



STORRS ROAD PRE-SCHOOL

Child Protection and Safeguarding Policy 2024-25

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1. Introduction and Context

Safeguarding is everyone's responsibility.

All staff and anyone who has contact with a child or young person should play their full part in keeping children (including vulnerable adults when in their provider) safe.

This includes identifying concerns, sharing information, and taking prompt action.

All staff and anyone can make a referral to the local authority children's social care - Starting Point contact and referral service including any member of staff owners, directors, trustees, managers, VMC, registered childminders and childminding assistants, students, volunteers, and visitors including supply and agency staff, and other staff e.g. cleaners, cooks etc.

Where a baby, child and, or young person is in immediate danger the Police will be contacted: 999. Where concerns are raised a baby, child, and, or young person is suffering or is at risk of significant harm Starting Point will be contacted immediately: 01629 533190.

1.1 Statutory requirements

We ensure that our safeguarding practice is in line with statutory requirements and best practice by reading and adhering to statutory requirements alongside this guidance.

We know and understand that:

- we must follow the [Early years foundation stage \(EYFS\) statutory framework](#). This statutory guidance lays out all aspects of Safeguarding for Early Years.
- we must take into account the government's statutory guidance [Working Together to Safeguard Children](#). We understand this is a statutory guidance to be read and followed by all those providing services for children and families, including those in education.
- we **must** take into account the government's statutory guidance [Prevent duty guidance for England and Wales](#) updated 1 April 2021 and departmental advice [Protecting children from radicalisation: the prevent duty](#).

We make sure that our safeguarding practice gives regard to the following non-statutory guidance documents:

- [Keeping Children Safe in Education](#) (KCSIE) - Statutory guidance for Schools and Colleges
- [Information sharing: advice for practitioners providing safeguarding services](#)
- [A 10 step guide to sharing information to safeguard children ICO](#)
- [National review into the murders of Arthur Labinjo-Hughes and Star Hobson](#).
- [Child abuse concerns: guide for practitioners](#)
- [Guidance for safe working practice](#)
- [Safeguarding children and protecting professionals in early years providers: online safety considerations](#)
- [Early Years Inspection Handbook](#).

1.2 Notifications

We are aware of and keep up to date with the requirements of Ofsted, or the agency e.g., Inspectorates of Independent Schools, Childminder Agencies (CMA) with which we are registered, regulated and inspected by.

We understand as a registered provider we must inform Ofsted, or the agency with which we are registered, of the following:

- any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises, whether committed on the premises or elsewhere, and the action taken in response to any allegations - [Report a serious childcare incident](#). We understand this must be done as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. We recognise a registered provider who, without a reasonable excuse, fails to do this commits an offence.

- of any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable by supplying information required to enable them to make relevant checks.
- any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.
- information about themselves or about any person who lives or is employed in the same household as the registered provider:
 - details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006.
 - the date of the order, determination or conviction, or the date when the other ground for disqualification arose.
 - the body or court which made the order, determination or conviction, and the sentence (if any) imposed.
 - a certified copy of the relevant order (in relation to an order or conviction).

We understand we must provide this information as soon as reasonably practicable, but, in any event within 14 days of the date we became aware of the information or should have reasonably become aware of it if they had made reasonable enquiries. Where we become aware of relevant information that may lead to an employee being disqualified, we understand we must take appropriate action to ensure the safety of children.

- any food poisoning affecting two or more children cared for on the premises. We understand this must be done as soon as is reasonably practical, but, in any event, within 14 days of the incident. We recognise a registered provider who, without reasonable excuse, doesn't meet this requirement commits an offence.
- any serious accident, illness, or injury to, or death of, any child while in their care, and of the action taken - Report a serious childcare incident and Childcare: reporting children's accidents and injuries. We understand this must be done as soon as is reasonably practicable, but in any event, within 14 days of the incident occurring. We recognise a registered provider who, without reasonable excuse, does not meet this requirement commits an offence.
- any change:
 - in the address of the premises (and seek approval to operate from those premises where appropriate).
 - to the premises which may affect the space available to children and the quality of childcare available to them.
 - in the name or address of the provider, or the provider's other contact information.
 - to the person who is managing the early years provision.
 - to any proposal to change the hours during which childcare is to be provided which will entail the provision of overnight care.
 - to any significant event which is likely to affect the suitability of the early years provider to look after children.

- to any significant event which is likely to affect the suitability of any person who cares for or is in regular contact with children on the premises.
 - where the early years provision is provided by a company, any change in the name or registered number of the company.
 - where the early years provision is provided by a charity, any change in the name or registration number of the charity.
 - where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the “nominated individual”.
 - where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.
- a change of person except for managers (as specified in paragraph 3.87 of the EYFS) we understand we must give Ofsted the new person's name, any former names or aliases, date of birth, and home address. We understand where there is a change of manager, that we must notify Ofsted that a new manager has been appointed. We understand this must be done where it is reasonably practical to do so and must be done in advance of the change happening. We understand in other cases, this must be made as soon as is reasonably practical but, in any event, within 14 days. We recognise a registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.

We also understand we must notify other agencies of the following:

- our local authority children’s social care service (Starting Point) in line with local reporting procedures, and, in emergencies, the police about children's safety or welfare.
- our local authority children’s social care service (Starting Point) of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.
- the DBS or if appropriate to the Teacher Regulation Agency of any unsuitable adult or if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.
- the local authority children’s social care department, local authority Prevent Team and the Police’s Prevent Team about extremism or views considered to be extreme.
- the Police of any disclosure of information, threats or any suspected or actual cases of FGM.
- the local authority children’s social care service (Starting Points) is notified if a child you have concerns about is not attending your provider as expected.
- the allocated social worker is notified, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- the local authority children’s services are notified if it is thought or known that a child may be privately fostered and will see advice from children’s services on hosting families as they may come under this regulation.

- our insurance company is informed of a potential situation and notified of serious childcare incidents, without sharing personal details or confidential information (unless appropriate to do so and as guided within the [UK General Data Protection Regulation](#) (GDPR) and [Data Protection Act](#)) in case legal advice or representation maybe needed in the future.

1.3 Our policy and principles

STORRS ROAD PRE-SCHOOL fully recognises its responsibilities for children's welfare, safeguarding and child protection. Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined as: activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

This policy sets out how we meet and deliver statutory requirements and best practice. We ensure our safeguarding practice is in line by designating a Designated Safeguarding Lead (DSL) to take the lead for safeguarding and child protection.

The Designated Safeguarding Leads (DSL) for our provision are:

GRACE MILNER, KAREN HALL & JACKIE BUCKLAND

Our policies and principles continued:

We:

believe every child deserves to grow up in a safe, stable, and loving home, and that every child who needs help and protection deserve high quality and effective support. We recognise this requires individuals, agencies, and organisations to be clear about their own and each other's roles and responsibilities, and how they work together.

- operate a whole provision approach and ethos to children's welfare, safeguarding and children protection.
- aim to protect children using national, local, and our welfare, safeguarding and child protection procedures.
- ensure children's welfare, safeguarding and child protection is reflected in all systems, process, and policies.
- recognise safeguarding is everyone's responsibility. All staff or anyone who has contact with a child or young person should play their full part in keeping children (including vulnerable adults when in their provider) safe. This includes identifying concerns, sharing information, and taking prompt action.
- maintain an attitude of 'it could happen here' and ensure information will be dealt with swiftly and securely, always following the correct procedures with the safety and wellbeing of the children in mind.
- aim to create a culture and environment where staff feel comfortable and confident to report all matters of welfare, safeguarding and child protection within, and where it is appropriate, outside of our provision (including online).
- ensure that all staff have a clear understanding regarding abuse and neglect in all forms; including how to identify concerns, share information, take prompt action and report. This also includes knowledge of the process for allegations against professionals.
- aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.
- aim to ensure children receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.
- ensure staff understand and are sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.
- aim to ensure children are safeguarded on and off the provision and are proactive about anticipating and managing risks that children face in the wider community and online (often know as extra-familial harm, contextual safeguarding or place-based risk). Further details on these can be found in Appendix A at the rear of this document.
- recognise that successful outcomes for children depend upon strong multi-agency partnership working across the whole system of help, support, and protection including effective work from all agencies with parents, carers and families.
- aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out in 'Working Together to Safeguard Children' guidance.

- aim to ensure multi-agency expectations are met. These include:
 - collaborating with multi-agencies, children and families to ensure information is shared, children's voices are heard, and a complete picture of what life is like for the child is obtained to ensure the right support is provided.
 - learning together and from each other by gathering the best available evidence and by sharing diverse perspectives on children's development, experiences and outcomes.
 - building strong relationships across agencies and disciplines to ensure we support and protect children.
 - recognising the differences between, and be confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect.
 - challenging self and each other, by questioning each other's assumptions, and seeking ways to resolve differences of opinion in a restorative and respectful way.
- follow the principles below when working with parents and carers to ensure:
 - effective partnership and recognise the importance of building strong, positive, trusting and co-operative relationships.
 - respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers.
 - we are empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources.
 - we are involving parents and carers in the design of processes and services that affect them.

We will ensure that parents and carers and other establishments, local and community organisations and businesses are aware of our policy by ensuring that all reviews and updates are shared. This Policy is available in setting and on our website for all to access.

A glossary defining: child, staff, senior leadership, early years and childcare provider, significant harm and 'must' can be found in Appendix A at the end of this document.

2. Abuse

We recognise abuse is a form of maltreatment of a child and that somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. We understand children may be abused in a family or in an institution or community setting by those known to them, or more rarely, by others. We recognise that children may be abused by an adult or adults or by another child or children.

We understand that abuse can take a variety of different forms. We know that the abuse can be neglect, physical, sexual, or emotional abuse, including the ill treatment of others, such as domestic abuse. We recognise children can be at risk of abuse inside and outside of their home, in their community, inside and outside of our provision and online.

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and or alcohol misuse, deliberately missing education, serious violence (including county lines), radicalisation, consensual and, or non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Further details of types and indicators of abuse can be found in Appendix B and C at the end of this document.

3. Safeguarding Roles and Responsibilities

Safeguarding and promoting the welfare of child is everyone's responsibility. It is essential that all staff working in our provision understand their safeguarding roles and responsibilities.

3.1 Owners, Directors, Trustees, Managers and Voluntary Management Committee (VMC) roles and responsibilities

Owners, directors, trustees, VMC and managers are responsible for:

- taking leadership responsibility for safeguarding and child protection arrangements and ensure the provision complies with their statutory responsibilities and give regard to non-statutory guidance. As a charitable provider we refer to Charity Commission guidance.
- [Safeguarding and protecting people for charities and trustees](#).
- being aware of their obligations under the [Human Rights Act](#) (1998) and [Equality Act](#) (2010) (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Further information on these obligations can be found within [Keeping Children Safe in Education](#).
- being aware of our and relevant staff duties under the [UK General Data Protection Regulation](#) and [Data Protection Act](#) to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- working in partnership with and following the [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#) set out by [Derby and Derbyshire Safeguarding Children Partnership \(DDSCP\)](#).
- acting on the learning from national ([NSPCC - National case review repository](#) and [Child Protection in England](#)) and local ([DDSCP](#)) serious case reviews and learning reviews, and be aware of the impact this has on how our provision carry's out our safeguarding and child protection responsibilities and roles. We will use this information to inform practice by implementing and improving practice of any lessons learned.
- ensuring the provision is up to date with emerging issues and recognise the local authority strategies for trying to keep children safe in Derbyshire.
- ensuring that important policies relevant to children's welfare, safeguarding and child protection e.g. behaviour and bullying etc. are cross referenced and kept up to date.
- check where other organisations provide services or activities on our site, that they have appropriate policies and procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability.
- ensure that our provision provides a safe environment for children (and vulnerable adults when in our provision) to learn and develop.

Owners, Directors, Trustees, Managers and VMC roles and responsibilities continued:

- ensure all staff receive the appropriate safeguarding and child protection training, including online (which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and ongoing development, to equip them with the knowledge to ensure the safeguarding policies and procedures in place are effective and support the delivery of a robust approach to safeguarding. Further details on filtering and monitoring can be found in Appendix A at the rear of this document.
- ensuring there will always be a named DSL available whenever the provider is open, and as a contact for when children are off site e.g. - trips and outings; the DSL remains the overall responsible person for child protection issues. We will always ensure there will be DSL cover and a clear pathway for raising and reporting concerns in a timely way.
- ensuring that a DSL is designated to take the lead for safeguarding and child protection and is responsible for liaison with local statutory children's services agencies, and Derby and Derbyshire Safeguarding Children Partnership (DDSCP). We will ensure that the DSL is fully equipped with the time, funding, training, resources, support, knowledge and skills to carry out the role. We will designate sufficient DSL's depending upon the size and demands of our provision.
- ensuring that all staff have an enhanced criminal record check (and any other checks required) for every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children.
 - lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and. or
 - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
- ensuring that all welfare, safeguarding and child protection records are kept centrally, kept up to date, are secure, reviewed annually and well maintained.
- ensuring all staff share information about a child where there are safeguarding, and child protection concerns and that they do not use GDPR as a reason for not sharing that information about the welfare, health, or safety of a child.
- ensuring that all staff have regular reviews of their own practice to ensure ongoing personal and professional development.
- recognising that some groups of children are potentially at greater risk of harm than others and are vulnerable. Further details on children with emerging needs who therefore may be more vulnerable and require early help can be found in Appendix D at the end of this document.
- ensuring that we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.

- ensure information is shared as early as possible between staff and local agencies as required, to help identify, assess, analyse, and respond to the safety and welfare of children.
- ensure only information (including records and data) that is relevant to the welfare, safeguarding and child protection of a child are shared with those who need it. We will use this information to help staff to do their job effectively, make informed decisions, identify patterns or trends, and identify specific safeguarding issues. We ensure this is a regular activity of the leadership and role of DSL.
- ensuring that we notify the local authority children's social care department if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- ensuring that we notify the local authority children's social care service if it is thought or known that a child or young person may be privately fostered.
- ensuring that we understand the updated definition of child sexual exploitation and expectations around identifying, reporting, and responding to any potential or actual cases of.
- ensuring that there are procedures in place for handling allegations against staff, carers, and anyone living on or working on the premises (including concerns about the provision) where Ofsted registered childcare takes place.
- making a referral to the Local Authority Designated Lead (LADO) where the threshold is met.

3.2 Designated Safeguarding Lead (DSL) roles and responsibilities

All DSL's have responsibility for:

- taking lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and is responsible for liaison with local statutory children's services agencies, and Derby and Derbyshire Safeguarding Children Partnership (DDSCP). This is explicit in any DSL's job description.
- knowing how to contact the local statutory children's services and the LSPs (local safeguarding partners)
- taking lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This is explicit in the DSL and or DSL's job description.
- providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in discussions and meetings, and, or supporting other staff to do so, and contributing to the assessment of children.
- ensuring **availability** whenever the provision is open for staff to discuss any safeguarding concerns. Where possible a DSL will be available in person, and in exceptional circumstances availability will be via phone or online. The DSL will also act as a contact for when children are off site e.g. - trips and outings; the DSL remains the overall responsible person for child protection issues.
- **managing referrals** and supporting staff to make referrals of suspected abuse and neglect to the local authority children's social care service (Starting Point), Ofsted, LADO, the Police, Early Help services, DBS, Channel programme etc. as required.
- **working with others** and act as a source of support, advice, and expertise for all staff. The DSL will act as a point of contact and liaise the senior leadership team, safeguarding partners and other professionals (including the LADO where applicable) and inform them of any safeguarding concerns and allegations made. The DSL promote supportive engagement with parents and, or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- **sharing information and managing child protection files.** The DSL will ensure that any welfare, safeguarding and child protection records are kept up to date, and information is stored securely and kept confidential and stored securely. The DSL will ensure all welfare, safeguarding and child protection files are stored in a separate file and will only allow access to key staff that are designated in a role to safeguard children with our provision. Further information on sharing information and record keeping is available within this policy (4.2 Record keeping and information sharing).

- **raising awareness** by ensuring this child protection and safeguarding policy is reviewed annually with the senior leadership team, and the procedures and implementation are updated and reviewed regularly. The DSL will ensure all staff and parents, and or carers have access to and understand this safeguarding and child protection policy, including knowing the role of our provision in this. The DSL will be responsible for making sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- **training, knowledge, and skills.** The DSL and, or DSL's will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL and, or DSL's will also undertake Prevent awareness training.
- **providing support to staff** to help all staff feel confident on welfare, safeguarding and child protection matters.
- **understanding the views of children.** We ensure all staff listen to the voice of the child and recognise it is important that all children feel heard and understood. The DSL and, or DSL's role model and support all staff to develop a culture of listening to children and taking account of their wishes and feelings and understand the difficulties that children may have in approaching staff.
- **holding and sharing information.** The DSL and, or DSL's understands the importance of information sharing and understands the requirements of the [UK General Data Protection Regulation \(GDPR\)](#) and [Data Protection Act](#). Further information on sharing information and record keeping is available within this policy (4.2 Record keeping and information sharing).
- **being professionally curious.** The DSL and, or DSL's role model and support all staff to be professionally curious and encourage a culture of exploration to try and understand what is happening for a child and their family, rather than making assumptions or taking a single source of information and accepting it at face value. Further information on the roles and responsibilities of the DSL and, or DSL's is available within this policy (4.5 Role of the designated safeguarding lead following identification of concerns).

3.3 Staff roles and responsibilities

All staff have responsibility for the following:

- being aware of national and local safer working practice guidance in the relevant sections of 'KCSIE', [Guidance for safe working practice](#) and [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#).
- being aware of the [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#) and follow them.
- being aware of the importance from national ([NSPCC - National case review repository](#) and [Child Protection in England](#) and local ([DDSCP](#)) serious case reviews and learning reviews, and be aware of the impact this has on how our provision carry's out our safeguarding and child protection responsibilities and roles. We will use this information to inform practice by implementing and improving practice of any lessons learned.
- acknowledge that some children are potentially at greater risk than others and are therefore more vulnerable. All staff will identify who our vulnerable children are, we will monitor their health, safety and well-being and ensure all staff know how to identify these children and seek help, advice and support where needed.
- know when to use reasonable force or degree of physical contact to control or restrain a child, especially vulnerable children. This is only to be used in strict accordance with the law to protect the child and, or those around them, such as preventing a child from running on to the road.
- listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard, and this is demonstrated in practice.
- being aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and, or they may not recognise their experiences as harmful. All staff are aware this should not prevent them from having professional curiosity and speaking to the DSL if they have concerns about a child.
- being aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone.
- being alert to the indicators of abuse, including specific safeguarding issues and understand that children can be at risk of harm inside and outside of the provision.
- knowing what to do if a child tells them they are being abused, exploited, or neglected.
- knowing what to do if a parent or carer shares any concerns about a child.
- knowing how to share and report a concern, who to report the concern to and record where appropriate. All staff should know how to refer any concerns to the DSL.-All concerns will be shared with the DSL who will normally decide to take the next step.

Staff roles and responsibilities continued:

- knowing anyone can make a referral to the local authority children's social care - [Starting Point contact and referral service](#) including anyone living, working, or looking after children at the premises e.g., any member of staff (including cleaners, cooks etc.), owners, directors, trustees, managers, VMC, registered childminders, childminding assistants, students, volunteers, visitors including supply and agency staff, family member and parents.
- knowing anyone can make a referral to the local authority children's social care - [Starting Point contact and referral service](#) including any member of staff owners, directors, trustees, managers, VMC, registered childminders and childminding assistants, students, volunteers, and visitors including supply and agency staff, and other staff e.g. cleaners, cooks etc.
- sharing information and working together with agencies to provide children and young people with the help and support they need e.g. seeking [Early Help](#) where a child and family would benefit from co-ordinated support from more than one agency prevent needs escalating to a point where intervention would be needed via a statutory assessment.
- following a referral staff or anyone who has contact with a child or young person can enquire further and obtain feedback if they feel unclear about what has happened to their concerns.
- knowing that if at any time it is considered that a child may be a 'Child in Need' as defined in the [Children Act 1989](#); or requires 'Child Protection' where a child has suffered significant harm or is likely to do so, a referral must be made to local authority children's social care - [Starting Point contact and referral service](#).
- recognising that children can abuse other children (known as child-on-child abuse) and work to reduce and eliminate such behaviour in our provision.
- recognising what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues or incidents.
- recognising a child may be criminally exploited or involved in gang culture, seeking advice, and reporting any issues or incidents.
- recognising homelessness and the impact on the child facing homelessness, or who is homeless.
- have the skills, knowledge and understanding to keep looked after children and previously looked after children safe.
- recognising that Children in Care (CiC) and care leavers are more vulnerable than other children, and ensuring their well-being, safety and welfare needs are acknowledged and met by working with the allocated social worker, helping them to reach their potential.
- being aware of and understand host families, and recognising they have a duty to notify the local authority children's social care service if it is thought or known that a child or young person may be privately fostered or subject to a host family arrangement which is unclear or ambiguous.

- being aware of the LADO process for allegations and concerns against staff or persons living on premises where Ofsted registered childcare takes place and feel confident in being able to use and follow the process, including how to report concerns about a member of the senior leadership team.
- being aware of whistleblowing procedures and where to obtain further information, advice, and support (see Staff Handbook).

3.4 Working with parents and carers

We recognise the importance of working together with parents and carers to safeguard and promote the welfare of children. We will ensure that:

- we develop strong partnership working between parents and carers and take a child-centred approach to meeting the needs of the whole family.
- we work with parents and carers positively, openly, and honestly.
- we develop skills in engaging and working with parents and carers whom services have found difficult to engage.
- we recognise, engage, and work with parents and carers who are unwilling or unable to engage with services.
- parents and, or carers are encouraged to discuss their issues or concerns about safety (including online safety) and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously.
- parents and carers are encouraged to discuss their issues or concerns about safety and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously.
- parents and carers are aware there is a whole provision approach to safeguarding to ensure that children are kept safe and well, and this includes helping parents and carers to be safe and well.
- we will provide parents and carers with information about safeguarding issues and will also outline the support available to keep children safe with local and national guidance.
- we ask parents and carers to keep us informed of up to date and accurate information of their child e.g., names and contact persons with whom the child normally lives, those with parental responsibility, where reasonably possible, we hold more than one emergency contact number etc.
- information on children given to us by children themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis to support the child.
- it is made clear to parents and carers that the provision has a duty to share information and keep records when there are any safeguarding concerns.
- this policy and additional information on keeping children safe including online safety (which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) in the provision or outside of the provision is shared with parents and, or carers.
- where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, if the provision believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from local authority children's social care service. Further details on when it would not be

appropriate to inform the parents, carers or family members prior to a referral can be found in Appendix E at the end of this document.

4. Meeting the Needs of Children

4.1 Voice of the child

We are aware that a child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

We will ensure all staff listen to the voice of the child. We will listen to what they say, take their views and feelings seriously, and work with them and their families collaboratively when deciding how to support their needs. We understand the difficulties that children may have in approaching staff about their circumstances and any concerns they may have. We recognise some children may not feel ready or know how to tell or might not recognise their experiences as harmful and that certain children may face additional barriers to telling someone.

All staff know:

- if a child (or their parent or carer) is freely recalling events, the response should be to listen to what is being said without interruption and without asking leading questions.
- to remain calm and not to overreact – the child (or their parent or carer) may stop talking if they feel they are upsetting you.
- to give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- to avoid criticising the child or adult for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but they may interpret it that they have done something wrong.
- to not be afraid of silences – remember how hard this must be for the child or adult.
- to keep questions to a minimum and of an open-ended nature i.e., ‘can you tell me what happened?’ rather than ‘did x hit you?’
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this?
- not to automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- if the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.
- at an appropriate time tell the child or adult that to help them you must pass the information on.
- to tell the child or adult what will happen next, this may include the child or adult agreeing to go with you to see the DSL.
- to report verbally to the DSL.

Voice of the child continued:

- to record all conversations and information shared (including the timings, the provider, those present, as well as what was said by all parties), and the actions met as soon as possible and hand it to the DSL.
- that children should not be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record.
- that the overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone. All staff know it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.
- to seek support if they feel distressed. This may be sometime after the disclosure.

All staff know they must always **immediately** inform the designated safeguarding lead or their deputy if there are any:

- concerns that a child is presenting signs or symptoms of abuse or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- searching incidents where there are reasonable grounds to suspect a child was in possession of a prohibited item or where a search has revealed a safeguarding risk. Further details on prohibited items can be found in Appendix A at the end of this document.
- behaviour or changes in presentation, including changes in attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- hint or disclosure of abuse about or by a child
- concerns that a person(s) who may pose a risk to children is living in a household with children present
- concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and, or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- concerns about child-on-child abuse, including sexual violence and harassment
- information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- concerns that a child is at risk of domestic abuse or so called 'honour-based' abuse, including forced marriage, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; (this is also known locally as CRE - child at risk of exploitation) or that a child or their parent or carer may be a victim of modern slavery (trafficked)

Voice of the child continued:

We are aware of how children's experiences can impact on their mental health, behaviour, attendance, and progress. We are also aware where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

We know given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so. We know to discuss concerns with the family and, where possible inform them that they are making a referral (unless this may either delay or where it is identified it would not be appropriate to inform the parents, carers, or family members prior to a referral).

We understand it is not our responsibility to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of local authority children's social care service or the Police.

4.2 Record Keeping and information sharing

We know and understand that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes. We recognised the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

We give regard to [The Caldicott Principles, Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018) (and the seven golden rules to sharing information within this document) and DDSCP [Information Sharing Guidance for Practitioners](#).

We will follow the recommended [UK General Data Protection Regulation](#) (GDPR) and [Data Protection Act](#) for all records kept on staff and children. We know that the GDPR and Data Protection Act 2018 do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. We ensure fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. We will ensure all concerns and discussions about a child's welfare will be recorded and kept in line with the GDPR and Data Protection Act.

We will ensure information is shared as early as possible between staff and local agencies as required, to help identify, assess, analyse, and respond to the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care department.

All staff know to only discuss concerns with the DSL (or the most senior person on the premises if they are unavailable). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Wherever possible consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children's social care department. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

We will contact the [Education Data Hub for Early Years – Education Data Hub](#) for additional guidance, support, and advice about information governance in relation to data protection, freedom of information and records management.

We will ensure all concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using agreed processes. We will ensure all welfare, safeguarding and child protection records are centralised and held as private and confidential records. They will be stored in the Child's personal file in a locked cabinet and will only be accessible to key staff that are designated in a role to safeguard children within our early years and childcare provision.

Record keeping and information sharing continued:

We will ensure all information is clearly recorded with all decisions made (including the reasons for the decisions), actions taken, outcomes and confirmation of feedback to the referrer in a chronology or timeline of events.

Our welfare or child protection files will build a picture of the lived experience of the child, this will include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a chronology or timeline and possible assessment tools including an EHA, body maps, genograms, ecomaps, along with specific safeguarding tools available within the [Derby and Derbyshire Safeguarding Children Partnership Procedures manual](#) and the DDSCP [Safeguarding Forms and Assessments](#) section of the website. Recommended Chronology of Significant Events or Incidents, Concerns about a child form and Body Maps can be found in Appendix F, G and H at the end of this document.
- note of any action taken, decisions reached and the outcome, as well as a review of any progress made.

We will not destroy any child protection or welfare records including records which hold information on allegations against staff, carers and anyone living or working on the premises where Ofsted registered childcare takes place.

When a child leaves our provision, the DSL will ensure a copy of these records will be sent securely as soon as possible to any other provider to which the child transfers and a confirmation of receipt obtained. The child protection file transfer will be separate to the child 'learning journal' file. The DSL will also consider if it would be appropriate to share any information with the provider in advance of the child leaving e.g. children who have or who have had a social worker and those receiving support through the Channel programme.

Further information on record keeping and information sharing is available:

- [DDSCP - Information Sharing Guidance for Practitioners](#)
- [EYFS statutory framework](#) section of the [early years quality team](#), on Derbyshire Schools Net including:
 - Meeting the EYFS statutory framework audit
 - T – Information and Records – audit support tool
 -

4.3 Levels of need and procedures

We will ensure all staff can identify children with emerging needs who therefore may be more vulnerable and require early help. We will not assume a colleague, or another professional will act and share information that might be critical to keeping a child safe. We recognise early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care department.

All staff will report concerns to the DSL as soon as they can and by the end of the day at the latest. If the designated safeguarding lead or their deputy is not around, all staff will ensure the information is shared with the most senior person in the provision that day. The concerns and any action taken will then be shared with the designated safeguarding lead as soon as it is possible. All staff understand information only needs to be shared on a need-to-know basis only – concerns will not be discussed with colleagues, friends or family and are aware a record of the concerns must be completed on the same day and before the child is due to leave the provision.

We will ensure the provision of safeguarding and child protection services form part of a continuum of help and support to respond to the different levels of need of individual children and their families. We will deliver our responsibilities for identifying and acting on levels of need (Universal, Emerging, Intensive and Specialist) in line with the policies and procedures identified in the local safeguarding children partnership. The [Derby City and Derbyshire Threshold Document](#) will be used to identify the level of need and next course of action for the child and their family.

All staff who have contact with a child or young person are made aware of what each level of needs means, how to identify the level of need and understand their role within it. The indicators of possible need within the [Derby City and Derbyshire Threshold Document](#) will be used to identify the likely level of need. The DSL be able to form a judgement as to the level of support needed by talking to children and their family in more detail by exploring the context and the factors behind the need. All staff are aware the indicators are a guide and not a pre-determined level of response.

This means we will ensure all staff who have contact with a baby, child or young person know that if they have any concerns about the welfare and safety of a child, knows to share information, to have discussions with the DSL, to liaise with other professionals, and support children (and their families) identified (i.e., potentially vulnerable and those who are vulnerable) as requiring further support and, or intervention e.g. Early Help Assessment (EHA), Team Around the Family (TAF) meetings, Early Help services, referral to the local authority children's social care service (Starting Point).

Levels of need and procedures continued:

We have a framework and structures to support this work including information sharing, robust systems for recording, maintaining, and monitoring of child protection files, support to staff in early help activity and referrals to local authority children's social care service via Starting Point. Further details of making a referral and how to make a referral to Starting Point and can be found in Appendix I and J. Where additional support and advice is required, we will use the 'Starting Point Consultation & Advice Service for Professionals' (01629 535353).

Where a baby, child or young person is in immediate danger the Police will be contacted: 999. Where concerns are raised that a baby or child or young person is suffering or is at risk of significant harm, Starting Point will be contacted immediately: 01629 533190.

We recognise that some children border with other local authorities and will have their own local safeguarding children board or partnership policies, and procedures to follow. Contact details of bordering local safeguarding children board and partnerships can be found in Appendix K at the end of this document.

All staff know they can seek support from the senior leadership team, for themselves if they are distressed or upset following a disclosure.

4.4 Meeting the needs of vulnerable children

Children who need a social worker (Child in Need and Child Protection)

We recognise that children may need a social worker, be a CiC or previously be a CiC due to safeguarding or welfare needs and are or continue to be vulnerable. Children may need help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The DSL should hold and use information (including a child's looked after legal status, child contact arrangements with birth parents, or those with parental responsibility and information about the child's childcare arrangements and levels of authority delegated to the carer) so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, we will gather the details of the social worker and where involved the name of the virtual school head in the authority that looks after the child. We understand that where these allocated workers are involved, they should inform decisions about safeguarding, attendance, going missing, exclusions and we should work to actively promote their welfare. Where children have allocated worker, we will follow local procedures.

When dealing with looked after children and previously looked after children, we will work with all local authority children's social care department, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

When a member of staff has concerns for a child, and if we are aware that the case is open to an allocated worker in locality, they will discuss with their concerns with the allocated worker in the first instance and without delay. If this has not been possible, escalate by asking for the practice supervisor in the locality, or by ringing Call Derbyshire (Starting Point) or the relevant local authority children's social care department.

If any child with a known child protection plan at the provider has a safeguarding concern raised or is absent without explanation, this will be referred to their social worker or local authority children's social care service with urgency and as soon as possible.

Meeting the needs of vulnerable children continued:

Children who are absent from education

We recognised that children being absent from our provision for prolonged periods and, or on repeat occasions can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse, or risk of forced marriage.

We also recognise that when children are not in our provision, they miss the protection and can become more vulnerable to harm. We will refer to and adhere to policies and procedures which reflect national and local guidelines for all children absent from our provision for prolonged periods and, or on repeat occasions.

We recognise it is important to respond early to children being absent from our provision for prolonged periods and, or on repeat occasions and ensure that we support and monitor attendance carefully and address poor or irregular attendance without delay. We respond to or refer where required, including where a parent or carer has expressed their intention to remove a child from the provision with a view to education at home. We recognise an early response helps prevent the risk of children becoming a child missing education in the future.

Elective home education

Where a parent or carer has expressed their intention to remove a child from our provision with a view to educating at home, we will seek to co-ordinate a meeting with the parents or carers. We will inform the local authority, and other key professionals where possible to ensure the parents and carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and, or has a social worker.

Children who require mental health support.

We recognise we have an important role to play in supporting the well-being and mental health of our children. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems.

Meeting the needs of vulnerable children continued:

Children with special educational needs and disabilities (SEND) or health issues.

We recognise our roles and responsibilities regarding children with Special Educational Needs or Disability (SEND) or certain medical or physical health conditions and understand that those children and vulnerable adults in the provision may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.

The DSL and SENCo will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children who are, or may be, lesbian, gay, bi, or trans (LGBT)

We recognise that children who are lesbian, gay, bi or trans (LGBT) may not inherently be at risk of harm but may be targeted by other children. All staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share concerns.

4.5 Role of the designated safeguarding lead following identification of concerns

The Designated Safeguarding Lead will have clear mechanisms and procedures in place to identify and report incidents or concerns. Whenever the DSL receive information regarding concerns about a child they will:

- review information received and assess if any urgent actions are needed, i.e., medical, child's immediate safety.
- check what is known about the child when they arrived (or not) at the provision today, how they are presenting physically and emotionally and if there are any changes in their behaviour.
- consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children's services (targeted early help or social care).
- consider what 'checks' need to be carried out and how best these can be achieved.
- inform relevant staff, adults or professionals who have a specific need to know.
- inform relevant staff who have a specific need to know.
- where appropriate use relevant national, local and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making e.g. provision records, assessments, and chronologies, national or local assessment tools including those available in the [Derby and Derbyshire Safeguarding Children Procedures](#)
- not directly approaching a child or parent and, or carer about an incident and instead make general enquiries with the child about how they are.
- follow the [Derby and Derbyshire Safeguarding Children Procedures](#) and using the [Derby City and Derbyshire Threshold Document](#) to support decision making about the child's needs and the appropriate level of support and intervention.
- consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm.
- if unsure about the action to take, including that a child protection referral should be made, seeking advice from local authority children's social care service or another appropriate agency.
- if the concerns are about radicalisation or violent extremism, make a referral to the local authority children's social care department, local authority Prevent Team and the Police's Prevent Team about extremism or views considered to be extreme.
- where the child has complex needs or where there are child protection concerns, refer as appropriate to local authority children's services via agreed processes, providing a copy of the early help assessment, action plan and any other relevant assessments.
- if a child is at risk of immediate harm, and, or where it is believed a criminal offence has been committed, including sexual violence and harassment, referring to the police. See [when to contact the police](#) for further guidance on when to contact the Police.

4.6 Specific safeguarding issues

Specific safeguarding issues which may not be specific to an individual child (but may impact upon the whole family context) and which may include abuse perpetrated by other children as well as by adults include:

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence or violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Radicalisation and, or extremist behaviour
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE), including county lines. This is known locally as child at risk of exploitation or 'CRE'
- Online abuse and risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
- Upskirting. Further details on upskirting can be found in Appendix A at the end of this document.
- Substance misuse – drugs and alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, female genital mutilation and so-called 'honour-based' violence
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Compromised parenting, particularly in relation to babies and very young children. Further details on compromised parenting can be found in Appendix A at the end of this document.
- Missing children and vulnerable adults
- Mental health and well-being of children and adults
- Other issues not listed here but that pose a risk to children

Specific safeguarding issues continued:

We will endeavour to ensure their staff are familiar with and have processes in place to identify, report and monitor the specific safeguarding issues that are pertinent to and current for their family context and community. They will recognise that safeguarding issues may be contextual and not be specific to individual children but impact on the whole family context.

We recognise, acknowledge, and understand that even if there are no reports of specific safeguarding issues that this does not mean it is not happening and we will maintain a culture of vigilance to identify, assess, analyse, and respond to the safety and welfare of children.

We recognised that for some children they may also not find it easy to tell staff about their abuse verbally, we will ensure all staff are aware of and can recognise the indicators of abuse, including specific safeguarding issues. We aim to create an environment for children to confidently report disclose information or an allegation. Where children disclose information or report an allegation which raises concern for the welfare of a child, all staff will ensure the child is listened to and supported in a sensitive manner.

All staff will treat any disclosure of information, any suspected or actual cases of specific safeguarding issues as a safeguarding concern and will raise concerns with the DSL who will follow the provisions Child Protection and Safeguarding policy and procedures, and local safeguarding procedures including a referral to the local authority children's social care service (Starting Point) and the Police where required. Where required we will seek advice, work in partnership, and use other agencies and professionals (local and national).

We will also access broad Government guidance, local procedures, strategies, and tools through the Local Safeguarding Children Partnership. The DSL will use the information available to them on the DDSCP website - [Information and Resources](#) tab to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

Further details of specific safeguarding issues can be found in Appendix L at the end of this document and within [Keeping Children Safe in Education](#) Annex B: further information.

5. Safer Working Practices

5.1 Creating a safe environment for all children

We provide a safe environment where all children can learn and develop and promote a culture of vigilance where children's welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.

Our environment is safe and secure and protects our children from harm or the risk of harm. All staff including the senior leadership team will implement the safety and suitability of premises, environment, and equipment requirements within the EYFS, including:

- ensure that the building; including its surroundings, access and exits are safe and is one where children can feel safe.
- ensure that the building is always secure and in the event of a significant event will use lockdown.
- ensure that all staff are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff (including volunteers) feel able to raise concerns, along with being supported in their safeguarding role.
- endeavour to create a culture of listening to children, taking account of their wishes, feelings, and voices both in individual decisions and in the early years and childcare providers development.
- where 'extended' activities are provided by and managed by the provider, apply our own safeguarding policy and procedures.
- check where other organisations provide services or activities on our site, that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability.
- ensure when our children attend offsite activities, that we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- ensure that parents and carers know about our principles in safeguarding, and along with the local community are made familiar with and can participate in any policy, procedure or initiatives which contributes to the safety of the children in the local community.
- ensure that we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE. This includes obtaining reassurances around DBS checks and safeguarding policies in place when hiring out premises, if appropriate.

- have measures in place to prevent our facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism. We recognised this does not mean that the Prevent duty should limit discussion of these issues. Instead, we understand and discuss sensitive topics, including, where appropriate, terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- consider the extent to which any external speakers and events held on our premises pose a risk of radicalising learners into terrorism.
- undertake own due diligence to understand any risks around a particular speaker and whether their views constitute views that are used to encourage people into participating in or supporting terrorism or are shared by terrorist groups.

5.2 Teaching safeguarding

We ensure children within our provision are taught (age appropriately) preventative education and ensure that children are aware of safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it as part of providing a broad and balanced curriculum.

We ensure we teach core values and approaches to prepare children for life in modern Britain (by encouraging open debate about different points of view and beliefs and creating a culture of zero tolerance for sexism, misogyny, or misandry, disablism, racism, homophobia, biphobia and sexual violence and harassment).

We support children to build resilience to radicalisation by promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. We ensure practice is effective preventing and tackling the use of derogatory language which is directed towards disabled people or is homophobic, sexist, or racist. All incidents of discrimination and racism will be logged. We will promote the practice and principles of equality and diversity effectively and in an age-appropriate way under the Equality Act 2010. We ensure stereotypical behaviours are routinely challenged, and differences are respected.

We will focus on children's [personal, social, and emotional development](#) in an age-appropriate way and ensure children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Children will be taught about healthy relationships online and offline, how to keep themselves and others safe, including online through teaching and learning opportunities. We recognise the need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with special educational needs and disabilities.

5.3 Online Safety - including how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used.

We recognise cybercrime is a growing safeguarding concern and child abuse in all its forms is increasingly occurring online. We recognise that we need to have procedures to ensure networks, data, systems, and equipment is protected against cyber threats and help keep staff and children safe particularly when using remote learning and teaching platforms.

All staff are aware online abuse concerns will cover a range of safety issues including:

- using social media platforms
- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying, trolling, cyberstalking
- online grooming, online radicalisation,
- offensive or illegal content including race hate
- child at risk of exploitation including child sexual exploitation or child criminal exploitation
- youth produced sexual imagery (sexting, nudes, semi-nudes)

We will ensure:

- all staff understand the provision's policy relating to online safety which (includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) will be part of induction and will be refreshed at team meetings and training.
- all staff and children will be made aware of online safety issues (which for staff includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring to protect children) and concerns, through training and the curriculum.
- we will share and display internet safety rules and our online safety procedures with parents and, or carers on the website or are given a paper copy.
- we will identify and assign roles and responsibilities to manage filtering and monitoring systems and ensure the provision has appropriate filters and monitoring systems in place and annually review their effectiveness for all mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the provision.
- When children access digital media devices, mobile phones, cameras and other electronic devices with imaging and sharing capabilities, at the provision it is used safely (using appropriate filters and monitoring systems which block harmful and inappropriate content without unreasonable impact on teaching and learning), and the provision will ensure that online safeguarding practice is in line with statutory requirements and best practice. We will give regard to [the National Crime Agency's CEOP Education Programme](#)

- when children access digital media devices at the provision it is used safely (using appropriate filters and monitoring systems which block harmful and inappropriate content without unreasonable impacting teaching and learning), and the provision will ensure that online safeguarding practice is in line with statutory requirements and best practice. We will give regard to the [National Crime Agency's CEOP Education Programme](#) which provides information on protecting children and young people from online child sexual exploitation.
- we use the recommended national and local guidelines on staff and children who may need to work remotely.
- children will be taught, age appropriately, about the risks online and all staff will always model good practice.
- all staff complete an incident log and report any breaches of the filters in place and access to inappropriate material (accidental or non-accidental) to the DSL who will then record the incident and escalate the concern as appropriate. This could include:
 - reporting safeguarding concerns about a child to the local authority children's social care service (Starting Point)
 - reporting illegal images such as child sexual abuse to the [Internet Watch Foundation](#)
 - reporting online abuse and child sexual exploitation to the [National Crime Agency's CEOP Safety Centre](#)

Managing access to online technology and acceptable use

We will ensure that access to the internet on mobile phones, cameras and other electronic devices with imaging and sharing capabilities have filtering and monitoring systems, including appropriate parental controls in place to provide a safe environment in which to learn. These will be kept up to date to restrict access to harmful or illegal content, other unsuitable information on mobile phones, cameras and other electronic devices with imaging and sharing capabilities including extremist materials or inappropriate images and reviewed regularly for their effectiveness. However, we are aware that no filters can be 100% secure and access to apps, computer games, videos, films, approved internet sites etc. will be age appropriate and staff will supervise their use.

The senior leadership team will keep an up-to-date log of the number and type of technology which have access to the internet at the provision and how they are connected (i.e., 4G, 5G or Wi-Fi etc.) and ensure that access is secure (i.e., passwords in place that are not accessible or easy to guess and screens are locked). We ensure all mobile phones, cameras and other electronic devices with imaging and sharing capabilities are kept securely and in line with GDPR. We will also consider the physical equipment and furniture when using mobile phones, cameras and other electronic devices with imaging and sharing capabilities (risk assessed and appropriate for children and, or adults).

The senior leadership team should ensure they have appropriate filtering and monitoring systems in place and regularly review their effectiveness, including systems on how to

escalate concerns when identified. The senior leadership team should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

We will give regard to the Department for Education's [filtering and monitoring standards](#) and [cyber security standards for schools and colleges](#), the UK Safer Internet Centre [Appropriate Filtering and Monitoring](#) and the South West Grid for Learning [Safety and Security Online](#) guidance when reviewing filtering and monitoring systems.

Staff use of online technology and mobile phones, cameras and other electronic devices with imaging and sharing capabilities whilst at work

All staff know the use of online technology and mobile phones, cameras and other electronic devices with imaging and sharing capabilities by staff is restricted in-order to avoid distraction and disruption to the care of children and to minimise the opportunities for any individual (or group) to put children into potential risk of harm.

We have a clear expectation that the use of personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities by staff is limited only to allocated lunch and breaks and not in the provision with children present unless there is an emergency and agreed by a manager of how this will be managed in-order to keep children safe.

Accessing technology and mobile phones, cameras and other electronic devices with imaging and sharing capabilities at work

All staff know they must not personally access technology or use personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities. All staff know all personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities e.g., must be handed over, kept safe and out of reach (i.e., not accessible in the provision whilst children are present) and collected once the provision has closed or when no children are present on site. Children attending the provision with their own personal electronic device will handed over the device and staff will ensure the device is kept safe and out of reach until parents collect the child.

Photographs

We will ensure photographs will only be taken where required to help the staff to support a child's learning and development or to share events. Photographs will only be taken of children with parental permission using the provider's camera or tablet.

We will ensure photographic files are stored safely and not be kept once the child leaves the provider's care unless prior agreement is agreed with the parent. Personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities must never be used in the provision by staff to take photos to record or share images of children, in any circumstances. Anyone living or working on the premises where Ofsted registered childcare Personal mobile phones or devices must never be used in the provision by staff to take

photos to record or share images of children, in any circumstances. Anyone living or working on the premises where Ofsted registered childcare takes place are not allowed to take photographs or videos of children in the provision (unless permission has been obtained by the provider from all parents of all children involved e.g., for a celebration event etc).

Storing Personal Data

We will ensure we have registered with the [Information Commissioner's Office \(ICO\)](#) in relation to the storage of personal data. The storage of personal and digital information will also meet the requirements of the GDPR and will be always secured through password protections for access. All our provisions mobile phones, cameras and other electronic devices with imaging and sharing capabilities that are used in the provision will receive regular virus checks, updates, and filters.

Social media

All staff know they mustn't accept or request to be friends on social network sites with parents or children that attend the provision or make any contact by their personal phone or devices (Where there is a pre-existing relationship then the member of staff concerned should discuss this with the DSL and, or senior management team who will consider how this will be managed and provide clear guidance and boundaries and record action taken).

Any misuse or incidents of mobile phones and, or cameras

All staff know they must report any misuse or incident to a member of the senior leadership team and the DSL immediately. A member of the senior leadership team and, or DSL will follow the providers procedures, take appropriate action (including a referral to the LADO and, or Police) and advice from the LADO and, or Police. If the circumstances result in dismissal (or resignation prior to actions being taken) the details will be reported to the DBS.

All staff are aware civil, legal, or disciplinary action can and will be taken against staff if they are found to have brought the organisation into disrepute.

5.4 Recruitment and staffing

We will follow the [Early years foundation stage \(EYFS\) statutory framework](#) (Section 3 – The safeguarding and welfare requirements) (which states we must have regard to the government's statutory guidance '[Working Together to Safeguard Children](#)'), the '[Prevent duty guidance](#)' for England and Wales's and also will refer to the government's '[Keeping Children Safe in Education](#)' statutory guidance for schools and colleges.

We know and understand we must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities, including:

- following current government guidance to ensure there are robust safer recruitment and employment of staff procedures in place that are embedded and effective. This will include all staff receiving training and support around conduct and practice when in environments with children.
- all staff involved in the recruitment and employment of staff to have received appropriate safer recruitment training, and at least one person who conducts an interview to have completed safer recruitment training.
- Holding central records of personnel who are working and have worked in the early years and childcare provider, including all staff, and in some cases, contractors providing a service to us. We will ensure that these records and supporting personal files are regularly updated and reviewed to meet requirements.
- having a staff code of conduct, for when working in our early years and childcare provider and when out in the community and including when online. See Staff handbook.
- managing allegations against staff, carers, and anyone living or working on the premises where Ofsted registered childcare takes place.
- using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to the LADO, the DBS service etc.
- co-operating and providing information in any enquiries from the LADO, police and, or children's social services.
- using consultation with an early years and childcare provider's human resources department, where appropriate.
- seeking employment legal advice and services where necessary.

We will adopt robust recruitment and selection procedures and give regard to Part three: Safer recruitment of [Keeping Children Safe in Education](#).

Recruitment and staffing continued:

Advert

When advertising a post, we will include the following information:
following information:

- the relevant qualifications, training and checks required to fulfil the role.
- the skills, abilities, experience, attitude, and behaviours we require
- safeguarding responsibilities and requirements, including regulated activity.
- our commitment to safeguarding and promoting the welfare of children.

Further details on regulated activity can be found in Appendix A at the end of this document.

Application forms

We will ensure within our application form or information, that a statement is included informing applicant that it is an offence to apply for a role if the applicant is banned from engaging in regulated activity relevant to the children.

When reviewing application forms, we will request applicants to provide:

- personal details, current and former names, current address, and their national insurance number
- details of their present (last) employment and reason for leaving
- full employment history, including reasons for any gaps in employment
- qualifications
- details of referees and references
- a statement of their personal qualities and experience

We will only accept a curriculum vitae alongside an application form.

Shortlisting

We require all shortlisted candidates to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. All shortlisted candidates will be asked to sign a declaration confirming the information they have provided is true. When shortlisting candidates, we will ensure that at least two people carry out the shortlisting exercise and will consider any inconsistencies and look for gaps in employment and reasons for them. We will explore all potential concerns.

We will consider carrying out an online search as part of our diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might decide to explore with the applicant at interview. Where we carry out an online search, we will inform shortlisted candidates of this search as part of our diligence checks.

Recruitment and staffing continued:

Employment history and references

Where possible we will obtain at least two references before we interview potential candidates for any concerns raised to be explored with the referee and the candidate at interview.

We will ensure the references provided confirms whether the referee is satisfied with the applicant's suitability to work with children and provide the facts of any substantiated safeguarding concerns or allegations.

Selection

We will ensure we have at least one member of the interview panel that has undergone 'Safer Recruitment' training which is up to date and has the necessary skills and knowledge to ensure candidates are suitable to work with children. During the selection process, we will use a range of selection techniques to identify the most suitable person for the post, ensuring they have the relevant qualifications, training and have passed any checks required to fulfil the role. We will have at least two questions during the interview on children's welfare, safeguarding and child protection.

During the interview process, we will explore potential areas of concern and determine the applicant's suitability to work with children. All information considered in decision making will be recorded along with decisions made.

Pre-appointment vetting checks, regulated activity and recording information

We understand the legal requirements when appointing individuals to engage in regulated activity, including carrying out pre-appointment vetting checks and maintaining a single central record of pre-appointment checks.

Upon an offer of appointment, we will ensure the potential candidate understands the appointment is conditional until satisfactory completion of pre-employment checks have been completed. This includes:

- verifying a candidate's identity.
- obtaining an enhanced criminal records check and ensuring that an individual is not disqualified under the [Childcare Disqualification Regulations 2018](#).
- recording information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).
- obtaining a separate children's barred list check if an individual is to start work in regulated activity with children before a DBS certificate is available.
- verifying the candidates mental and physical fitness to carry out their work.
- verifying the candidates right to work in the UK, including EU nationals.

- if the person has lived or worked abroad an additional criminal records check (or checks if more than one country) will be made.
- verifying professional qualifications.
- checking and ensuring staff disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). We understand we must not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

All copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept in a staff members personnel file.

All information considered in decision making will be clearly recorded along with decisions made. Further information on recruitment and staffing can be found within [Keeping Children Safe in Education](#).

5.5 DBS and other checks for all staff & visitors including, students, work placements, volunteers, and contractors

We will prevent people posing a risk of harm to children through their work within this provision. This will be done by adhering to statutory responsibilities to check everyone who works in the provision with the appropriate DBS checks, taking proportionate decisions on whether to ask for any checks beyond what is required.

We know the [Disclosure and Barring Service](#) is available and we will contact them to help us make safer recruitment decisions including the type of DBS check where required. The DBS are responsible for:

- processing requests for criminal records checks.
- deciding whether it is appropriate for a person to be placed on or removed from a barred list.
- placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales, and Northern Ireland.
- providing an online DBS service.

Further enquiries and clarification will be sought when needed from other organisations and agencies. We will contact the Regional Outreach Advisor for the East Midlands (03001 052974 or DBSRegionaloutreach@dbb.gov.uk) if we have any questions or require further advice on the Disclosure and Barring Service .

We advise all staff (where appropriate) including applicants to join the DBS Update Service at the point of application to enable current and future status checks to be carried out by the senior leadership team.

Under our statutory duty we know and understand we **must** have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to safeguarding concerns, or would have been had they not resigned.

DBS and other checks for all staff & visitors including, students, work placements, volunteers, and contractors continued:

Overseas checks

We will ensure all individuals who have lived or worked abroad undergo the same checks as all other staff in early years providers, schools, or colleges. This includes obtaining:

- an enhanced criminal records check (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK or criminal records checks for overseas applications.
- an additional criminal records check (or checks if more than one country) will also be made.
- any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.
- where overseas checks are not available, seeking alternative methods of checking suitability and, or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Agency and supply staff

We will ensure we obtain written notification from any agency or organisation that they have carried out checks on individuals who will be working in our provision, including written confirmation that an enhanced DBS certificate has been obtained.

We will induct all supply and agency staff, share with them this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.

The allegations against staff, volunteers and carers will apply to supply and agency staff. Whilst we are not the employer of supply and agency staff, we will take responsibility and will ensure allegations are dealt with properly. The senior leadership team will discuss with the supply agency whether it is appropriate to suspend the supply or agency staff member or redeploy them to another part of the early years and childcare provider, if possible, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

DBS and other checks for all staff & visitors including, students, work placements, volunteers, and contractors continued:

Contractors

We will ensure:

- we share our safeguarding requirements with the organisation.
- that any contractor wanting access has company ID, and this is checked and visible.
- contractors will not be left unsupervised or engage in regulated activity unless verified to do so.
- any contractor, or any employee of the contractor, on site, will be subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced criminal records check (including children's barred list information). Where the contractor does not have opportunity for regular contact with children, we will decide on whether a basic DBS disclosure would be appropriate.
- records are kept of checks carried out and any additional reassurances the early years and childcare provider has sought.

Visitors

We understand we have many different types of visitors to our provision including those with a professional role, those connected with the building, ground maintenance, children's relatives or other visitors attending an activity. We will use our professional judgement about the need to obtain DBS checks or barred list checks and about the need to escort or supervise visitors while in our provision.

We will ensure all visitors who are visiting in a professional capacity will have their ID checked and be assured they have had the appropriate DBS check.

Volunteers

We will ensure under no circumstances that a volunteer on whom no checks have been obtained will be left unsupervised or be allowed to work in regulated activity. We will ensure volunteers are adequately supervised.

We will undertake a written risk assessment and use our professional judgement and experiences when deciding what checks are required on volunteers. . We will obtain an enhanced criminal records check for all volunteers who are new to working in regulated activity with children. We are aware the DBS does not charge for checks on volunteers.

DBS and other checks for all staff & visitors including, students, work placements, volunteers, and contractors continued:

Students and adults on work experience

We will induct all students and adults on work experience, share with them this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a written risk assessment with the student or adult to determine suitability and expectations around the placement when commencing.

If the work experience student or adult is 16 years of age or over, we will seek a DBS check. If there are any concerns about this student, we will apply the allegations against professionals, volunteers, and carers criteria as an adult.

If the work experience student or adult is under 16 years of age, in some circumstances we will seek a DBS check, to help determine this, we will seek advice. If there are any concerns about this student, we will follow local children's safeguarding procedures.

How to ensure the ongoing safeguarding of children and the legal reporting duties on employers

We understand that safer recruitment isn't just about carrying out the right DBS checks and is not limited to recruitment procedures. The senior leadership team has processes in place for continuous vigilance, maintaining an environment that deter and prevents abuse and challenges inappropriate behaviour (including online).

All staff understand the processes and procedures to follow if they have concerns about poor or unsafe practice or potential failures in the provision or if they have a safeguarding concern about another staff member. This will include all concerns and allegations being reported, recorded, and dealt with promptly and appropriately.

We are aware there are limited circumstances where we may need to carry out new checks on existing staff. These are when:

- an individual moves from a post that was not regulated activity with children into regulated activity with children.
- there has been a break in service of 12 weeks or more.
- there are concerns about an individual's suitability to work with children.

Under our statutory duty we know and understand we must tell Ofsted about any allegations of serious harm or abuse anywhere by any person at the premises who is:

- living there
- working there
- looking after children there

Under our statutory duty we know and understand we **must** [Report a serious childcare incident](#) or [notify significant events](#) as soon as practical to Ofsted within 14 days.

5.6 Training and induction

The senior leadership team will ensure all staff are given an induction appropriate to their roles, which includes:

- our vision and ethos, aspirations, and expectations, as well as what is considered acceptable and what is not
- receiving copies of this safeguarding and child protection policy, and other policies and procedures which support safeguarding including online safety (which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) and copies of other policies deemed relevant for them to carry out their duties, safely and consistently to support safeguarding. This could include our behaviour policy, staff behaviour policy and, or code of conduct, whistleblowing, appropriate safeguarding arrangements to respond to children absent from education etc. All staff to receive, read and sign to say they have understood and will adhere to these policies.
- knowledge regarding all types and indicators of abuse and neglect.
- knowledge regarding specific safeguarding issues e.g., child-on-child abuse.
- familiarisation with child protection responsibilities.
- local safeguarding procedures and how to respond to all types of abuse, neglect and specific safeguarding issues in a timely and appropriate way.
- procedures to be followed if anyone has concerns about a child's safety or welfare
- procedures to be followed if anyone has safeguarding concerns or makes an allegation against a member of staff or persons who is living, working or looking after children where Ofsted registered childcare takes place
- the role and names of the designated safeguarding lead

We will ensure all senior leadership team members receive safeguarding and child protection training, including online (which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction, to equip them with the knowledge to ensure the safeguarding policies and procedures in place are effective and support the delivery of a robust approach to safeguarding.

The senior leadership team will ensure that the recommended training requirements are met by the DSL (in addition to the requirements above for all staff). The DSL will:

- undergo training to provide them with the knowledge and skills required to carry out the role (including providing advice and support to other staff, liaising with other professionals etc.), how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care.
- e at a minimum, attend Prevent duty training: Learn how to support people vulnerable to radicalisation at least every two years and share this knowledge and information with all

staff. This will include attendance on either training, or training considered sufficient by the local authority which fulfils the requirements of the Prevent duty guidance for early years and childcare providers.

- attend additional and regular training in order to support others on Prevent matters and update them on relevant issues.

The senior leadership team will ensure that the recommended training requirements are met by all staff. All staff will:

- receive appropriate ongoing safeguarding and child protection training, including online safety (which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way and will include:
 - significant changes in children's behaviour.
 - decline in children's general well-being.
 - unexplained bruising, marks or signs of possible abuse or neglect.
 - concerning comments from children.
 - inappropriate behaviour from practitioners, or any other person working with the children.
 - any reasons to suspect neglect or abuse outside the setting.
- ensure training is regularly updated and reflects the needs and context of the provider.
- receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required at least annually, to continue to provide them with the relevant skills and knowledge to safeguard children effectively.
- attend Prevent duty training at least every two years.
- knowledge regarding all types and indicators of abuse and neglect.
- knowledge regarding specific safeguarding issues e.g., child-on-child abuse.
- familiarisation with child protection responsibilities.
- local safeguarding procedures and how to respond to all types of abuse, neglect and specific safeguarding issues in a timely and appropriate way.

We will ensure all staff will receive training (where appropriate and where required) on specific safeguarding issues. We will incorporate the types and indicators of abuse, and specific safeguarding issues, that are pertinent to and current for our community and families, into briefings, staff induction training, and ongoing development training for all staff. All staff will be trained to re know how, and who to report specific safeguarding issues to.

We will ensure all staff involved in the recruitment and employment of staff to have received appropriate safer recruitment training, and at least one person who conducts an interview to have completed safer recruitment training.

5.7 Safeguarding concerns and allegations against a member of staff or anyone at the premises who is living, working or looking after children where Ofsted registered childcare takes place

We will give regard to the procedures set out under 'Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors' as set out in [Keeping Children Safe in Education](#), adhere to [Allegations Against Staff, Carers and Volunteers](#) procedures found on the [Derby and Derbyshire Safeguarding Children Partnership \(DDSCP\)](#) website and apply whistleblowing procedures where applicable.

We will ensure we have policies and procedures in place to promptly and appropriately deal with any concerns (including allegations) which **do or do not** meet the harm threshold within [Keeping Children Safe in Education](#). Any concerns or allegations that do not meet the harms threshold are referred to as 'low level concerns'.

Allegations that may meet the harm threshold

We will ensure that the harm threshold within [Keeping Children Safe in Education](#) is considered, where it is alleged that anyone working in this provision that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child 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 he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the Police. A referral to the Police will also apply:

- regardless of whether the early years and childcare provider is where the alleged abuse took place.
- allegations against a member of staff who is no longer teaching or working in early years and childcare.
- historical allegations of abuse taking place in the early years and childcare provider.

If a member of staff has concerns about another member of staff and or anyone living or working on the premises where Ofsted registered childcare takes place, then this must be referred to the senior leadership team. Where there are concerns about a member of the senior leadership team an alternative member of staff must be identified.

Safeguarding concerns and allegations against a member of staff or anyone at the premises who is living, working or looking after children where Ofsted registered childcare takes place continued:

In our considerations where it is felt it meets the criteria, or we require advice, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the [Derby and Derbyshire LADO Referral Form](#). This will be done by an appropriate member of the senior leadership team within the early years and childcare provider within 24 hours.

Further information on making a referral to LADO is available:

- [DDSCP - Allegations](#) and includes a leaflet 'Managing allegations against adults working with children'
- Appendix M at the end of this document.

Where the allegations are substantiated, we will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four of [Keeping Children Safe in Education](#).

Where the allegations are not substantiated in all cases early years and childcare provider understands the LADO has an advisory role to establish any next steps.

We will under the Safeguarding Vulnerable Groups Act 2006, make a referral to the [Disclosure and Barring Service](#) where a member of staff is dismissed (or would have been, had the person not left the provider first) because they have harmed a child or put a child at risk of harm.

Under our statutory duty we know and understand we must tell Ofsted about any allegations of serious harm or abuse anywhere by any person at the premises who is:

- living there
- working there
- looking after children there

We will ensure we will fulfil our legal requirements by [Report a serious childcare incident](#) or [notify significant events](#) as soon as practical to Ofsted within 14 days.

We will ensure our insurance company is informed of a potential situation and notified of serious childcare incidents, without sharing personal details or confidential information (unless appropriate to do so and as guided within the information sharing policy and GDPR regulations) in case legal advice or representation maybe needed in the future.

Safeguarding concerns and allegations against a member of staff or anyone at the premises who is living, working or looking after children where Ofsted registered childcare takes place continued:

Concerns and, or allegations that do not meet the harm threshold - Low-level concerns

We recognise that a low-level concern is any concern that an adult working in or on behalf of our provision may have acted in a way that:

- is inconsistent with our staff code of conduct, including inappropriate conduct outside of work.
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

We will ensure low-level concerns are in line with our staff code of conduct and guidance's around safer working practices and promoting safe cultures in schools. Where we are unsure if an individual meets the harm threshold we will consult with the LADO.

Where I am unsure if an individual meets the harm threshold I will consult with the LADO. We will ensure that all low-level concerns are shared responsibly and confidentially with the right person and recorded and dealt with appropriately. Any low-level concerns should initially be shared with the DSL and, or senior leadership team. All low-level concern will be recorded in writing and include:

- details of the concern
- the context in which the concern arose
- action taken
- name of the individual sharing their concerns should be noted unless they wish to remain anonymous

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and, or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

The senior leadership team will be the ultimate decision maker in respect of all low-level concerns. All low-level concern records will be retained on the individual's personnel file. Records will also be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified the senior leadership team will decide on the appropriate course of action.

Safeguarding concerns and allegations against a member of staff or anyone at the premises who is living, working or looking after children where Ofsted registered childcare takes place continued:

We will ensure low-level concerns will be shared with supply staff and contractors and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

Further information low-level concerns are available:

- [DDSCP - Allegations](#) and includes a DDSCP briefing note

5.8 Whistleblowing Policy (also see Staff Handbook)

We ensure all staff and volunteers know and can raise concerns about any poor or unsafe practice and potential failures in the provider's safeguarding process and all concerns will be taken seriously by the senior leadership team.

All staff know if they have concerns about the conduct of a member of staff, carer and anyone living or working on the premises where Ofsted registered childcare takes place the member of staff should, in the first instance, discuss this with a member of the senior leadership team and escalate it via the allegations against staff, carers and anyone living or working on the premises where Ofsted registered childcare takes place procedures, if appropriate. However, if they feel the concern is not being dealt with appropriately, and the concern is about the behaviour of a member of staff, then the member of staff should inform the LADO directly and, or Ofsted if there is a potential breach of Ofsted registration requirements.

All staff know if they have concerns about poor or unsafe practice or potential failures in the provision are aware of the [Whistleblowing for employees](#), the [NSPCC Whistleblowing Advice Line](#) which offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. If you think an organisation is putting children at risk, even if you are not certain, then staff can contact the NSPCC advice line: 0800 028 0285 or email: help@nspcc.org.uk.

6. Management of this Policy

The senior leadership team will:

- know the safeguarding arrangements in our provision.
- ensure that they are effective in the management of safeguarding.
- ensure all staff have access to and read this and any other safeguarding policies.
- ensure that this policy is displayed for ease of access and shared with parents.
- ensure that this policy is overseen to ensure its implementation.
- review and update this policy content on an annual basis (as a minimum) or because of and in line with, any updates to lessons learned, significant safeguarding incident, or new national (statutory) or local guidance suggesting the need for an earlier date of review.
- ensure all reviews and updates are shared with staff, parents, and carers.
- carry out an annual safeguarding and child protection audit including an annual review of online safety.

This policy applies to all staff and includes, owners, directors, trustees, managers, voluntary management committee (VMC), registered childminders and childminding assistants, students, volunteers, and visitors including supply and agency staff, and extends to other staff e.g., cleaners, cooks etc. working in the provider. It considers statutory guidance provided by the Department for Education and Ofsted, and local guidance issued by the Derby and Derbyshire Safeguarding Children Partnership.

In addition to this policy, see other provider policies relating to child protection, safeguarding and the welfare of children. For example, Missing Child, Health & Safety, Risk Assessments, Emergency Evacuation, SEND, Allergens, non-collection of a child, code of conduct, disciplinary procedures, safer recruitment, behaviour, staff behaviour or code of conduct etc.

7. Appendices

Appendix A: Glossary

Child as written in this policy is a child between the ages of 0-5 years and attends our early years and childcare provider.

Compromised parenting as written in this policy is a term used to describe situations when parents' capacity to safeguard and appropriately care for their child(ren) is limited, (or compromised), due to the following factors:

- domestic abuse
- substance misuse
- parental mental ill health.

Contextual safeguarding as written in this policy identifies that no child and, or young person can be seen in isolation from the environment around them.

Designated Safeguarding Lead (DSL) as written within this policy refers to the provisions DSL and, or deputy DSL.

Early years and childcare provider as written in this policy refers to independent schools, all providers on the Early Years Register and all providers registered with an early year's childminder agency. It therefore refers to our provision **STORRS ROAD PRE-SCHOOL**.

Extra-familial harm as written in the policy identifies children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and, or other children. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (non-familial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and, or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

Extra-familial contexts as written in this policy include a range of environments outside the family home in which harm can occur. These can include peer groups, school, and community or public spaces, including known places in the community where there are concerns about risks to children (for example, parks, housing estates, shopping centres,

takeaway restaurants, or transport hubs), as well as online, including social media or gaming platforms.

Extremism as written in this policy refers to vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Filtering and monitoring as written in this policy is a vital part of ensuring children are not accessing harmful or illegal content on mobile phones, cameras and other electronic devices with imaging and sharing capabilities. **Filtering** should block internet access to harmful sites and inappropriate content. It should not unreasonably impact teaching and learning or provision administration or restrict children from learning how to assess and manage risk themselves. **Monitoring** requires the senior management team to review user activity on provision mobile phones, cameras and other electronic devices with imaging and sharing capabilities and is an important part of providing a safe environment for children and staff.

Must as written in this policy is when the person in question is legally required to do something.

Place-based risk as written in this policy relates to those contextual elements of risk. That means we need to keep children safe in all aspects of their lives, and in all environments for example, within peer and family relationships, within school, the community, whilst using online applications, general internet use, and in the home.

Prohibited items written in this policy include knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to property of; any person (including children).

Radicalisation as written in this policy refers to the process of a person legitimising support for, or use of, terrorist violence. There is no single profile of a radicalised person, nor is there a single pathway or 'conveyor belt' to being radicalised. There are many factors which can, either alone or combined, lead someone to subscribe to terrorist or terrorism-supporting ideology.

Regulated activity as written in this policy refers to *"In summary, a person will be engaging in regulated activity with children if, as a result of their work, they:*

- *will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children.*
- *will be working on a regular basis in a specified establishment, such as a school, or in connection with the purposes of the establishment, where the work gives opportunity for contact with children.*

- *engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.*” [Keeping Children Safe in Education](#)

Further details on regulated activity can be found in [Keeping Children Safe in Education](#) Annex E: Regulated activity (children) – Supervision of activity with children which is regulated activity when unsupervised.

Senior Leadership Team (SLT) as written in this policy means the voluntary management committee (VMC), owners, directors, trustees, manager, childminders with assistants.

Significant harm as written in this policy is the threshold that justifies compulsory intervention in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, and the severity of the emotional and physical impact on the child. It is important to consider age and context – unborn babies, babies and young children are particularly vulnerable – and parental factors such as history of significant domestic abuse, substance misuse and, or mental ill-health. Significant harm could occur where there is a single event, such as a violent assault or sexual abuse or is identified when there have been a number of events which have compromised the child’s physical and psychological wellbeing.

Staff as written in this policy means all staff and includes, owners, directors, trustees, managers, voluntary management committee (VMC), registered childminders and childminding assistants, students, volunteers, and visitors including supply and agency staff, and extends to other staff e.g., cleaners, cooks etc.

Starting Point as written in this policy refers to the local authority children’s social care department within Derbyshire and is used interchangeably.

Terrorism as written in this policy is an action that endangers or causes serious violence to a person and, or people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Upskirting as written in this policy is taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or to humiliate or distress the individual. This is a criminal offence.

Vulnerable adults as written in this policy refers to any adult who is at risk of abuse. The following adults are likely to be particularly vulnerable:

- a person with mental ill health, physical or learning disability, illness, or age-related frailty
- someone who is less able to protect themselves against significant harm or exploitation
- people dependent upon carers or others who are under stress
- people living in difficult community settings such as shared hostels
- people who are at risk of being subjected to hate crime due to their race, faith, religion, or sexuality

Appendix B: Types of Abuse

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning, 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.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 cyber bullying), 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, though it may occur alone.
- **Sexual Abuse** and child sexual abuse within the family (CSIF) 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 or 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 online abuse). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **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 health or development. It may include a failure to:
 - Provide adequate food, clothing, and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate caregivers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

Appendix C: Indicators of Child Abuse

We understand that there are indicators of child abuse; however, we understand these should not be considered as a definitive list but will be used when considering the possibility of abuse in children.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g., elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g., cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks, or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Appendix C: Indicators of abuse continued:

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g., sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. Early years and childcare provider staff and volunteers should play a crucial role in identifying and reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women, or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Appendix C: Indicators of abuse continued:

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise Neglect, however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and, or failing to attend appointments.

Appendix D: Children with the potential need for early help who therefore may be more vulnerable

[Working Together to Safeguard Children](#) states a child with emerging needs who therefore may be more vulnerable and require early help include a child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health, and care (EHC) plan)
- has a mental health need
- Is a young carer
- Is privately fostered
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and, or serious violence including knife crime
- is frequently missing and, or goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and, or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and, or inappropriate online content (for example, linked to violence) or developing inappropriate relationships online.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is a privately fostered child
- has a parent or carer in custody
- is missing education or persistently absent from school or not in receipt of full-time education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded.

We also recognise that in addition to the above, other factors can increase a child's vulnerability to abuse, exploitation, or neglect such as:

- is showing early signs of abuse, neglect and, or emotional and, or mental ill health.
- not in education (elective home education)
- children who need a social worker (Child in Need and Child Protection Plans)
- children who require mental health support
- looked after children and previously looked after children
- children who are, or maybe lesbian, gay, bi, or trans (LGBTQ+)
- in a family circumstance presenting challenges for the child, such as parental substance (drugs and, or alcohol) misuse, adult mental health issues and domestic abuse
- being an asylum seeker and, or refugee
- being from a 'new community'

- living away from home, including private fostering arrangements, or have returned home to their family from care
- are at risk of homelessness or living in temporary accommodation
- living in chaotic, neglectful, and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage or civil partnership, pregnancy or maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, gender, sex, or sexual orientation
- not speaking or not having English as a first language
- being involved in the court system

Appendix E: Situations when it would not be appropriate to inform parents, carers, or family members prior to a referral

Situations when it **would not** be appropriate include where:

- discussion would put a child at risk of significant harm.
- there is evidence to suggest that involving the parents or caregivers would impede the police investigation and, or Children and Families Services enquiry.
- there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse.
- complex (multiple or organised) abuse is suspected.
- fabricated or induced illness is suspected.
- to contact parents or caregivers would place you or others at risk.
- discussion would place one parent at risk of harm, for example in cases of domestic abuse.
- it is not possible to contact parents or caregivers without causing undue delay in making the referral.
- where there are concerns about a possible forced marriage or honour-based violence.
- an allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

Appendix F: Chronology of Significant Events or Incidents

(To be placed at the front of the child's child protection records or file)

Child's Name:

Date of Birth:

Provider name:

Staff involved with this child:

Date involved	Name of staff member	Role of staff member

Current Professionals involved with this child:

Start date of intervention	Name and contact details of professional	Role of professional

Family information:

Name of sibling	Relationship	Name of provider or school

Current Status: -

Inclusion Fund (formerly ETAEYS), Team around the Family (TAF), Special Educational Need and, or Disability (SEND), Section 17 - Child in Need, Multi Agency Team (MAT), Child Protection (CP) Plan, Looked after Child (LAC) etc.

Chronology of significant events or incidents:

Date or dates	Incident, event, or report, relevant to the child's welfare	Actions taken and by whom	Full record location	Agreed response to child (strategy)	Outcome (includes impact)
Example: 08.07.22	Emma informs Key worker Joy Watts that mum's new boyfriend shouted & hit her last night, slight red mark on right cheek visible	Key worker JW informs DSL Claire Smith 10am JW completes CP report form DSL informs parent by phone & records explanation mum gave	Child's CP file	DSL - Call to Starting Point – agreed that a social worker (SW) to contact parent and visit at home. Agreed information shared with school by providers.	SW speaks to Emma, mark confirmed as likely non accidental injury & arranges medical. Emma needs reassurance in providers and school as distressed. Emma may go and stay with aunty.

Appendix G: Concerns about a child form

Child's full name:		Date of birth:	
Provider name:		Provision room or named area:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Place of incident:		Witnesses:	
Name of alleged child or person responsible for the harm or potential harm		Position of alleged child or persons e.g., family member, member of staff, child in provision, senior member of staff, volunteer, not known, other:	

Concern, Incident or Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incidents or anything you see or have been told by a child, or another person. Record any visible injuries or ask the child or young person to point to where else it is sore or hurts. Do not remove or lift clothing for the purpose of the examination unless the injury site is freely available because of treatment. Do not take photos of injuries. If photos of injuries are required for evidence purposes, then this should be done by the police.

Remember to make clear what is fact and what is hearsay and opinion. Note the language and terminology used by the child, or adult, and be clear about who has said what.

Continue onto a separate sheet as necessary.

Appendix G: Concerns about a child form continued:

Has any action already been taken in relation to this concern?

Date and Name of person concerns reported to

Action to be taken and recommendations from designated safeguarding lead

Name of person completing form:

Signature:

Date and time:

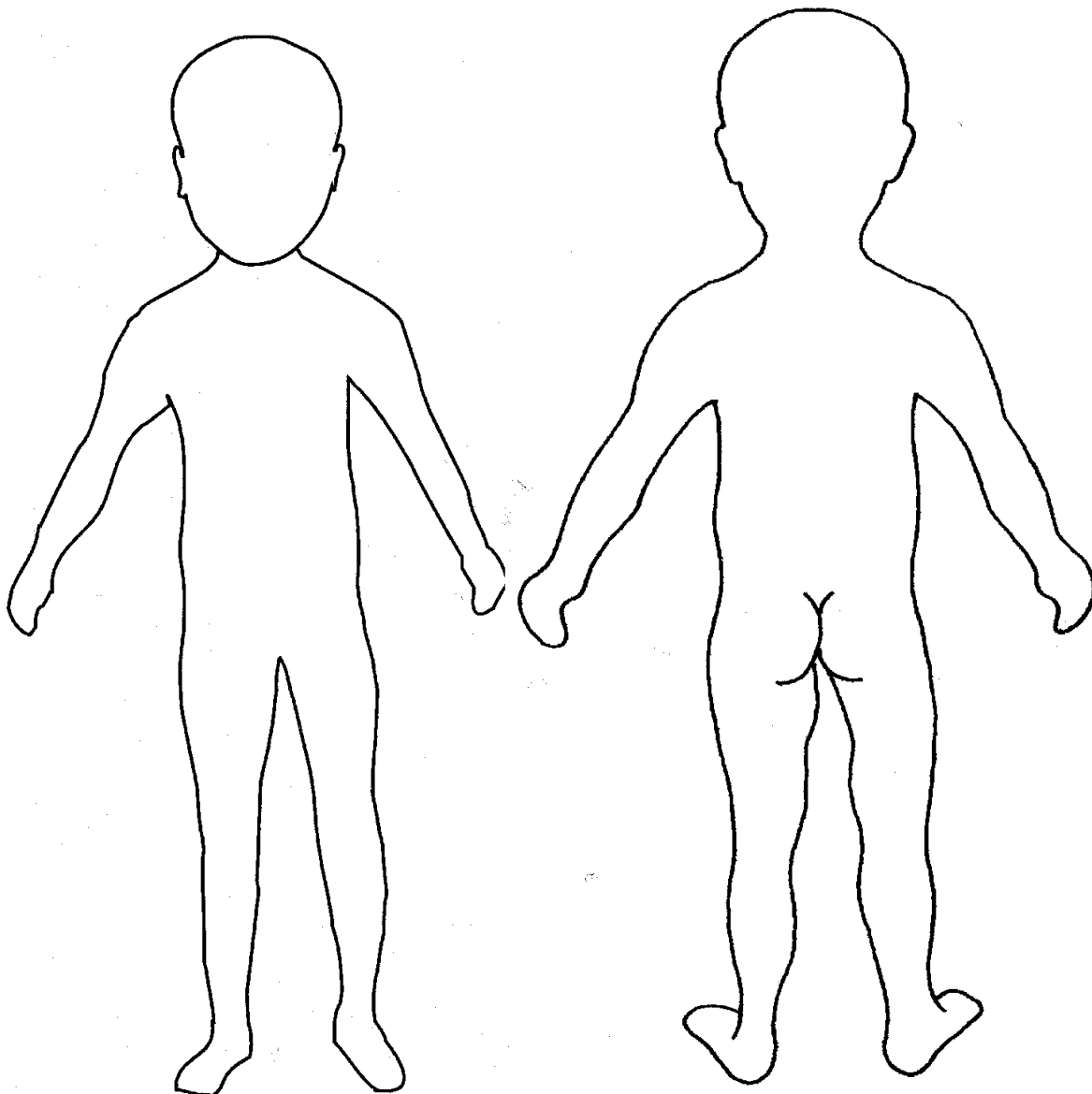
Appendix H: Body Maps

A body map is simply a record of what can be seen and, or what has been said about the injury.

Name of child:

Date of observation:

Time of observation:



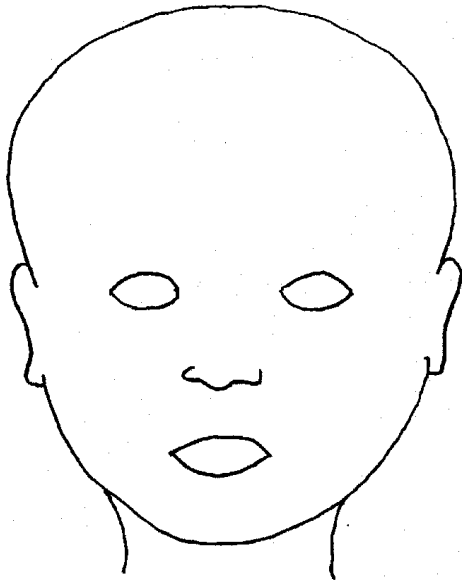
Appendix H: Body Maps continued:

Name of child:

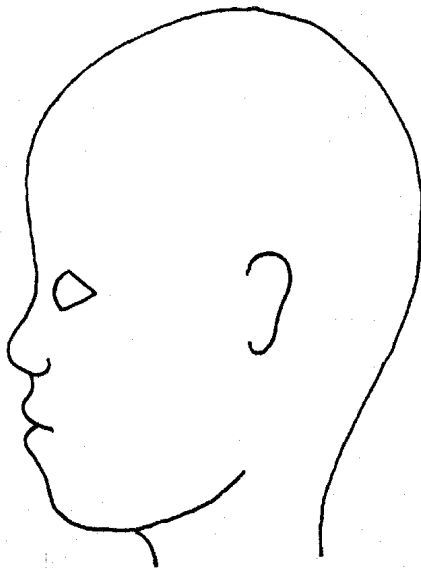
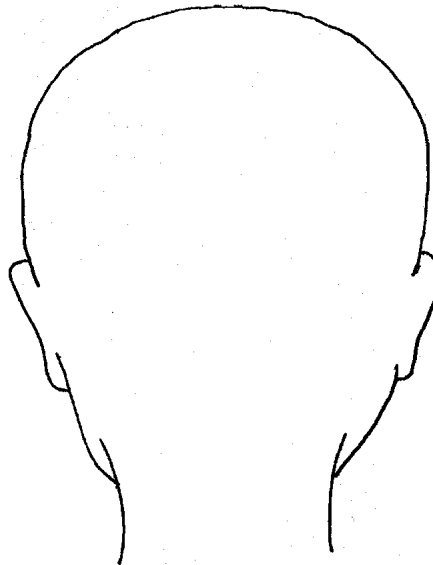
Date of observation:

Time of observation:

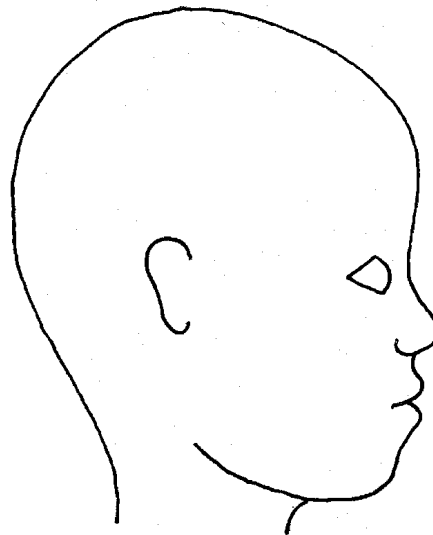
Front aspect



Back aspect



Left side



Right side

Appendix I: Making a Referral

Essential information to include when making a referral:

- full names and dates of birth for the child and other members of the family
- address and daytime phone numbers for the parents, including mobile
- child's address and phone number
- whereabouts of the child (and siblings)
- child and family's ethnic origin
- child and family's main language
- actions taken and people contacted
- special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- details of the person making the referral

Other information that may be required:

- addresses of wider family members
- previous addresses of the family
- schools and nurseries attended by the child and others in the household
- name, address & phone number of GP, Midwife, Health Visitor, School Nurse
- hospital ward, consultant, Named nurse and dates of admission and discharge
- details of other children who may be in contact with the alleged abuser
- details of other practitioners involved with the family
- child's legal status and anyone not already mentioned who has parental responsibility
- history of previous concerns and any previous or current early help assessments completed
- any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry
- any other information that may put a worker at risk e.g.- dogs, weapons

Where there is a difference of professional opinion around the referral and, or any steps taken by the local authority children's social care service (Starting Point), we will escalate our concerns including into the local authority children's social care service (Starting Point), asking to speak to the local authority children's social care service (Starting Point) manager.

Appendix J: Concerns about a child: urgent and non-urgent decision process

When a concern is raised:

- Speak to the Designated Safeguarding Lead (DSL)
- Follow the provider's policy and procedures and review known information

The DSL is responsible for all concerns and discussions about a child's welfare and must ensure they are confidential and recorded in a timeline (chronology), including the decisions made e.g., if you have shared information with parents, carers, or social worker if child in care, and the reasons for the decisions.

Urgent or immediate concerns:

- The DSL will refer safeguarding concerns to [Starting Point 01629 533190](https://www.startingpoint.org.uk) or the LA where the child lives.
- The DSL may also need to contact the Police or an ambulance (999) if a child is in danger.
- The **DSL must** – Report a serious childcare incident or notify significant events to Ofsted. We will also notify our insurance company where required without sharing confidential information.

Non-urgent referrals:

- The DSL will complete an online referral form to the Starting Point contact and referral service for triage (include your email address so that contact can be made),
or
- The DSL will contact the Starting Point Consultation & Advice Service for Professionals on 01629 535353 to determine if a threshold for referral is met (leave a message and follow advice)

Please note - It is the role of the local authority children's social care service, police, or health practitioners, via a Starting Point referral, to investigate individual cases. They will take further action if required, not the provider.

The DSL and key worker will monitor the situation and if there are further concerns, we will continue to put the safety of the child first and record and refer again or take advice as appropriate.

The manager and DSL will review policy and procedures as required and share learning with all staff.

Appendix K: Local Safeguarding Children Boards and Partnerships

Barnsley	Barnsley Safeguarding Children Partnership Non-urgent: 01226 772423 Urgent, Immediate and OOH: 01226 787789
Cheshire East	Cheshire East Safeguarding Partnership 0300 123 5012
Cheshire West	Cheshire West Safeguarding Children Partnership Non-urgent: 0300 1237047 Urgent, Immediate and OOH: 01244 977277
Derby City	Derby Safeguarding Children Partnership Non-urgent: 01332 641172 Urgent, Immediate and OOH: 01332 956606
Kirklees	Kirklees Safeguarding Children Partnership 01484 414960
Leicestershire & Rutland	Leicestershire and Rutland Safeguarding Partnerships Leicester: 0116 3050005 Rutland - Non-urgent: 01572 758 407 Rutland – Urgent, Immediate and OOH: 0116 305 0005 Leicester City: 0116 454 1004
Nottinghamshire	Nottinghamshire Safeguarding Children Partnership Non-urgent: 0300 500 8080 Urgent, Immediate and OOH: 0300 4564546
Oldham	Oldham Safeguarding Children Partnership 0161 770 7777
Rotherham	Rotherham Safeguarding Children Partnership 01709 336080
South Yorkshire	Sheffield Children Safeguarding Partnership 0114 273 4855
Staffordshire	Staffordshire Safeguarding Children Board Staffordshire – Non-urgent: 0300 111 8007 Staffordshire – Urgent, Immediate and OOH: 0345 604 2886 or 07815 492613 Stoke-on-Trent - Non-urgent: 01782 235100 Stoke -on-Trent– Urgent, Immediate and OOH: 01782 234234
Tameside	Tameside Safeguarding Children Partnership Non-urgent: 0161 342 4101 Urgent, Immediate and OOH: 0161 342 2222

*OOH = Out of Hours

Appendix L: Specific Safeguarding Issues

Bullying (including cyber bullying)

We recognise bullying and forms of bullying, on and offline, including prejudice based and cyber bullying is abusive. We acknowledge that bullying will include at least one, if not two, three or all four of the defined categories of abuse. See Policy Folder and Staff Handbook.

Child-on-child abuse, including sexual violence and harassment

All staff maintain an attitude of *'it could happen here'* – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

We recognise that children may abuse their peers (child-on-child abuse) physically, sexually, emotionally and that sexual violence and sexual harassment can occur online and face-to-face (both physically and verbally). We also recognise it can also include causing someone to engage in extremist or radicalising behaviour.

We recognise that when referring to sexual harassment we are referring to unwanted conduct of a sexual nature in the context of child-on-child. We recognise that sexual harassment can include sexual comments, physical behaviour, displaying pictures photos or drawings of a sexual nature, upskirting, online sexual harassment.

We have a have a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We aim to prevent, minimise, and respond to child-on-child abuse where we believe a child may be at risk. However, where child-on-child abuse is suspected or occurs we will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened within or outside of the provision, within or outside of their household, and on or offline. In addition, we also recognise that children who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

We recognise child-on-child abuse exists on a continuum and different forms of abuse may overlap. We recognise:

- it can affect any child or young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children.
- sometimes vulnerable children are targeted.
- it is influenced by the nature of the environments in which children or young people spend their time - home, school, college, peer group, online and community - and is built upon

notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.

- child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible.
- while perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves.

We aim to prevent child-on-child abuse, including child-on-child sexual violence and sexual harassment by seeking to minimise the risk of child-on-child abuse by ensuring an approach that prepares children for life in modern Britain.

We have a clear set of values and standards which are upheld and demonstrated throughout all aspects of our provision. We provide a safe environment, promote a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, have effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provide safeguarding through the delivery of the EYFS.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of *'it could happen here'* and all inappropriate behaviour will be addressed.

We are aware children's behaviour (including sexual) exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive, and violent. We will ensure most cases will be dealt with via other policies and procedures e.g., behaviour and bullying etc. and are cross referenced and kept up to date.

We will listen to children and aim to create an environment for children to confidently report abuse. We will ensure all staff can identify and handle disclosures, including third party disclosures from other children.

We will consult with the child and work with the parents. Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

We recognise child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviours as abusive however in some

circumstances it may be less clear. In particular, reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important.

Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside of the provision will be treated just as seriously as that which has occurred within the provision.

When an allegation is made by a child against another child, members of staff should consider if the issues raised indicate that the child and, or alleged perpetrator may have low level, emerging needs, complex and serious needs, or child protection concerns and follow the process as outlined in the [Derby City and Derbyshire Threshold Document](#).

Immediate consideration will also be given to how best to support and protect the victim and alleged perpetrator and any other children involved or impacted. For all reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding sharing space in the provision and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care service and the police as required.

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the DSL and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- the victim, especially their protection and support
- whether there have been other victims
- the alleged perpetrators
- all the other children (and if appropriate adult students and staff) in the provision, especially any actions that are needed to protect them from the perpetrators, or from future harms
- the time and location of the incident and any action required to make the location safer
- when information can be disclosed to staff and others, including the alleged perpetrator and parents or carers

Whenever local authority children's social care service and, or the police are involved, the provider will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child-on-child abuse (including sexual harassment and, or sexual violence) will be recorded in the child's safeguarding or child protection file. This will include all decision making, risk and needs assessment and plans recorded in writing as outlined in the [Derby City and Derbyshire Threshold Document](#).

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

Where the victim or alleged perpetrator transfers to another provider, the DSL will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding or child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children's social care service and where appropriate, the police.

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

Child Criminal Exploitation (CCE)

We recognise CCE is a form of abuse (where children under 18 years old and older where there is a vulnerable adult) occurring where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal activity, in exchange for something the victim needs or wants.

Signs which may indicate CCE include:

- persistently going missing from the provision, home or being found out-of-area
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts and, or phone calls
- relationships with controlling or older individuals or groups
- leaving home or care without explanation
- suspicion of physical assault or unexplained injuries
- parental concerns
- carrying weapons
- significant decline in results and performance
- gang association or isolation from other children or social networks

- self-harm or significant changes in emotional well-being

All staff are aware of specific forms of CCE, including county lines, cuckooing, committing vehicle crime or threatening or committing serious violence to others, or by being coerced into carrying prohibited items.

All staff are aware '**County Lines**' is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets e.g., suburban areas and market and coastal towns etc. using dedicated mobile phone lines or "deal lines".

All staff are aware '**Cuckooing**' is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

- using the property to deal, store or take drugs
- using the property to sex work
- taking over the property as a place for them to live
- taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. We recognise children living in these properties are at risk of neglect and other types of abuse.

All staff are aware bringing and carrying prohibited items into an early years and childcare provision is a criminal offence and immediate action will be taken by calling the police.

All staff will be trained to recognise signs which may indicate CCE and know how to identify children in the provision who may be at risk and how to report it.

Child Sexual Exploitation (CSE)

We recognise CSE is a form of sexual abuse (where children under 18 years old and older where there is a vulnerable adult) occurring where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual activity, in exchange for something the victim needs or wants.

All staff are aware CSE can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

We recognise the following risk factors for CSE and will remain alert to these risk factors in the wider community and family context for our children.

Risk factors may include:

- going missing, staying out unusually late

- engagement in offending
- disengagement from education
- using drugs or alcohol
- unexplained gifts or money
- overly secretive
- repeat concerns about sexual health
- decline in emotional wellbeing
- association in gangs
- unexplained injuries
- carrying weapons, access to or carrying unusual number of mobile phones

Cybercrime

We will take immediate action if there is any concern about any cybercrime including online bullying or the online wellbeing a child in our care. If staff are targeted on-line (i.e., cyber bullying) the staff member concerned should inform the senior leadership team who will take appropriate action. Harassment by use of ICT is a criminal offence and if necessary, concerns will be reported to the police.

We ensure staff know they **must** not share information about the provision or individual children on personal social media accounts, verbally or in any other method. We ensure staff know under no circumstances either at work or in any other place will make, deliberately download, process, or distribute material known to be illegal, for example child sexual abuse material.

We are aware the motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. However, staff are aware this does not apply to adults sharing nudes or semi-nudes of under 18-year-olds as this is a form of sexual abuse.

All staff accept that the sending of indecent images (including nudes or semi-nudes) is a safeguarding concern and one that is increasing which requires a robust response. All staff know if the concerns are about sharing nudes and semi-nudes that they do not view, copy, print or share the images. All staff will report concerns to the DSL and, or senior leadership team and where appropriate will seek advice from the police as a matter of urgency, and where appropriate make a referral into local authority children's social care service (Starting Point).

All staff will treat any disclosure of information, any suspected or actual cases relating to cybercrime as a safeguarding concern and will raise concerns with the DSL who will follow the provisions Child Protection and Safeguarding policy and procedures and local safeguarding procedures. Where required we will seek advice, work in partnership, and use other agencies and professionals (local and national). All staff will ensure the child is supported listened to and supported in a sensitive manner.

Appendix L: Specific Safeguarding Issues continued:

Domestic Abuse

We understand:

- domestic abuse encompasses a wide range of behaviours and may be a single incidence or a pattern of incidences.
- domestic abuse is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional.
- children can be victims of domestic abuse as they may see, hear, or experience the effects of abuse at home and, or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
- domestic abuse can also include coercive behaviour which is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition also includes so called 'honour' based violence, (FGM) and forced marriage.
- children living with domestic abuse in their home or who are caught up in incidents of domestic abuse, are victims, and this can seriously harm children and young people.
- some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse.
- the impact on children living in a household where there is domestic abuse is likely to influence their development and social skills.
- and acknowledge the Domestic Abuse Act 2021 and will work with its new powers when working with our staff, and all children and their families where we believe domestic abuse is a feature and children are living with domestic abuse.

All staff are aware of the Multi-Agency Risk Assessment Conference (MARAC) which is a multi-agency approach in managing cases of domestic abuse and where children are living, the victim will be seen as high risk of serious harm and, or homicide. We ensure all staff recognise that a multi-agency response is essential in ensuring that victims and their families are as safe as possible. We recognise this process and that as a partner we can make [Domestic abuse and/or MARAC referral](#) via Safer Derbyshire based on information provided to us by a child, parent and, or carer.

Appendix L: Specific Safeguarding Issues continued:

Mental Health

We:

- are aware that mental health problems can, in some cases, be an indicator that a child (or parents, carers) has suffered or is at risk of suffering abuse, neglect or exploitation.
- ensure staff are well placed to observe children (or parents, carers) and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- know and understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACES), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and attendance and progress in our provision.
- acknowledges many children will have periods of feeling anxious, afraid, upset and can develop phobias, but that some children will experience this more frequently.
- recognise that undertaking a coordinated and evidence-informed approach to mental health and well-being leads to improved emotional health and well-being in our children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.
- recognise only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, we will provide information and signposting services to children and parents and carers and assist with the teaching of emotional health and wellbeing as part of providing a broad and balanced curriculum.

If any staff have a mental health concern about a child we will respond to the child, inform, and discuss concerns with parents and carers and seek ways to support the child in and out of our provision.

So-called 'honour'- based abuse (including Female Genital Mutilation and Forced Marriage)

We recognised we have a responsibility to take appropriate safeguarding action in relation to any identified or suspected cases of so-called 'honour'-based abuse including Female Genital Mutilation (FGM) and forced marriage, in line with wider safeguarding frameworks.

Honour Based Violence (HBV)

We recognise that Honour Based Violence (HBV) is described as "a crime or incident which has or may have, been committed to protect or defend the honour of the family or community" (The Crown Prosecution Service). Honour can be the motivation, excuse, or justification behind a range of violent acts against women and girls. All staff are aware HBV is not a specific offence but covers a range of violent acts against women that are covered by other legislation.

Appendix L: Specific Safeguarding Issues continued:

Female Genital Mutilation (FGM)

We recognise FGM is a form of child abuse and violence against girls and women, it is a serious public health concern and a breach of their human rights. The World Health Organisation (WHO) defines female genital mutilation as *“all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons”*.

We acknowledge it is illegal in the UK to subject a girl or woman to FGM, to take a child abroad to undergo FGM or for any person to advise, help or force a girl to inflict FGM on herself. It is also an offence to fail to protect a girl from the risk of FGM, for each person is responsible for the girl at the time the FGM occurred. All staff are aware, that under our statutory duties they **must** report any disclosure of information, threats or any suspected or actual cases of FGM to the Police.

Signs may include:

- Days absent from the provision
- Not participating in Physical Education
- In pain, has restricted movement, frequent and long visits to the toilet, broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category (parents from a country who are known to practice FGM) especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained, or extended in a country known to practice FGM

Forced marriage

We recognise a forced marriage is a marriage conducted without the full and valid consent of both parties and where duress is a factor. This may include physical, psychological, and emotional abuse to force a child, young person, or an adult to comply with the marriage. Forced marriage is an abuse of human rights and a form of domestic abuse. Where it affects children and young people it is child abuse, and it can never be justified on religious or cultural grounds.

We recognise it is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

Appendix L: Specific Safeguarding Issues – Forced marriage continued:

We recognise there is a clear distinction between forced marriage and arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner, but the choice whether or not to accept the arrangements remains with the individual and consent must be from both parties.

Where there are concerns about forced marriage, staff will consider whether there are also concerns about so-called HBV and, or FGM.

All staff will treat any disclosure of information, subject to threats, any suspected or actual cases of HBV, forced marriage or FGM as a safeguarding concern and will raise concerns with the DSL who will follow the provisions Child Protection and Safeguarding policy and procedures, the local authority children's social care service (Starting Point) and the Police.

All staff are aware in these circumstances, that the child's family, or those with influence within the community, will not be approached in advance of any enquiries by the Police or the local authority children's social care service. As in cases where a child is at immediate risk of harm it is necessary to speak to the local authority children's social care service (Starting Point) immediately. Where required we will seek advice, work in partnership, and use other agencies and professionals (local and national).

All staff know where a referral is about a 'known' case of FGM, in addition to a referral to the local authority children's social care service (Starting Point), the individual member of staff has a mandatory reporting duty ([Mandatory Reporting of Female Genital Mutilation; procedural information](#) (2015)). Under this duty, 'known' cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to the local authority children's social care service (Starting Point), the member of staff who identifies FGM and, or receives the disclosure should make the report by the close of the next working day.

Following a referral, the DSL or other appropriate member of staff will:

- where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases we will also include information held about any harm outside of the home.
- be aware that local authority children's social care service (Starting Point) should make a decision within one working day of the referral being made about what course of action they are taking and let the provision know the outcome. If the information is not forthcoming, the DSL or another appropriate member of staff will follow this up.
- maintain contact with the allocated social worker and support them or other agencies following any referral
- contribute to any strategy discussion or meetings e.g., attend and provide reports. This could include sharing any reports with parents and carers and where appropriate, the child, prior to the meeting.
- if after the referral the child's situation does not appear to be improving the DSL should press for re-consideration to ensure their concerns have been addressed and the child's situation improves.

Keeping Babies Safe

We are aware that within Derby and Derbyshire that 'Keeping Babies Safe' has become a priority for number of reasons. We recognise that babies

- are entirely dependent on their parents and carers to meet all their needs all the time, they demand and need a lot of time and attention and are unable to move away from danger.
- are also unable to report abuse making them more at risk, and so it is this helplessness that makes them so vulnerable.
- have also emerged as a key theme from recent safeguarding practice reviews.

Preventing radicalisation

We recognise that early year's providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties to keep children safe and promote their welfare. The EYFS makes it clear that to protect children in their care, providers **must** be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS) and **must** take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

We will ensure all staff, including volunteers, adhere to their duties under the government's statutory guidance [Prevent duty guidance](#) and departmental advice [Protecting children from radicalisation: the prevent duty](#) to have due regard to prevent people from becoming drawn into terrorism.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

The senior leadership team will:

- establish or use existing mechanisms for understanding the risk of extremism.
- ensure staff understand the risk and build capabilities to deal with issues arising.
- communicate the importance of the duty.
- ensure all staff implement the duty.
- ensure we have a designated lead in a senior management role who is responsible for the delivery of Prevent. They should ensure that there are appropriate capabilities (to understand and manage risk) and that the role and importance of Prevent is made clear to relevant staff.

All staff meet the requirements of Prevent by:

- ensuring at a minimum, the DSL will attend Prevent Awareness training at least every two years and share this knowledge and information with all staff.
- at a minimum, attend Prevent duty training: Learn how to support people vulnerable to radicalisation at least every two years and share this knowledge and information with all staff. This will include attendance on either training, or training considered sufficient by the local authority which fulfils the requirements of the Prevent duty guidance for early years and childcare providers. The DSL will attend additional more regular training in order to support others on Prevent matters and update them on relevant issues.
- having measures in place to prevent our facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism. We recognise this does not mean that the Prevent duty should limit discussion of these issues. Instead, we understand and discuss sensitive topics, including, where appropriate, terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- consider the extent to which any external speakers and events held on our premises pose a risk of radicalising learners into terrorism and decide whether to host a particular external speaker or not.
- undertake own due diligence to understand any risks around a particular speaker's and whether their views constitute views that are used to encourage people into participating in or supporting terrorism, or are shared by terrorist groups.
- follow a risk-based approach, using professional judgement and curiosity
- recognise that it is important to safeguard all children, young people, and families from being susceptible to extremist ideology and radicalisation.
- understand what the terminology **extremism, radicalisation and terrorism** involve. All staff understand there is no single way of identifying whether a child is likely to be susceptible to

an extremist ideology, there are possible indicators that all staff will take into consideration alongside other factors and contexts.

- recognise a person's susceptibility to radicalisation may be linked to their vulnerability and may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation.
- recognise in other cases, vulnerabilities may not be present or relevant to the early intervention approach required and that not all people susceptible to radicalisation will be vulnerable, and there are other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.
- understand the risk of radicalisation will vary greatly, but no area, institution or body is risk free. We will consider the risk within our area, institution or body, and consider the type and scale of activity that is appropriate to address it.
- ensuring staff know what measures are available to prevent radicalisation into terrorism and how to recognise the extremist ideologies that drive people to become terrorists or support terrorism. Staff should have awareness of the signs of radicalisation and possible indicators.
- being alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Educate Against Hate and Prevent duty training provide further information on extremist narratives.
- treating any disclosure of information, any suspected or actual cases relating to extremism and radicalisation as a safeguarding concern and will raise concerns with the DSL who will follow the provisions Child Protection and Safeguarding policy and procedures and local safeguarding procedures including use of the Prevent national referral form - Get help for radicalisation concerns.
- considering whether it is appropriate to rely on a child's and, or person's consent to share personal data regarding people susceptible to radicalisation and by complying with the requirements of data protection legislation. Where it is not possible to rely on consent, we understand it is still possible to share information if there is a lawful basis for doing so.
- make a referral to Prevent to the Derbyshire Prevent Team at Safer Derbyshire will trigger triage for the Police's Prevent Team and where suitable will be referred into the 'Channel' process. Where required we will seek advice, work in partnership, and use other agencies and professionals (local and national).
- ensuring the child is listened to and supported in a sensitive manner.
- partnership working. We know effective partnership is a key component of delivering Prevent and recognise the Prevent Duty builds on multi agency partnerships e.g., parents and carers, local Prevent leads, the police and local authorities etc.
- performing a risk assessment:
 - to ensure staff are alert to changes in children's behaviour and can identify children who may be vulnerable to radicalisation which may indicate that they may need help or protection and report concerns via the safeguarding procedures.
 - which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.

Where specific risks are identified, we will develop an action plan to set out the steps they will take to mitigate the risk.

We will use non-statutory self-assessment tools available to assist us in understanding how well embedded our existing policies and practices are. These documents include:

- [Prevent duty: risk assessment templates](#)
- [Understanding and identifying radicalisation risk in your education setting](#)

If we have an urgent or immediate Prevent concern (within Derbyshire), we must contact:

- Derbyshire Starting Point: 01629 533190

If we have a non-urgent Prevent concern, we can contact:

- Derbyshire County Council's Prevent Lead: 01629 538473 or prevent@derbyshire.gov.uk
- Police: 101
- Police Prevent Team: 0300 122 8694 or ctp-em-prevent@derbyshire.pnn.police.uk
- Starting Point Consultation & Advice Service for Professionals (The service operates Monday to Friday from 8am – 6pm): 01629 535353

Where it is identified that it is a non-urgent referral, an Early Help Assessment (if it has not already done so) will be started and completed. This will help to support the young person and family as well as evidencing actions taken, should additional support be required.

Serious Violence

We are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These include:

- increased absence
- a change in friendships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of unexplained injuries
- unexplained gifts or new possessions

Further information about specific safeguarding issues and national links to key documentation and websites can be found within [Keeping Children Safe in Education](#) (2022) or on the following websites:

- [DDSCP - Information and Resources](#)
- [DDSCP procedures](#)
- [Derby & Derbyshire - Emotional Health & Wellbeing](#)

Appendix M: Local Authority Designated Officer (LADO) process

When a concern is raised:

If you have a concern or allegation about a member of staff or persons who is living, working, or looking after children where Ofsted registered childcare takes place, who have:

- behaved in a way that has harmed a child or may have harmed a child or young person.
- possibly committed a criminal offence against or related to a child or young person.
- behaved towards a child or young person in a way that indicates they may pose a risk of harm to a child or young person.

Please note: “staff” can include owners, directors, trustees, managers, voluntary management committee (VMC), registered childminders and childminding assistants, students, volunteers, and visitors including supply and agency staff, or other staff e.g., cleaners, cooks etc.

You must:

- You must assess and ensure the immediate safety of the child or young person.
- Follow your provisions Safeguarding and Child Protection policies and procedures.
- Notify and consult with a member of the Senior Leadership Team (SLT).
- If a member of the SLT is the subject of the concern or connected to the allegation, you must identify an alternative person to notify and consult.
- **Complete** a '[Derby and Derbyshire LADO Referral Form](#)' and send to the Duty LADO via a secure email: professionalallegations@derbyshire.gov.uk **within 24 hrs.**
- Contact Ofsted to report an allegation or concern that has been made.

Please note - A joint child protection and police response may follow.

Roles and responsibilities:

In all cases, the LADO has an advisory role to establish any next steps for regulatory provision, including Ofsted registered childcare providers.

The LADO assesses whether allegations or concerns meet the criteria and plans a response.

Appendix N: Important contacts

Derby and Derbyshire Safeguarding Children Partnership - [DDSCP](#)

Starting Point and Call Derbyshire

If you have urgent or immediate concerns about a child or adult contact: Derbyshire Starting Point: 01629 533190 (This service operates 24 hours a day, 7 days a week, 365 days per year).

If you are concerned about a child or adult's welfare or are worried, they are being abused get help or contact: Starting Point Consultation & Advice Service for Professionals (The service operates Monday to Friday from 8am – 6pm): 01629 535353 or complete a Starting Point referral form: [Starting Point contact and referral service - Derbyshire County Council](#)

Police

If you have urgent or immediate concerns about a child or adult contact: 999

If you are concerned about a child or adult's welfare or are worried, they are being abused get help or contact: 101

Further information on [when to contact the police](#) is available on Derbyshire Schools Net

Local Authority Designated Officer (LADO)

If you have concerns or an allegation is made against a member of staff or persons living on the premises where Ofsted registered childcare takes place, or you have a member of staff considered not suitable to work with children you will need to notify the Local Authority Designated Officer (LADO) by completing a Derby and Derbyshire LADO referral form- [Derby and Derbyshire LADO Referral Form](#) and send it to the Duty LADO via a secure email: professionalallegations@derbyshire.gov.uk within 24 hrs.

Ofsted

Under our statutory duty we know and understand we **must Report a serious childcare incident** or **notify significant events** as soon as practical to Ofsted within 14 days.

Prevent duty

If you have concerns about a child, young person or adult who you think may be vulnerable to being drawn into extremism you should consider **making a referral to Prevent**. The **Derbyshire Prevent Team** at Safer Derbyshire has further information, advice and contact details on Prevent and how to make local **Prevent referrals**.

Appendix N: Important contacts continued:

If you have a non-urgent Prevent concern, you contact:

- Derbyshire County Council's Prevent Lead: 01629 538473 or prevent@derbyshire.gov.uk
- Police: 101
- Police Prevent Team: 0300 122 8694 or ctp-em-prevent@derbyshire.pnn.police.uk
- Starting Point Consultation & Advice Service for Professionals (The service operates Monday to Friday from 8am – 6pm): 01629 535353

If you have an urgent or immediate Prevent or child protection concern, contact: Derbyshire Starting Point: 01629 533190

Any indicators that there is a concern of prevent or possible extremism will result in a referral to the Derbyshire Prevent Team at Safer Derbyshire which may be referred into the Channel process.

Whistleblowing

The [NSPCC Whistleblowing Advice Line](#) offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. If you think an organisation is putting children at risk, even if you are not certain, then contact the NSPCC: 0800 028 0285 or email: help@nspcc.org.uk.