

Grindleford and Eyam Playgroup
Child Protection and Safeguarding Policy

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1. [Introduction and Context](#)

Safeguarding is everyone's responsibility.

Anyone who has contact with a child or young person should play their full part in keeping children (including vulnerable adults when in their provision) safe.

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

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, trustees, VMC, students, volunteers, visitors including supply staff, family member and parents.

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 and policy is inline and adheres to statutory requirements.

We know and understand that we must:

- follow the [Early years foundation stage \(EYFS\) statutory framework](#). This statutory framework lays out all aspects of Safeguarding and Welfare Requirements as set out in Section 3.
- take into account the government's statutory guidance Working Together to Safeguard Children
- take into account the government statutory guidance [Prevent duty guidance for England and Wales](#).

We make sure that our safeguarding practice gives regard to the following non-statutory guidance documents which provide further guidance as to how we should fulfil our duties in respect of safeguarding and promoting the welfare of children in their care:

- [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](#)
 - What to do if you are worried a child is being abused: advice for practitioners
- [Guidance for safe working practice](#)

- Guidance for safer working practice for those working with children and young people in education settings
- [Safeguarding children and protecting professionals in early years providers: online safety considerations](#)
- [Early years inspection handbook](#)

We must act in accordance with local safeguarding arrangements (Derby and Derbyshire Safeguarding Childrens Partnership – DDSCP). As part of this, we should:

- have a clear understanding of its responsibilities in relation to safeguarding children locally, and how it will discharge them
- co-operate with safeguarding partners to improve, implement, and monitor effectiveness of the local safeguarding arrangements
- share information and data about safeguarding issues and concerns affecting the children involved in their organisation to contribute to local priorities
- ensure local multi-agency safeguarding arrangements are fully understood, and rigorously applied within their organisation

1.2 Notifications

We understand as a registered provider we must inform Ofsted, or the agency with which we are registered, of the following (and act upon any advice given):

- of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. We must also notify Ofsted and, or their agency of the action they have taken in response to the allegations. Ofsted and, or the agency must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. We understand without a reasonable excuse, fails to do this commits an offence - [Report a serious childcare incident](#).
- of any significant events that are related to the registered person and people connected with our registration which includes the sole trader, nominated individual, directors, partners, committee members and others associated with our registered childcare. We understand that this is to make sure that all individuals connected with our registration continue to be suitable. The disqualification of an employee could be an example of a significant event - [Childcare: significant events to notify Ofsted about](#)
- of any food poisoning affecting two or more children cared for on the premises. This must be done as soon as is reasonably **practicable**, but, in any event, within 14 days of the incident. A registered provider who, without reasonable excuse, doesn't meet this requirement commits an offence - [Report a serious childcare incident](#)
- any serious accident, illness, or injury to, or death of, any child while in our care, and of the action taken. This must be done as soon as is reasonably practicable, but in any event, within 14 days of the incident occurring. A registered provider who, without

reasonable excuse, does not meet this requirement commits an offence - [Report a serious childcare incident](#).

- 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.
- any changes as specified in paragraph 3.102 of the EYFS, including informing Ofsted of the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, we understand we must notify Ofsted that a new manager has been appointed. Where it is reasonably practical to do so, this must be done in advance of the change happening. In other cases, this must be made as soon as is reasonably practical but, in any event, within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.
- 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 we 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.

We also understand we must notify and, or refer the following information to other agencies (and act upon any advice given):

- any concerns about children's safety or welfare, they must immediately notify their local authority children's social care team (Starting Point), in line with local reporting procedures, and, in emergencies, the police.
- any serious accident or injury to, or the death of, any child while in their care, must be referred to our local authority children's social care service (Starting Point) and we must act on any advice from those agencies.
- The 2015 Counter Terrorism and Security Act places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). Refer to the local authority children's social care department (Starting Point), local authority Prevent Team and the Police's Prevent Team about extremism or views considered to be extreme.
- any disclosure of information, threats or any suspected or actual cases of Female Genital Mutilation (FGM), we will make a referral to the local authority children's social care department (Starting Point), and the Police.
- 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, we understand we are required to make referral to the Disclosure and Barring Service.
- 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 (Starting Point) 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.

The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet. Other duties on providers include:

- Employment laws.
- Anti-discriminatory legislation.
- Health and safety legislation.
- Data collection regulations.
- Duty of care.
- Requirements of insurance company.

1.3 Our policy and principles

Grindleford and Eyam Playgroup 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.

A practitioner must be designated to take lead responsibility for safeguarding children and will be referred to as the Designated Safeguarding Lead (DSL). The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.

The Designated Safeguarding Lead (DSL) for our provision is:

Pauline Bowman/Sophie Grant

This safeguarding policy is in line with the guidance and procedures of the relevant LSP, and includes:

- The action to be taken when there are safeguarding concerns about a child.
- The action to be taken in the event of an allegation being made against the member of staff.
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.
- Procedures to follow to check the suitability of new recruits.
- Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice.

2. Abuse

We recognise that abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and or alcohol misuse, prolonged, unexplained and, or persistent absences, 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, exploitation, 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.

3. Safeguarding Roles and Responsibilities

Safeguarding and promoting the welfare of every child is everyone's responsibility. It is essential that all staff working in our provision understand their safeguarding roles and responsibilities, and are responsive to emerging needs of the children, and respond to all editions and revisions of key documentation including statutory and non-statutory policies and guidance.

3.1 Trustees and Voluntary Management Committee (VMC) roles and responsibilities

Guidance for protecting and safeguarding responsibilities can be found within the following publications:

- [Safeguarding and protecting people for charities and trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-and-protecting-people-for-charities-and-trustees)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education)

Trustees and VMC 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 the [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 [Welcome to the Online Procedures for the Derby and... \(trixonline.co.uk\)](#) set out by [Derby and Derbyshire Safeguarding Children Partnership \(DDSCP\)](#).
- acting on 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 carries 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 that the designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs), 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 practitioners are trained in line with the criteria set out in Annex C and that they are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis.
- 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.
- 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 \(DDSCP\)](#).
- knowing how to contact the local statutory children's services and the LSPs (local safeguarding partners)
- providing advice and support to other staff on child welfare, safeguarding and child protection matters, including supporting staff during referral processes, and supporting staff to consider how safeguarding, welfare and educational outcomes are linked.
- being alert to any issues of concern in the child's life at home or elsewhere.
- Choosing to have one or more deputy designated safeguarding leads (any deputies should be trained same standard as the designated safeguarding lead).
- 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 ensure adequate and appropriate cover arrangements for the absence of the DSL, and for any out of hours and, or, out of term activities 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 promotes 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. 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).

- **sharing information for and managing child protection files (leavers).** The DSL will ensure any child protection files are transferred (where children leave the setting) as soon as possible and, or within 5 days of the child leaving. This information should be transferred separately from the main information shared about this child or children. Receiving settings should ensure key staff such as the designated safeguarding lead and special educational needs co-ordinators are aware as required.
- **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 in line with the criteria set out in Annex C of the EYFS. The DSL and, or DSL's will also undertake Prevent awareness training.
- **providing ongoing support, advice and guidance 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 [Welcome to the Online Procedures for the Derby and Derbyshire Safeguarding children Partnership](#) (trixonline.co.uk) <<*insert and cross reference to your relevant policies and procedures*>>.
- being aware of the multi-agency safeguarding children's procedures and following them: [Welcome to the Online Procedures for the Derby and... \(trixonline.co.uk\)](#)
- 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.
- 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, exploitation, 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.
- 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, trustees, VMC, students, volunteers, visitors including supply staff, family member and parents.

- know what to do should the designated safeguarding lead (or deputy) not be available, including not assuming a colleague, or another professional will take action and, or share information that is critical to keep a child safe.
- 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 to 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.
- Recognising that children with special educational needs or disabilities (SEND) or certain health issues can face additional safeguarding challenges (including offline and online) and that there could be a requirement to liaise with the SENCO.
- 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.

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 keep the child at the centre of the decision-making process when working with parents and carers, knowing that children must come first.
- we develop strong partnership working between parents and carers and take a child-centred approach to meeting the needs of the whole family.
- 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 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, and where possible, we hold more than two emergency contact numbers for each child.
- before a child starts the setting, we will obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements.
- 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.
- 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, such as 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 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.

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 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.

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 [Policies and Procedures](#) (DDSCP website) and the [DDSCP Documents Library](#) (trixonline.co.uk) 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.
- 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 can be found here: [Policies and Procedures \(ddscp.org.uk\)](https://ddscp.org.uk)
- [EYFS statutory framework](#) section of the [early years quality team](#), on Derbyshire Schools Net.

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 need means, how to identify the level of need and understand their role within it.

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.

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.

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 including the name of the Virtual School Head and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

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.

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 their concerns with the DSL who will escalate this to the allocated worker in the first instance and without delay. The DSL will ensure they know how to escalate concerns including the protocol where the allocated worker is not available.

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.

Children with unexplained and/or persistent absences

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, in a timely manner.

We recognise it is important to respond early to children being absent from our provision for prolonged periods and, on repeat occasions, or without notification from the parent or carer, and ensure that we support and monitor attendance carefully and address poor or irregular attendance without delay, including attempts being made to contact the child's parents and, or carers and alternative emergency contacts. We will consider patterns and trends in a child's absences and their personal circumstances and use professional judgement when deciding if the child's absence should be considered as prolonged. We will also consider the child's and, or parents' vulnerability, parent's and their home life. We know that any concerns must be referred to local children's social care services and, or a police welfare check requested.

We will ensure we have an attendance policy that is shared with parents and, or carers. This policy will include expectations for reporting child absences and the actions we will take if a child is absent without notification or for a prolonged period of time. Where possible, we will hold more than two emergency contact numbers for each child.

We recognise that we can refer to the guidance [Working together to improve school attendance - GOV.UK](#) and [Missing Children and Adults strategy - GOV.UK](#)

Children who are home educated

We recognise that many children who are home educated have a positive learning experience but know that this is not the case for all children. We are aware that home education can mean that children are not receiving suitable education and they are less visible to the services that can keep them safe and supported.

Where a parent expresses wishes to remove a child from our setting with a view to educating at home, we recognise our role to arrange a meeting with parents and, or carers and other key professionals where possible. We know this is particularly important where a child has special educational needs 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.

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 including online and offline.

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 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.

We will consider further information from specialist organisations such as:

[Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)
[Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

4.5 Role of the designated safeguarding lead following identification of concerns

In addition to the roles and responsibilities of the DSL identified in section 3, the Designated Safeguarding Lead will have clear mechanisms and procedures in place to identify and report incidents or concerns.

Whenever the DSL receives 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.
- 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.
- 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, exploitation, 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'.
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse).
- 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.
- Upskirting. Further details on upskirting can be found in Appendix A.
- 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.
- Missing children and vulnerable adults.
- Serious violence
- Mental health and well-being of children and adults.
- Other issues not listed here but that pose a risk to children.

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 (staff) 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 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 and within [Keeping Children Safe in Education](#) Annex B: further information.

5. Safer Working Practices

5.1 Creating a safe environment for all children

Our environment is safe and secure and protects our children from harm or the risk of harm. All staff 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 implement a lockdown procedure which is suitable to the setting. We know we can refer to: [Protective security and preparedness for the education sector](#) to support this.
- 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.
- 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 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.
- ensure at least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present and must accompany children on outings.
- ensure when our children are eating that there should always be a member of staff in the room with a valid paediatric first aid certificate.
- ensure that safer eating statutory guidance is adhered to with regards to food and drink preparation, staff with a valid paediatric first aid certificate, eating spaces, dietary requirements, preferences, food allergies and intolerances, information sharing amongst staff, on-going discussions with parents and, or carers, introduction of solid foods including what to do when a child experiences a choking incident. We know that children must always be within sight and hearing of a member of staff whilst eating.
- ensure any choking incidents that requires intervention are recorded including where and how the child choked. All records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns including and ensure parents and, or carers are made aware.
- ensure that we have regard to the [Early Years Foundation Stage nutrition guidance](#) and follow the information unless there is a good reason not to.
- ensure that our children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

5.2 Teaching safeguarding

We ensure children within our provision are taught (developmentally appropriate) 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 model and teach core values and approaches to prepare children for life in modern Britain.

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 a developmentally 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, recognising that this is a Prime Area of learning in the EYFS, and model and teach this in a developmentally appropriate way.

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

6. Management of this Policy

The registered provider 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, trustees, voluntary management committee (VMC), students, volunteers, and visitors including supply staff. It considers statutory guidance provided by the Department for Education and Ofsted, and local guidance issued by the Derby and Derbyshire Safeguarding Children Partnership.

This policy was adopted on (date)

Date to be reviewed:

Signed on behalf of the committee:

Name of signatory:

Role of signatory:

In addition to this policy, see other provider policies relating to child protection, safeguarding and the welfare of children. For example, Online Safety, Missing Child, Health & Safety, Risk Assessments, Emergency Evacuation, SEND, Allergens, Behaviour, Non-collection of a child, Disciplinary procedures, Safer recruitment, Staff behaviour or code of conduct.

