



## *Buxton Nursery Ltd Child Protection and Safeguarding Policy 2025*

### Guidance for use:

This policy provides a safeguarding framework for any Early Years and childcare provider effective from September 2025 and is in line with national and local updates.

The changes for 2025-2026 are in red to comply with the updated guidance and reflect changes in practices, and policies as set out by the Derby City and Derbyshire Safeguarding Children's Partnership. This policy should be read by ALL staff (including students and volunteers) alongside all other policies and procedures within our safeguarding file, operational plan and health and safety folder. It is a working document and should be used for reference as required.

Safeguarding at Buxton Nursery is considered everyone's responsibility and as such our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential.

**Buxton Nursery Ltd**  
**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 working, or looking after children at the premises e.g. any member of staff (including cleaners, cooks etc.), owners, directors, students, volunteers, visitors including supply and agency 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 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 directors 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.

*Notifications continued:*

- 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.

*Notifications continued:*

- 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

Buxton Nursery Ltd 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:

***Laura Bowers is the setting's DSL; Deborah Connolly is our deputy DSL. Coral Ward & Janine Hall are also trained.***

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.

*Our policy and principles continued:*

- 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 Owners, Directors and Managers 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/government/publications/safeguarding-and-protecting-people-for-charities-and-trustees)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Owners, directors 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.
- 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.

*Safeguarding roles and responsibilities - Owners, Directors and Managers roles and responsibilities continued:*

- 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.**

*Safeguarding roles and responsibilities continued - Designated Safeguarding Lead (DSL) roles and responsibilities continued:*

- **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 DSLs 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 statutory guidance. 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.

*Safeguarding roles and responsibilities continued - Designated Safeguarding Lead (DSL) roles and responsibilities continued:*

- **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, deputy DSL & trained DSL's will 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](#) ([trixononline.co.uk](http://trixononline.co.uk))
- **being aware of the multi-agency safeguarding children's procedures and following them:** [Welcome to the Online Procedures for the Derby and...](#) ([trixononline.co.uk](http://trixononline.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.

*Safeguarding roles and responsibilities - Staff roles and responsibilities continued:*

- 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 working, or looking after children at the premises e.g. any member of staff (including cleaners, cooks etc.), owners, directors, managers, students, volunteers, visitors including supply and agency 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](#).

*Safeguarding roles and responsibilities - Staff roles and responsibilities continued:*

- 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 (***also see Whistleblowing policy***).

### 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.

*Meeting the needs of children - Record keeping and information sharing continued:*

- 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.

*Meeting the needs of children - Levels of need and procedures continued:*

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.**

*Meeting the needs of children - Meeting the needs of vulnerable children continued:*

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, parents 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.

*Meeting the needs of children - 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 **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.

*Specific safeguarding issues continued:*

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.
- 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 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 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 issues. Instead, we understand and discuss sensitive topics, including, where appropriate, terrorism and extremist ideas, and learn how to challenge the 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.
- **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.**

*Creating a safe environment continued:*

- 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 ensuring 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.

*Teaching safeguarding continued:*

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.

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

We will ensure that all staff are aware of our policy for personal mobile phone use, cameras and other electronic devices with imaging and sharing capabilities which may be used in the provision.

*We will identify and assign roles and responsibilities to manage filtering and monitoring systems (including how filtering and monitoring requirements apply to the use of generative AI in education) annually to review their effectiveness.*

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 and children are aware of online safety issues and the four categories of risk; content, contact, conduct and commerce.*
- *all staff will have appropriate training which includes online safety covering clear expectations, applicable roles, and responsibilities in relation to filtering and monitoring at induction.*

*Online safety continued:*

- all staff understand the provision's policy relating to online safety which will be part of induction and will be refreshed at team meetings and training.
- we will share online safety procedures with parents and, or carers.
- 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, 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 will give regard to [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK](#)
- we use the recommended national and local guidelines on staff and children who may be working remotely.
- children will be taught, developmentally 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 including extremist materials or inappropriate images and reviewed regularly for their effectiveness. 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.

Leaders 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.

*Online safety continued:*

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-in line with setting policy 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 (including whilst driving)

All staff know they must not personally access technology or use personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities (this also includes whilst driving at work). Phones can be stored within personal bags or within the filing cabinets in the room or the office and should not be accessed during the day when are present unless consent has been given by a member of the senior leadership team. Smart watches need to be switched to aeroplane mode/do-not disturb or they cannot be worn. Access to devices is allowed during lunchbreaks when there are no children present. If consent has been granted for access to your device outside of break times e.g., to answer a call from the doctor – this should take place outside of the room and should ensure that the room is suitably covered before leaving (ratios etc). Office staff are happy to triage important calls through the landline or storing staff devices should this help.

Children attending the provision with their own personal electronic device will be handed over the device and staff will ensure the device is kept safe and out of reach until parents collect the child.

All staff know that additional safety measures need to be in place in relation to mobile phones, cameras and other electronic devices whilst driving with children. Consideration of the storage of devices needs to be given whilst driving during a working capacity to avoid potential distractions and injury to children, themselves and others – however it is strongly felt that devices should be accessible in the event of an emergency so that help can be easily called upon. The use of hands-free technology for the purpose of navigation is allowed with senior management team agreement.

### 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. Permission will be obtained from all parents of all children involved when photographs are taken by visitors to the setting.

### 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.

Online safety - Accessing technology and mobile phones, cameras and other electronic devices with imaging and sharing capabilities at work (including whilst driving) continued:

### Social media

All staff must follow the settings policies and procedures with regard to social media.

### Any misuse or incidents of mobile phones and, or cameras

All staff know they must report any misuse or incident to the setting manager and the DSL immediately. Leaders and, or the 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 use best practice and adopt robust recruitment procedures as outlined in the [Early years foundation stage \(EYFS\) statutory framework](#) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering opportunities in our setting. We apply all appropriate measures for our staff, including volunteers, agency, and third-party staff (supply staff), trainees, and or students on placement and contractors. This forms a vital part of our approach to safeguarding and is an essential part of creating a safe environment for our children.

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

Those involved with the recruitment and employment of our staff have received appropriate safer recruitment training and at least one person who conducts an interview has completed safer recruitment training.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process from advertising, job descriptions, person specifications, application forms, shortlisting, employment history and references, selection, and pre-appointment vetting checks.

Everyone who works in the setting, including regular volunteers and governors and, or committee members will have appropriate Disclosure and Barring (DBS).

Other checks that may be necessary for staff, volunteers, and others:

- **Students on placement** - will undergo all necessary checks by the training provider. The training provider will carry out necessary checks and will provide written confirmation that these have been carried out and judged suitable to work with children. The setting will follow their policies and procedures with regard to staff induction.
- **Apprentices** – applicants salaried by the setting will undergo all necessary checks in line with other members of staff employed at the setting.
- **Volunteers** - the setting will ensure volunteers are appropriately supervised as outlined in the EYFS statutory framework when supervising the activities of workers and volunteers with children. If the volunteer is expected to complete personal care and support with eating, drinking, washing, bathing, and dressing, an enhanced DBS certificate must be obtained. In addition, risk assessments will be undertaken.
- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff and further checks deemed appropriate to ensure suitability
- **Agency and third-party staff (supply staff)** - written notification from any agency or third-party organisation provider that they have carried out checks on an individual who will be working at the setting will be obtained.

*Recruitment and staffing continued:*

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:

- being confident that any students or regular volunteers are competent and responsible before making decisions to allow these people to work unsupervised.
- all staff receiving training and support around conduct and practice when working in environments with children.
- 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 (***also see Staff Code of Conduct, Online Safety Policy, Mobile Phone & Electronic Device Use Policy, Acceptable IT Use Policy, Managing Allegations Against Staff Policy, Staff Supervision & Appraisal Policy, Monitoring Staff behaviour policy and Relationship Policy***).
- 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.

### Advert

When advertising a post, we will include the 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.

### Application forms

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

*Recruitment and staffing continued:*

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 a completed application form and covering letter addressed to the named manager or person responsible for recruitment. Open references will not be accepted. We will compare the information on the application form with that in the reference and take up any discrepancies with the applicant.

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.

Employment history and references

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 not rely on applicants to obtain their references.

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.

*Recruitment and staffing continued:*

We will ensure we obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed and secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, we will ensure a reference is from their current employer, training provider or education setting.

We will ensure electronic references originate from a legitimate source and contact referees to clarify content where information is vague or insufficient information is provided. If there are discrepancies within the reference, we will take this up with the candidate.

We will ensure reasons for the candidate leaving their current or most recent post are established, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

If the applicant has never worked with children, we will ensure a reference is from their current employer, training provider or education setting.

Selection

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](#).

*Recruitment and staffing continued:*

- 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.

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

We will use the Disclosure and Barring Service and 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](mailto:DBSRegionaloutreach@dbb.gov.uk)) if we have any questions or require further advice on the Disclosure and Barring Service.

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

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 leaders.

It is the responsibility of the setting to determine the frequency that the DBS is reviewed to ensure accuracy [Check someone's criminal record as an employer: Checks you can make on someone's record - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/check-someone-s-criminal-record-as-an-employer).

We are aware there are possible 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 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.

#### 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.

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

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. They will also keep track of any enquiry and investigation and keep records.

### 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.

### 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.

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

We will undertake a written risk assessment. We will obtain an enhanced criminal records check for all volunteers who are new to working in regulated activity with children.

#### 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 is not limited to recruitment procedures. The setting has a culture of vigilance, maintaining an environment that deters and prevents abuse and challenges all inappropriate behaviour.

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 know we must put appropriate whistleblowing procedures in place for all staff (including students and volunteers) to raise concerns about poor or unsafe practice in our safeguarding provision. We understand procedures must include when and how to report concerns and the process that will be followed after staff report concerns.

All staff will refer to the settings Whistleblowing Policy and will feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

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

The NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their setting.

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 manager will ensure all staff are given an induction appropriate to their roles, which includes:

- our vision and ethos, aspirations, and expectations.
- have access to copies of this safeguarding and child protection policy, and other policies and procedures which support safeguarding including online safety. 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 will have access to these documents, read and sign to say they have understood and will adhere to these policies.
- when policies are reviewed, all staff will have access to the revised documentation.
- the role and names of the designated safeguarding lead.
- What is meant by the term safeguarding.
- The main categories of abuse, harm and neglect.
- The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
- How to work in ways that safeguard children from abuse, harm and neglect.
- How to identify signs of possible abuse, harm and neglect at the earliest opportunity.  
These may include:
  - Significant changes in children's behaviour.
  - A decline in children's general well-being.
  - Unexplained bruising, marks or signs of possible abuse or neglect.
  - Concerning comments or behaviour from children.

*Training and induction continued:*

- Inappropriate behaviour from any member of staff including students and volunteers. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
- Roles and responsibilities of any relevant professionals involved in safeguarding.

Buxton Nursery will ensure that the DSL attends a training course consistent with the criteria set out in Annex C (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.
- ensure training is updated in line with statutory requirements including:
  - How to build a safe organisational culture.
  - How to ensure safe recruitment.
  - How to develop and implement safeguarding policies and procedures.
  - If applicable, how to support and work with assistants to safeguard children.
  - Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
  - How to refer and escalate concerns
  - How to manage and monitor allegations of abuse against other staff.
  - How to ensure internet safety.
- at a minimum, attend [Prevent duty training: Learn how to support people vulnerable to radicalisation](#) in line with statutory requirements 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.
- access additional and regular training in order to support others on Prevent matters and update them on relevant issues.

*Training and induction continued:*

Buxton Nursery will ensure that the recommended training requirements are met by all staff. All staff will:

We will ensure **all staff** receive safeguarding and child protection training **in line with the criteria set out in Annex C of the statutory framework**, including online 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.

- **receive regularly updated training which reflects the needs, issues and context of the provider.**
- **renew safeguarding training every two years.**
- receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), **in line with statutory requirements** to continue to provide them with the relevant skills and knowledge to safeguard children effectively.
- attend Prevent duty training **in line with statutory requirements**
- **KNOW** 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, and **consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.**

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 know how, and who to report specific safeguarding issues to.

**We will detail how safeguarding training has been delivered and how I have supported all staff to put this into practice.**

**We will ensure that in order for students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) to be included in the ratios at the level below their level of study, that we are satisfied this person is suitable, competent and responsible, and that they have a valid PFA certificate.**

**We are responsible for identifying and selecting a competent training provider to deliver the PFA training. We know that the PFA certificate must be for a full course consistent with the criteria set out in Annex A, and be renewed every three years and be relevant for people caring for young children and babies.**

### **5.7 Safeguarding concerns and allegations against a member of staff or anyone working or looking after children where Ofsted registered childcare takes place**

We will follow the procedures set out under 'Safeguarding concerns and allegations made about staff, volunteers and contractors' as set out in [Early years foundation stage \(EYFS\) statutory framework](#), [Keeping Children Safe in Education](#), adhere to [Allegations Against Staff, Carers and Volunteers \(trixonline.co.uk\)](#) 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 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 registered provider. Where there are concerns about the registered provider 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:*

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 management 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

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.
- is inappropriate conduct outside of work (including online).
- does not meet threshold for consideration by LADO.

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

Where we are unsure if an individual meets the harm threshold we 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 the management team. All low-level concerns 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
- when a decision has been made not to refer and why

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 management 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 management team will decide on the appropriate course of action.

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.

*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:*

Further information low-level concerns are available:

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

## 5.8 Whistleblowing Policy

We ensure that we have put appropriate whistleblowing procedures in place for all staff (including students and volunteers).

We ensure all staff and volunteers know **how and when they** 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 management 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 management 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.

All staff know that any concerns raised will be taken seriously by the senior leadership team, **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](mailto:help@nspcc.org.uk).

All staff know they can refer to Ofsted guidance on how to make complaints about a provider: [Complaints procedure - Ofsted - GOV.UK](#) and general guidance on whistleblowing can be found via: [Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

## 6. Management of this Policy

Buxton Nursery 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, managers, 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.

This policy was adopted on (date) .....

(Signature and job role) .....

(Signature and job role) .....

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.

## 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.

Co-childminder as written in the policy means childminders who work alone or with up to **2 childminders (and assistants) at** any one time.

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 registered childminder, or in the Group and School policy 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 Buxton Nursery Ltd.

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). Extra-familial harm 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 (**including harassment and exploitation**) 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.

*Appendix A: Glossary continued:*

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. **Filtering and monitoring requirements apply to the use of generative AI (artificial intelligence).**

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).

*Appendix A: Glossary continued:*

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 owners, directors and managers.

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, managers, students, volunteers, and visitors including supply and agency staff, and extends to other staff e.g., cleaners, cooks etc.

#### *Appendix A: Glossary continued:*

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**

- Abuse - 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 community setting 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 by another child or children.
- 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.
- 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
- 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.

## **Appendix C: Indicators of Child Abuse**

We understand that there are indicators of child abuse; however, 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.

### 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 Child 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 (including the use of inadequate caregivers)
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and, or failing to attend appointments.
- Not responding to a child's basic emotional needs

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

[Working Together to Safeguard Children](#) states practitioners need to be alert to the potential need for early help for a child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- is a young carer
- is bereaved
- 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 drugs or alcohol themselves
- is suffering from mental ill health
- 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+)

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

- 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

Edukey is a secure safeguarding reporting system. All staff are able to report concerns, but only designated staff are able to fully access children's profile where you can view files, information about parental involvement, meeting logs as well as safeguarding concerns (see screenshots below).

**Files**

| Name          | Time uploaded | Type |
|---------------|---------------|------|
| Empty folder. |               |      |

[Upload file](#) [Upload confidential file](#) [Create folder](#) [Download all as ZIP file](#)

**Parental involvement**

☐ Allow parental communications

**Linked parents**

This pupil has no linked parents yet.

**Messages**

Leave a comment:

All comments will be shared with all involved parties

Add comment

**Meetings log**

| Meeting title | Teacher | Date | DSL only |
|---------------|---------|------|----------|
|---------------|---------|------|----------|

**Safeguarding**

| Date | Concerns | Reason for concern | Submitted by | Last action | Status | Concern outcome |
|------|----------|--------------------|--------------|-------------|--------|-----------------|
|------|----------|--------------------|--------------|-------------|--------|-----------------|

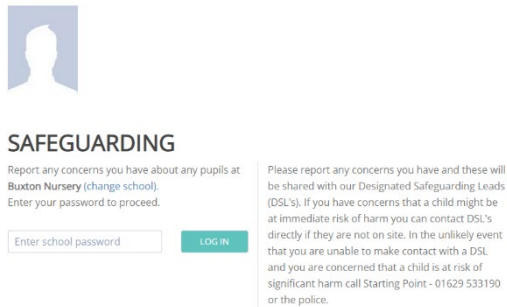
When children transfer to a different setting their Edukey profile can be transferred with them by secure data transfer. If a child's profile has records that do-not need to be shared with their new setting their account will be archived in line with Derbyshire retention guidelines. If a child's Edukey account has no uploaded information their profiles can be fully deleted when they leave.

## Appendix G: How to report a safeguarding concern using Edukey

Use this link or copy this into your internet browser...

<https://edukeyapp.com/safeguard/buxton-nursery>

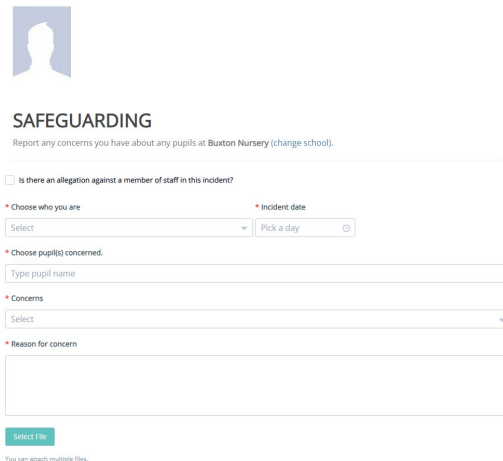
The following screen will appear.



The screenshot shows the login interface for the 'SAFEGUARDING' section of the Edukey app. It features a blue silhouette icon of a person. Below the icon, the text reads 'SAFEGUARDING' and 'Report any concerns you have about any pupils at Buxton Nursery (change school). Enter your password to proceed.' There is a text input field labeled 'Enter school password' and a green 'LOG IN' button. To the right of the login fields, there is a paragraph of text: 'Please report any concerns you have and these will be shared with our Designated Safeguarding Leads (DSL's). If you have concerns that a child might be at immediate risk of harm you can contact DSL's directly if they are not on site. In the unlikely event that you are unable to make contact with a DSL and you are concerned that a child is at risk of significant harm call Starting Point - 01629 533190 or the police.'

Input the password and the following

**Password BNLTD2023**



The screenshot shows the reporting interface for the 'SAFEGUARDING' section. It features a blue silhouette icon of a person. Below the icon, the text reads 'SAFEGUARDING' and 'Report any concerns you have about any pupils at Buxton Nursery (change school)'. There is a checkbox labeled 'Is there an allegation against a member of staff in this incident?'. Below this, there are two sections: 'Choose who you are' with a dropdown menu, and 'Incident date' with a date picker. Below these, there is a section 'Choose pupil(s) concerned' with a text input field labeled 'Type pupil name'. Below this, there is a section 'Concerns' with a dropdown menu. Below this, there is a section 'Reason for concern' with a large text area. At the bottom, there is a green 'Submit Form' button and a small note: 'You can attach multiple files.'

Complete all the fields – please note we are only using edukey to report concerns about children – any concerns regarding a member of staff, student, volunteer etc will continue to be reported directly to a DSL who will respond accordingly. Where concerns relate to a DSL then a referral to LADO can be made directly (if you click the box that says ‘is there an allegation against a member of staff in this incident’ then a reminder of how to report to LADO is displayed).

You can select more than one child if applicable. There is a very extensive list of pre-populated concerns, and you can select more than one. For some of these it will bring up guidance text which can be viewed and might help with recording your concern. There is an option for a file to uploaded with the concern should this be required. Once you have completed all the fields click submit form (this is the turquoise box just out of view on the above screenshot to the right) and your concern will be sent to a DSL.

Edukey can also be used to record meetings and files can be uploaded. Edukey will build up a chronology of significant events, incidents and support needs identified.

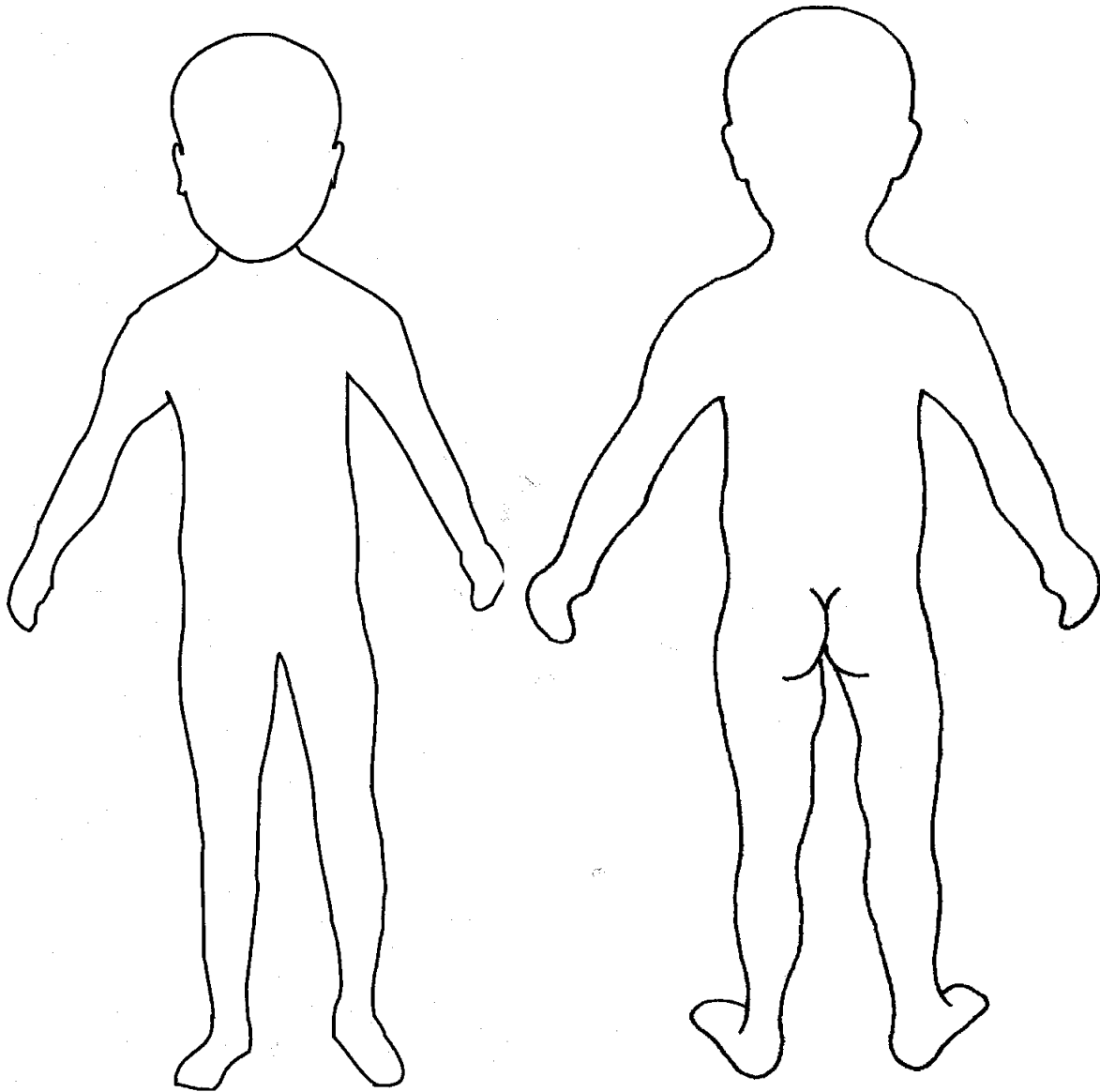
## Appendix H: Body Maps

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:**



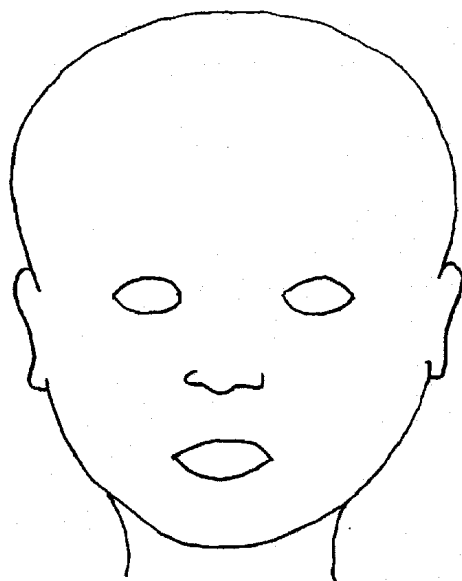
Appendix H: Body Maps continued:

**Name of child:**

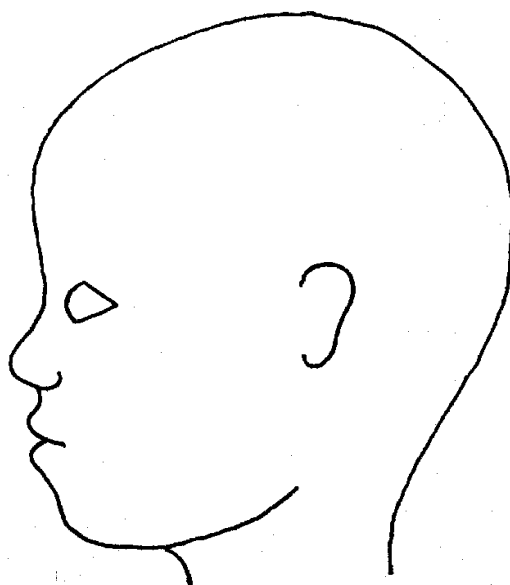
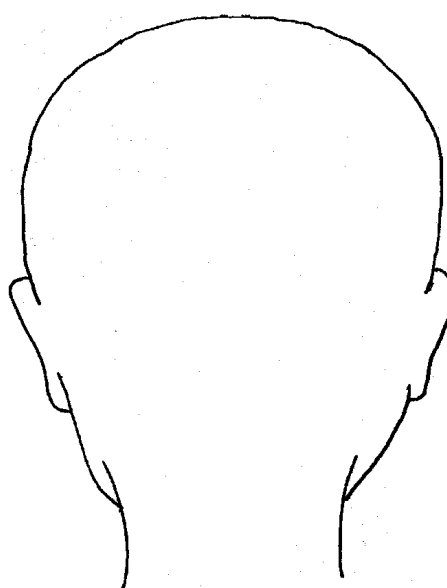
**Date of observation:**

**Time of observation:**

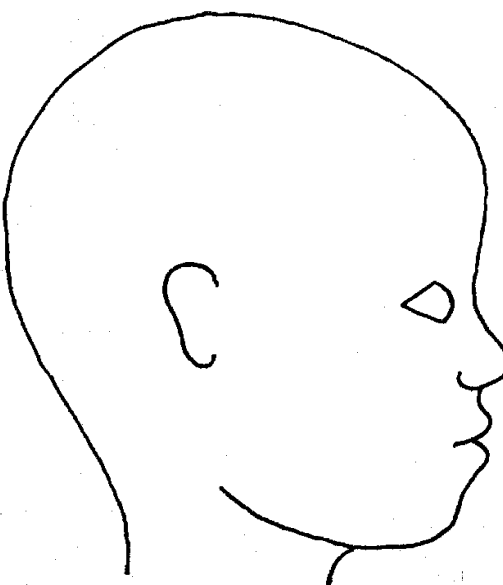
Front aspect



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
- child's address and phone number
- address and daytime phone numbers for the parents and, or carers, including mobile
- whereabouts of the child (and siblings)
- child and family's ethnic origin
- child and family's main language
- known information about parents and, or carers issues with substance abuse, mental health concerns, or criminal history.
- special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- detailed description and timeline of the specific concerns regarding the child's welfare, including any observed behaviours, incidents, or allegations of abuse or neglect.
- details of any previous interventions or support provided to the family, including who was involved and the outcomes and any on-going 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 - Name, professional role, contact details, relationship with the child.
- Supporting evidence: Early Help assessment, TAF minutes or any other relevant information.

### 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
- 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

## Appendix I: Making a Referral continued:

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. We know we can refer to:

- [Safeguarding Forms and Assessments](#)
- [Making a Referral to Social Care](#)

## 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 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.

Buxton Nursery 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.

Buxton Nursery will review policy and procedures as required and share learning with all staff.

## Appendix K: Local Safeguarding Children Boards and Partnerships

|                          |                                                                                                                                                                                                                               |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Barnsley                 | <a href="#">Barnsley Safeguarding Children Partnership</a><br>Non-urgent: <b>01226 772423</b><br>Urgent, Immediate and OOH: <b>01226 787789</b>                                                                               |
| Cheshire East            | <a href="#">Cheshire East Safeguarding Partnership</a><br>0300 123 5012                                                                                                                                                       |
| Cheshire West            | <a href="#">Cheshire West Safeguarding Children Partnership</a><br>Non-urgent: 0300 1237047<br>Urgent, Immediate and OOH: 01244 977277                                                                                        |
| Derby City               | <a href="#">Derby Safeguarding Children Partnership</a><br>Non-urgent: 01332 641172<br>Urgent, Immediate and OOH: 01332 956606                                                                                                |
| Kirklees                 | <a href="#">Kirklees Safeguarding Children Partnership</a><br>01484 414960                                                                                                                                                    |
| Leicestershire & Rutland | <a href="#">Leicestershire and Rutland Safeguarding Partnerships</a><br>Leicester: 0116 3050005<br>Rutland - Non-urgent: 01572 758 407<br>Rutland – Urgent, Immediate and OOH: 0116 305 0005<br>Leicester City: 0116 454 1004 |
| Nottinghamshire          | <a href="#">Nottinghamshire Safeguarding Children Partnership</a><br><b>Non-urgent: 0300 500 8090</b><br>Urgent, Immediate and OOH: 0300 4564546                                                                              |
| Oldham                   | <a href="#">Oldham Safeguarding Children Partnership</a><br>0161 770 7777                                                                                                                                                     |
| Rotherham                | <a href="#">Rotherham Safeguarding Children Partnership</a><br>01709 336080                                                                                                                                                   |
| South Yorkshire          | <a href="#">Sheffield Children Safeguarding Partnership</a><br>0114 273 4855                                                                                                                                                  |
| Staffordshire            | <a href="#">Staffordshire Safeguarding Children Board</a><br>Staffordshire – Non-urgent: 0300 111 8007<br>Staffordshire – Urgent, Immediate and OOH: 0345 604 2886                                                            |
| Stoke-on-Trent           | <a href="#">Home – Safeguarding</a><br>Non-urgent: 01782 235100<br>Urgent, Immediate and OOH: 01782 234234                                                                                                                    |
| Tameside                 | <a href="#">Home - Tameside Safeguarding Children Partnership</a><br>Non-urgent: 0161 342 4101<br>Urgent, Immediate and OOH: 0161 342 2222                                                                                    |

*\*OOH = Out of Hours*

## Appendix L: Specific Safeguarding Issues

This Appendix covers the following Specific Safeguarding Issues:

- Bullying (including cyber bullying)
- Child-on-child abuse, including sexual violence and harassment
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Cybercrime
- Domestic Abuse
- Mental Health
- So-called 'honour'- based abuse (including Female Genital Mutilation and Forced Marriage)
- Honour Based Violence (HBV)
- Female Genital Mutilation (FGM)
- Forced marriage
- Keeping Babies Safe
- Preventing radicalisation
- Serious Violence
- 

### 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 (***also see Child on Child Abuse policy, Dealing with Discriminatory Behaviour Policy, Online Safety Policy, Positive Behaviour Policy***).

### 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 both inside and outside of the setting including 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 child-on-child abuse is most likely to include, but may not be limited to:**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse or otherwise causing physical harm (this may include an online element which facilitates, threatens and, or encourages physical abuse)
- sexual violence (this may include an online element which facilitates, threatens and, or encourages sexual violence)
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and, or videos
- initiation and, or hazing type violence and rituals

## Appendix L: Specific Safeguarding Issues - child-on-child abuse continued:

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.

## Appendix L: Specific Safeguarding Issues - child-on-child abuse continued

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, all 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](#).

#### Appendix L: Specific Safeguarding Issues - child-on-child abuse continued

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 registered 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.

## Appendix L: Specific Safeguarding Issues - child-on-child abuse continued:

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 and 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 that the experience of girls who are criminally exploited can be very different to that of boys.

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.

#### Appendix L: Specific Safeguarding Issues – Child Criminal Exploitation (CCE) continued:

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".

#### Appendix L: Specific Safeguarding Issues – Child Criminal Exploitation (CCE) continued:

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

## Appendix L: Specific Safeguarding Issues – Child Sexual Exploitation (CSE) continued:

- overly secretive
- decline in emotional wellbeing
- repeat concerns about sexual health
- 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 of a child in our care. If staff are targeted on-line (i.e., cyber bullying) the staff member concerned should inform the management 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 all 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, and or 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.

## 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.

Appendix L: Specific Safeguarding Issues – Domestic Abuse continued:

- 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.

## 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.

#### 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 crime in England and Wales**. A forced marriage conducted without the full and **free** consent of **one or** both parties and **where violence, threats or any other form of coercion is used to cause a person to enter into a marriage**. 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.

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

## Appendix L: Specific Safeguarding Issues – Female Genital Mutilation (FGM) continued:

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.

## Appendix L: Specific Safeguarding Issues – Female Genital Mutilation (FGM) continued:

- 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

All specified authorities must comply with the duty under Section 26 of the Counter-Terrorism and Security Act 2015.

We recognise that early year's providers serve 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 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

Leaders 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.

## Appendix L: Specific Safeguarding Issues – preventing radicalisation continued:

All staff meet the requirements of Prevent by:

- ensuring at a minimum, the DSL will attend Prevent Awareness training **in line with statutory requirements** and share this knowledge and information with all staff.
- at a minimum, attend Prevent duty training: Learn how to support people vulnerable to radicalisation **in line with statutory requirements** 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 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. I, and or 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. I, and or 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.

## Appendix L: Specific Safeguarding Issues – preventing radicalisation continued:

- 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. All 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 I, and or 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. I, and or 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.

I, and or we will use non-statutory self-assessment tools available to assist in understanding how well embedded existing policies and practices are. These documents include:

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

If we are worried about someone and think they are at risk of getting involved in terrorism or extremism, we know we should [refer someone to the Prevent team](#) and call 999 in an emergency. We know we can also refer to: [Prevent Pathway - Children](#)

## Appendix L: Specific Safeguarding Issues – preventing radicalisation continued:

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

- Derbyshire Starting Point: 01629 533190

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

- Derbyshire County Council's Prevent Lead: 01629 538473 or [prevent@derbyshire.gov.uk](mailto:prevent@derbyshire.gov.uk)
- Police: 101
- Police Prevent Team: 0300 122 8694 or [ctp-em-prevent@derbyshire.pnn.police.uk](mailto: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](#) 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.
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

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.

For childminders using this appendix “staff” can include allegations against yourself, a co-childminders, an assistant, a family member, or anyone living or working on the premises.

### **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](mailto: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

#### **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](mailto: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](#).

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

- Derbyshire County Council's Prevent Lead: 01629 538473 or [prevent@derbyshire.gov.uk](mailto:prevent@derbyshire.gov.uk)
- Police: 101
- Police Prevent Team: 0300 122 8694 or [ctp-em-prevent@derbyshire.pnn.police.uk](mailto: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](mailto:help@nspcc.org.uk).

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH

Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - [Complaints procedure - Ofsted - GOV.UK](#)

General guidance on whistleblowing can be found via: [Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

## Appendix O: Neglect Chronology Template

A neglect chronology can be used to record and understand the events in a child's life, particularly when there are concerns about neglect. It helps to summarise and organize information about the child's experiences and circumstances over time, highlighting any patterns or trends that might indicate a failure to meet the child's basic needs. Chronologies are valuable for understanding the cumulative impact of neglect, as it often builds over time rather than being a single incident.

Here's a more detailed explanation:

|                                 |                                                                                                                                                                |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A structured summary</b>     | A chronology is a concise, chronological record of significant events and changes in a child's life.                                                           |
| <b>Focus on neglect</b>         | It's particularly useful when there are concerns about neglect, helping to document the cumulative impact of a parent's failure to meet a child's basic needs. |
| <b>A form for practitioners</b> | It's a form that practitioners can use to understand the situation, identify patterns, and determine appropriate interventions.                                |
| <b>Not an assessment</b>        | A chronology is not an assessment, but it can be a crucial part of an assessment.                                                                              |

Why it is important:

|                                   |                                                                                                                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding patterns</b>     | It helps identify patterns of neglect over time, rather than focusing on isolated incidents.                                 |
| <b>Supporting assessments</b>     | It provides a clear and organised record of events, which can support practitioners in making accurate assessments.          |
| <b>Identifying triggers</b>       | It can help identify triggers or situations that may be contributing to the neglect.                                         |
| <b>Facilitating communication</b> | It can facilitate communication and collaboration between different agencies and practitioners involved in the child's care. |
| <b>Supporting intervention</b>    | It can help inform the decision-making process and determine the best course of action for the child.                        |

Elements of a neglect chronology:

- **Date:** The date of the event or concern.
- **Person/agency reporting issue:** Who reported the concern and what agency.
- **Concern/incident reported:** A description of the concern or incident.
- **Impact on child:** How the event or incident affected the child.
- **Action taken and outcome:** What was done in response to the concern or incident and what was the outcome.

**We will use Edukey to report any concerns of neglect and this appendix can support accordingly.**

