office/Department:	UHI VP FE.
Responsible Committee:	Academic Affairs Committee
Review Officer (Post):	All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager.
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Date of Equality Impact Assessment:	01/01/2019
Date of Privacy Impact Assessment:	N/A

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01738 877899.

Safeguarding Policy

Policy Summary

Overview	Why is the policy required? This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.
Purpose	What will the policy achieve? The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.
Scope	Who does the policy apply to? The policy applies to the University and all Academic Partners.
Consultation	Who has been consulted on the policy, and who will be notified? The policy has been developed by a group of practitioners from the University and Academic Partners to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Who will be responsible for implementing and monitoring the policy, and what resources/costs will be incurred? The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	What are the risk implications of this policy? This policy will reduce risk for the University and Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	How is this policy linked to University strategy? This policy supports the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.
Impact Assessment	Equality Impact Assessment: Completed 09/01/19. No action required.
	Privacy Impact Assessment:

Version Control History

Version Number	Date of Change	Summary of Revisions Made
1		Original Policy written.
2	September 2010	Minor revisions.
3	August 2011	Minor revisions – Revised logo added.
4	January 2012	Major revisions – Scope extended to cover student association activity. Reportability changed to SMT from CMT.
5	March 2016	Minor revisions – Role titles changed. Reference to E-Safety Policy and Protection of Vulnerable Groups (Scotland) Act 2007 and Forced Marriages etc Act 2011 in A6 and A7; addition of Access Team contact details in B4.4; Addition of Forced Marriages definition in Appendix 2. Addition of legislation EU Directive of 5th April 2011 on Preventing and Combating Trafficking.
6	May 2019	Major revision to move to a single UHI Policy.
7	September 2020	To include a section for both our Nursery Provision and Online Safeguarding.

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Lead Author: Head of Student Experience
Lead Editor: Safeguarding Lead
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1 Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure all are protected from harm, abuse, neglect or exploitation.
- 1.2 Perth College recognises and complies with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2 Definitions

- 2.1 **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.
- 2.2 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3 Purpose

- 3.1 Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including online, as a learning community.
- 3.2 Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.
- 3.3 The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.
- 3.4 The following underpinning principles are shared by the University and all Academic Partners:
 - 3.4.1 We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
 - 3.4.2 We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.
 - 3.4.3 Take all suspicions and/or allegations of abuse or risk seriously, responding swiftly and appropriately.
 - 3.4.4 Support the timely sharing of information, with relevant authorities, when there are concerns about an individuals welfare.
- 3.5 **Criminal Convictions**
 - 3.5.1 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other conditions arising from court orders or parole conditions eg travel, contact with others and use of equipment.
 - 3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.
 - 3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating

to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.

- 3.5.4 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

3.6 Staff and Online Delivery

Staff should ensure that safeguarding carries the same importance during online lessons as face to face lessons

- 3.6.1 Staff and students must only engage in online sessions using approved UHI platforms using their College email account. Under no circumstances should a staff member share their personal contact details (eg personal email, telephone number, address).
- 3.6.2 Staff should protect themselves from accidental inappropriate contact with students by restricting their online profile (social media) so that it does not automatically accept contact requests and is not accessible to students. Professional profiles must be kept separately from personal profiles.
- 3.6.3 If staff are using their own personal devices to contact students (eg phones), then staff should block their Caller ID.
- 3.6.4 Staff members should present themselves professionally at all times, emphasising to students that online platforms is to be used for teaching purposes and not for other less formal contact (eg sharing photos or general messaging. (Please see Appendix 2 for information with regards to Online Etiquette.)
- 3.6.5 Staff if delivering a lesson from their household should be in a suitable room where others in the household cannot see the student(s) on screen or listen in to the lesson taking place. If this is not possible, headphones should be worn and screens angled away from others views. Most platforms allow a virtual background to be shown, this is recommended if you have any personal effects in sight (eg photographs)
- 3.6.6 Staff, if working from home where they have access to electronic student personal details, laptops (or other technology) should be secure at all times and screens locked or shutdown when not in use.
- 3.6.7 These guidelines should also be followed by staff engaging in online support. This type of support can include, the generation of Personal Learning Support Plans (PLSPs), Needs Assessments, online counselling, dyslexia screening and 1:1 study support sessions. Please note this list is not exhaustive.

4 Scope

- 4.1 This policy applies to the University and all Academic Partners.
- 4.2 This policy applies throughout University and Academic Partner premises and campuses, including:
- Student accommodation managed by the University or Academic Partners directly.
 - Sports facilities.
 - Nurseries operated by the University or Academic Partners. (See Appendix 3)
 - Any other areas or facilities where University or academic partner activities are carried out.
- 4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
- Work placements and work experience.
 - Summer schools, field trips and outreach activities.
- 4.4 This policy applies in all environments, including physical and virtual (eg social media and online learning platforms).

5 Exceptions

- 5.1 This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (eg privately managed student accommodation or listings of private tenancies).
- 5.2 Third parties using University or Academic Partner facilities (eg Highlands and Islands Student Association, other academic institutes, external sports clubs and societies).
- 5.3 Students attending activities organised and hosted by another academic institute or body eg conferences, symposiums, sports tournaments and society gatherings.
- 5.4 Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred to the relevant policy (see Section 9).

6 Notification

- 6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.
- 6.2 Safeguarding Leads will be briefed and trained on the policy and procedures.
- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and how to contact them. This information will be available both on Perth College UHI website and the University of the Highlands and Islands' website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that the staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 Perth College UHI Board of Management devolves its responsibility for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed to the Academic Affairs Committee and Corporate Management Team as appropriate. Senior Management Team is also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals/Senior Management Teams are responsible for operational compliance with the policy set by the delegated authority given in 7.1 above, and making recommendations to the Academic Affairs Committee/UHI Single Policy SLWG about updates to the policy. Principals/Senior Management Team is responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 The Safeguarding Coordinator is accountable for responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Head of Human Resources and Organisational Development is responsible for listing this Policy within the College Induction Procedure for staff to familiarise themselves with it.
- 7.5 Line managers are responsible for ensuring staff participate in relevant training and follow the policy in their day-to-day role.
- 7.6 All staff are responsible for familiarising themselves with the policy and procedures.
- 7.7 Quality approval checking of the policy is the responsibility of the Quality Manager who will also arrange for the policy to be posted on the web.

8 Legislative Framework

- Adults with Incapacity (Scotland) Act 2005
- Adult Support and Protection (Scotland) Act 2007
- Children and Young People (Scotland) Act 2014
- Counter-Terrorism and Security Act 2015
- Council of Europe Convention on Action against Trafficking in Human Beings
- Data Protection Act 2018
- Education (Additional Support for Learning) (Scotland) Act 2004
- Equalities Act 2010
- EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims
- Forced Marriage etc (Protection and Jurisdiction) (Scotland) Act 2011
- General Data Protection Regulation (GDPR) 2018
- Human Trafficking and Exploitation (Scotland) Act 2015
- Mental Health (Care and Treatment) (Scotland) Act (2003)
- Police Act 1997 (Disclosures)
- Police and Fire Reform (Scotland) Act 2012
- Protection of Children (Scotland) Act 2003
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007
- Rehabilitation of Offenders Act 1974
- Sexual Offences (Scotland) Act 2009
- United Nations Convention on the Rights of the Child 1992

9 Related Policies, Procedures, Guidelines and Other Resources

- **Safeguarding Procedure**
- Regional Work Place Policy
- Work Placement Procedure
- Complaints Handling Procedure
- Fitness to Practice Guidelines
- Fitness to Study Guidelines
- IT Acceptable Use Policy
- Promoting a Positive Learning Environment Policy
- Student Code of Conduct
- Student Disciplinary Policy
- Study Abroad Policy and Guidance (forthcoming)
- Induction Procedure
- Protecting Vulnerable Groups Scheme Policy
- Protecting Vulnerable Groups Scheme Procedure
- Whistleblowing Policy
- Whistleblowing Procedure
- Staff Complaints and Grievance Procedure

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Appendix 1: Definitions

- 1 **Minor:** Any child under the age of 16. For example, a school pupil studying at college on a school link program.
- 2 **Child:** A child can be defined differently in different legal contexts. Under the Children and Young People (Scotland) Act 2014 a "child" will be defined for the purposes of all Parts of that Act, as someone who has not attained the age of 18.
 - a The individual young person's circumstances and age will dictate what legal measures can be applied. For example, the Adult Support and Protection (Scotland) Act 2007 can be applied to over-16s where the criteria are met.
 - b Where a young person between the age of 16 and 18 requires protection, services will need to consider which legislation or policy, if any, can be applied. This will depend on the young person's individual circumstances as well as on the particular legislation or policy framework. On commencement of the Children and Young People (Scotland) Act 2014, similar to child protection interventions, all adult protection interventions for 16 and 17 year olds will be managed through the statutory single Child's Plan.
 - c The Children's Hearings (Scotland) Act 2011 now contains the current provisions relating to the operation of the Children's Hearings system and child protection orders. Section 199 states that, for the purposes of this Act, a child means a person under 16 years of age.
 - d Additionally, children who turn 16 during the period between when they are referred to the Children's Reporter and a decision being taken in respect of the referral, are also regarded as "children" under the Act. Children who are subject to compulsory measures of supervision under the Act on or after their 16th birthday are also treated as children until they reach the age of 18.
 - e The United Nations Convention on the Rights of the Child applies to anyone under the age of 18.
- 3 **Child Protection:** Child Protection is a part of the overall area of safeguarding and refers to the activities undertaken to protect specific children who are being harmed or are at risk of suffering harm.
- 4 **Adult at Risk:** Someone who is aged 16 or over and who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation
- 5 **Vulnerable Adult:** Vulnerable Adult is the term that was previously used to refer to someone we would most often now refer to as an Adult at Risk
- 6 **Harm:** Harm is most broadly defined as being all harmful conduct, but more specifically is: conduct which causes physical, psychological or self-harm or unlawful conduct which appropriates or adversely affects property, rights or interests.
- 7 **Abuse:** A broad definition of abuse is: all forms of physical and/or emotional ill treatment, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to health, survival, development or dignity in the context of a relationship of responsibility, trust or power.
- 8 **Trafficking:** The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction,

fraud, deception, abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to obtain the consent of a person having control over another person, for the purpose of exploitation.

9 **Exploitation:** Includes the exploitation or the prostitution of others, or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

10 **Corporate Parenting:** Is a legal duty placed on all Colleges and Universities in relation to those applicants and learners from 'care experienced backgrounds'. It involves a number of key duties and obligations.

11 **Prevent:** All Colleges and Universities have to fulfil new obligations under the Counter Terrorism and Security Act 2015: to have due regard to the need to prevent learners from being drawn into terrorism.

12 **Hate Crime:** is associated directly with protected personal characteristics (Also see e-safety):

a The Scottish Government defines hate crime as: "Crime committed against a person or property that is motivated by malice or ill-will towards an identifiable social group". In other words, a hate crime is a crime against someone because of who they are.

b Characteristics covered by Scots law include race, religion, sexual orientation, transgender identity, and disability. Hate crime legislation does not cover crimes against someone because of their gender, although other Laws may apply based on the crime.

c Some colleges and universities have become Third Party Reporting Organisations for hate crime. They have committed to report any form of hate crime and to work with local Police and partners to encourage a tolerant and diverse learning community. This definition also applies to activities online and also to hate speech.

13 **Care Experienced Children and Young People:** Any child or young person who has experienced living in foster care, residential accommodation, living at home but under a supervision order, those in kinship care, or living in a secure unit. New changes in legislation give Young people some choice in where they stay after they turn 16.

14 **E-safety:** E-safety is the safeguarding of vulnerable people online (and includes some or all of the following: bullying, stalking, harassment, blackmail, fraud, abuse, hate crime)

a The dangers associated with being online are huge: but here are some of the main risks and most common issues. Some of the risks and dangers are exclusively related to being online, but for some issues the dangers can happen off-line as well (in the real world). Some dangers can apply to both realms and in some cases can happen in both simultaneously.

b Bullying, harassment, grooming or stalking, are examples of inappropriate behaviour that can happen both online and in the real world or can take place in both realms simultaneously.

c Safeguarding for issues that happen online is becoming increasingly important, especially for sexually motivated activities like grooming, or sexting; which in turn can include blackmail or fraud. Blackmail and Identity Fraud are

also examples of online crimes that are increasingly committed using others personal details or accounts on-line.

- d Safeguarding includes ensuring learners are aware of the dangers online and know how to protect themselves online and how to report an issue or concern. New legislation connected to Prevent have placed a duty on Universities and Colleges around e-safety – as part of our duty to prevent vulnerable students being radicalised and being drawn into extremism.

15 **Sexting:** is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

16 **Grooming:** is when someone builds an online relationship with a young person and tricks them or forces them to do something sexual. It might include trying to meet up with the young person. People who do this often lie about who they really are.

17 **Forced Marriage:** A forced marriage is one where people are made to get married against their will. It may also involve physical or emotional abuse. This is not arranged marriage – which is consented to by both parties.

18 **Blackmail:** The crime of threatening to reveal embarrassing, disgraceful or damaging facts (or rumours) about a person to the public, family, spouse or associates unless paid off to not carry out the threat. It is one form of extortion (which may include other threats such as physical harm or damage to property). Online blackmail can be connected to the posting or sending of compromising photos, videos or details.

19 **Identity Fraud:** Is the act of deliberately using a stolen or fictitious identity to make applications for new products or services or to open a new account. Facility takeover fraud, or account takeover fraud, is when a fraudster has enough details (like passwords) to bypass security on your existing accounts and take them over.

20 **Female Genital Mutilation:** (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or Sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence.

21 **Human Trafficking:** 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 the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over 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 the removal of organs.

22 **Slavery:** A person who is by law deprived of their liberty for life, and becomes the property of another. Slavery and trafficking are often joined together for safeguarding purposes.

23 **Gender Based Violence**

- a Describes a spectrum of behaviour that starts with objectification and unwanted comments and includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including female genital mutilation, forced marriages and 'honour' crimes.

- b Scotland uses the term gender based violence because women and girls are much more likely to experience it and men most likely to perpetrate it as a result of the continued inequality in our society. However, the term recognises that men and the LGBT+ community can be victims too.



Appendix 2 – Online Etiquette

Online Etiquette (Netiquette)

What is Online Etiquette?

When you go out socialising, whether that be to the cinema, dining, or a nightclub, you think about etiquette whether you realise it or not. Socialising at work can be a different experience to say socialising with family and friends. Each of them have social norms and rules to be followed. For example, it is acceptable to wear a bikini at the beach but not at the opera.

The Internet is exactly the same way. Depending upon your audience, and how you're communicating, there are different rules to be followed. This is called **online etiquette**, or **netiquette** for short.

1 **NO YELLING PLEASE/Be aware of strong language, all caps, and exclamation points.**

Most readers tend to perceive SOMEONE TYPING IN ALL CAPS AS INAPPROPRIATE AND IT CAN COME ACROSS AS SHOUTING. Read everything (out loud) before you send it. Try to avoid using exclamation marks!

2 **Be careful with humour and sarcasm**

Everybody likes their personality to shine, however what may seem like an obvious joke to you could come across as off-putting or rude to those who don't know you personally. As a rule of thumb, it is best to avoid sarcasm at all times in an online classroom.

3 **Don't abuse the chat box**

Many online resources come with a chat room. It can be a helpful resource or a major distraction. Keep the chat/questions to the subject being discussed, do not deviate to talk about unrelated topics

4 **Grammar and spelling**

It's gr8 2 c u engaging with your studies, however, please make use of proper punctuation, spelling and grammar. Written shortcuts belong with text messaging family and friends.

5 **Be kind, professional and respectful**

Just because you are online, it doesn't mean that you don't have to treat people with the same respect, politeness and professionalism if they were in the same room as you.

It is essential that you keep in mind the feelings and opinions of others, even if they differ from your own. It is important to remember that your fellow students and staff members are real people who may be affected by the words you say and write.

6 **Your words and posts are permanent**

A passing comment or showing a post/picture in a face to face class can be forgotten in an instant, but what you share in an online classroom is part of a permanent digital record.

Video Conference (VC) Etiquette

1 **Be punctual**

As with any classes, regardless of its delivery style, to ensure you get the most from the lesson, please arrive and dial in on time.

This will hopefully allow for any set up or technical issues to be resolved before the lesson begins and avoid any disruptions or delays.

If you have to leave the lesson early, inform the lecturer of this at the start. If not, there may be an assumption that you disconnected through lack of engagement.

2 **Frame the camera correctly**

Ensure that your camera is switched on and you are ready to engage. Make sure you frame your camera in a way that feels natural and allows you to look at the camera, positioning it so that it shows at least from the midsection or from your shoulders up.

3 **Pay attention**

Do not try to multi-task when in a video conference (VC) lesson. This can come across as you not engaging with the lesson and can look rude to other participants.

4 **Mute yourself when you are not speaking and choose a quiet location**

Even though you may not be speaking and think you are being quiet, most microphones can pick up minor background noises, like coughs, sneezes, or typing, including external noises like grass cutting. These sounds can be distracting to other participants and could cause annoyance. So please remember when you are not speaking to mute your microphone.

But don't forget to unmute yourself when you do want to say something.

5 **Speak up and say your name**

You may have a good connection and you can hear yourself loud and clearly, however others may not have as such a good connection, so always speak clearly. There may be several individuals in the lesson and sometimes you may not be able to see everyone on the screen, when you do want to say something, always say your name first so individuals can acknowledge who is talking.

6 **Is the lesson being recorded**

If circumstances mean that you have missed a lesson, check to see if the lessons are being recorded, that way you can catch up when it is convenient for you to do so – but don't leave it too late to catch up.

7 **If you are joining the session from outside the College/University (eg home)**

Choose a location that is quiet and distraction free from say pets who may like to ensure they are being heard or seen (eg dogs who may bark when someone comes to the door, or cats who may want some attention and climb over the keyboard and other equipment, distracting and making it difficult for you to engage).

Appendix 3 – Nursery (Child Protection Policy)

Perth College UHI Nursery is fully committed to safeguarding the welfare of all children. We commit to taking all reasonable steps to promote safe practice and to protect children from all kinds of harm (abuse, neglect, exploitation) and where any suspicion of abuse is dealt with appropriately and promptly. Further, it recognises that the Getting it Right for Every Child (GIRFEC) approach where practitioners across all services for children meet the needs of children and young people, using a shared language and methodology, working together to support and safeguard wellbeing to ensure they reach their full potential

To achieve this we:

- Ensure that adult:child ratios are adhered to at all times.
- Ensure that children are not left alone with visitors to the nursery.
- Ensure that children are treated with dignity and respect.
- Ensure that all staff in the nursery have undergone an enhanced PVG check through Disclosure Scotland and we have received two satisfactory written references.
- Ensure that all children are supervised to ensure their safety and wellbeing.
- Ensure that all staff members received Child Protection training which includes recognising signs and symptoms of abuse and neglect.
- Maintain open and positive relationships with parents and carers unless advised by otherwise by Authority Organisations (eg Police, Social Services).

Under no circumstances will children be punished by smacking, slapping, shaking or by any other humiliating methods such as ridicule or exclusion.

Children will not be given over to a parent or carer who is clearly under the influence of alcohol or drugs. Alternative arrangements will be made by contacting another parent/carer from the child's emergency contact details.

All staff members must report any incidents of children being treated inappropriately.