



Turnditch Preschool

Child protection policy and safeguarding procedures

Our responsibilities

Turnditch Preschool fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the early years/childcare setting will deliver these responsibilities. This is an overarching policy.

Child as written in this policy is a child between the ages of 0-5years

Staff as written in this policy means, all staff and includes voluntary management committee (VMC), students and volunteers, and extends to all supply/agency staff.

Statutory requirements and definitions

We ensure that our safeguarding practice is in line with statutory requirements and best practice including:

- All early years' providers in England **must** follow the [Early Years Foundation Stage \(EYFS\)](#); This Statutory guidance lays out all aspects of Safeguarding for Early Years
- All early years' providers **must** have regard to the government's statutory guidance ['Working Together to Safeguard Children' 2018](#) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.
- All early years' providers **must** have regard to the government's statutory guidance ['Prevent duty guidance for England and Wales'](#)
- This policy complies with Ofsted - Inspecting safeguarding in early years, education and skills setting (2019)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

All Early Years providers have a statutory duty to 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

You will fulfil your legal requirements if you report this to Ofsted within 14 days.

<https://www.gov.uk/guidance/report-a-serious-childcare-incident>

This policy should be read in conjunction with:

["Keeping Children Safe in Education" 1st Sept 2020](#) which is the statutory guidance for Schools and Colleges.

["What to do if worried a child is being abused" \(March 2015\)](#)

["Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)

Furthermore, we will follow the [Procedures set out by the local Safeguarding Partnership \(formally DSCB\)](#).

Multi-agency partnership Arrangements

This early years or childcare setting will continue to work in partnership with the Derby City and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements under the new local safeguarding partnership arrangements.

Our Principles

Safeguarding arrangements at this early years and childcare setting are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff/anyone who has contact with a child or young person including, voluntary management committee (VMC), students and volunteers who should play their full part in keeping children (Includes vulnerable adults when in their setting) safe;
- We will aim to protect children using national, local and early years and childcare setting child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018;
- That all staff-/anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge of the process for allegations against professionals. Staff, (voluntary management committee (VMC), students and volunteers) should feel confident that they can report all matters of Safeguarding in the early years and childcare setting where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

Our Policy

Through implementation of this policy we will ensure that our early years and childcare setting provides a safe environment for children (and vulnerable adults when in our setting) to learn and develop. We will cross reference to other policies relevant to our safeguarding in the early years and childcare setting and refer to them in this policy where relevant.

Types of Abuse

Children with Emerging Needs and who may require early help

All staff (voluntary management committee (VMC), students and volunteers) working within the early years and childcare setting should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of emotional/mental ill health
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);

These children are therefore more vulnerable; this early years and childcare setting will identify who our vulnerable children are, ensuring all staff know the processes to secure advice, help and support where needed.

Child Abuse

In relation to children, safeguarding and promoting their welfare is defined as:

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

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance'.

Details of this can be found in Appendix A at the rear of this document.

Signs of Abuse (Child Protection)

This early years and childcare setting understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendix B

Specific Safeguarding Issues

Early years and childcare settings 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 community and family context. Recognising that safeguarding issues may not be specific to individual children but impact on the family context as a whole.

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Breast Ironing
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

In understanding the signs and indicators of specific issues listed earlier in this policy, this early years and childcare setting will incorporate the signs 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.

The early years and childcare setting will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership

The Designated lead will use the information available to them on Derbyshire Schoolsnet to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

Prevent Duties

Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

The early years and childcare setting will ensure all staff adhere to their duties under Prevent, as detailed in the Prevent guidance April 2021 to have due regard to prevent people from becoming drawn into terrorism.

The owner, directors, VMC and manager 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 (including voluntary management committee (VMC), students and volunteers) implement the duty.
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If we have a non-urgent Prevent concern we can seek advice by email from: ctp-em-prevent@derbyshire.pnn.police.uk or prevent@derbyshire.gov.uk

(Derbyshire Police 101- can also route non urgent referrals through to the PREVENT Team)

We will follow the setting's safeguarding procedures and complete a Prevent referral form found using the following link: [Prevent referrals \(saferderbyshire.gov.uk\)](https://www.saferderbyshire.gov.uk)

If this is an urgent child protection concern, the setting will call Starting Point on 01629 533190 immediately. A Prevent related referral will then trigger triage for the police's Prevent Team and Channel. *(If the setting has children not living in Derbyshire, we will refer into the relevant social care service for that child and/or the police).*

The setting meets the requirements of the Prevent Duty by: -

- **Risk assessment** – staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection and report concerns via the safeguarding procedures.
- **Training** – It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. At a minimum, the DSL must undertake a Workshop to Raise Awareness of Prevent (WRAP) and share this knowledge and information with all staff.
- **IT policies** – All staff must be aware of the risks posed by the online activity of extremist and terrorist groups and how to manage access to the internet via phones and games etc.

Partnership working – The Prevent Duty builds on existing local partnership arrangements for safeguarding and also works to build close links with parents to be able to offer support and guidance, as they are in a key position to spot signs of radicalisation

The setting supports children to build resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremism. Effective practice prevents and tackles 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 are aware that Early Education Funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free Early Years entitlement.

Under the Equality Act 2010 the practice and principles of equality and diversity are effectively promoted in an age appropriate way. Stereotypical behaviours are routinely challenged, and differences are respected.

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It 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 abuse.

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. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

The Multi-Agency Risk Assessment Conference (MARAC) 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/homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible. This early years and childcare setting recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer:

<https://saferderbyshire.gov.uk/what-we-do/domestic-abuse/staff-guidance/adults/marac/multi-agency-risk-assessment-conference.aspx>

Emotional/Mental Health and Wellbeing

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, 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 education.

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, this early years and childcare setting will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

Online Safety, Cyber Security (including home learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security.

Staff and children will be made aware of online safety issues and concerns, through training and the curriculum. The setting will ensure that when children access technology at the setting it is used safely, and the setting will ensure that online safeguarding practice is in line with statutory requirements and best practice. <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers>

Staff use whilst at work:

The use of this equipment 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. There is a clear expectation that the use of personal mobile phones/devices by staff is limited only to allocated lunch and/or breaks and not in the setting with children present unless there is an emergency and agreed by a manager of how this will be managed in-order to keep children safe.

Online Bullying and Wellbeing:

Immediate action will be taken if there is any concern about online bullying or the wellbeing a child in our care. If staff are targeted on-line (i.e. cyber bullying) they should inform their manager who will take appropriate action.

Online safety concerns:

Internet safety rules will be shared with parents, and children will be taught, age appropriately, about the risks online. Staff will model good practice at all times. There will also be an incident log to report any breaches of the filters in place and access to inappropriate material (accidental or non-accidental) will be reported to the Designated Safeguarding Lead who will then record the incident and escalate the concern as appropriate. This could include:

- Reporting safeguarding concerns about a child to Derbyshire's Starting Point
- Reporting illegal images such as child sexual abuse to the internet watch foundation www.iwf.org.uk
- Reporting online abuse etc. the child exploitation and online protection centre (CEOP) www.ceop.police.uk/ceop-reporting/

Further advice or guidance can be sought from: The UK Safer Internet Centre Helpline for Professionals www.saferinternet.org.uk/our-helplines

The NCPCC www.nspcc.org.uk/what-we-do/about-us/partners/nspcc-o2-online-safety-partnership/ UKCIS (Education for a Connected World) www.gov.uk/government/publications/education-for-a-connected-world Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and children safe, particularly when using remote learning platforms. We will use the recommended national and local guidelines on staff and children who may need to take part in home learning.

We have taken into account additional information and guidelines. This is found in appendices C.

Mobile Phones and Cameras

Photographs will only be taken of children with parental permission using the setting's camera/tablet, and only those which will help the staff to support a child's learning and development or share events.

Photographic files will be stored safely and not be kept once the child leaves the setting's care, unless prior agreement is agreed with the parent. Personal mobile phones/devices must never be used in the setting by staff to take photos or record/share images of children, in any circumstances. Other adults are not allowed to take photographs or videos of children in the setting (unless permission has been gained by the setting from all parents of all children involved for a celebration event etc).

Storing Personal Data – The setting has registered with the Information Commissioner's Office (ICO) as it stores personal data. The storage of personal and digital information will also meet the requirements of the GDPR (2018) and will be secured at all times through password protections for access and regular virus check updates and filters.

Social Media - Social Networking sites have become very popular and provide a great way for people to keep in contact with friends.

- However, through the open nature of such sites it is also possible for third parties (including Turnditch Pre-school) to access this information.
- The intention of this policy is not to stop staff and parents from conducting legitimate activities on the internet, but to make them aware of some of the implications that might arise.
- The principles set out in this policy should always be followed. If in doubt then details should be discussed in the first instance with the manager.
- Social networking sites allow photographs, videos and comments to be shared with thousands of other users. However, it is not appropriate to share work-related information whether written or pictorial in this way. Staff members should respect the privacy and the feelings of others. Please refer to our Confidentiality Policy.
- Staff are in a professional position and are responsible for the care and education of children. Therefore they must not engage in activities on the internet which might bring the setting or its associated employees into disrepute.
- Our use of social networking applications, such as Facebook, Bebo, My Space, Twitter etc. Has implications for our duty to safeguard children, young people and vulnerable adults.
- All staff and parents should bear in mind that information they share through social networking applications, even though they are on private spaces, are still subject to copyright, data protection and freedom of information legislation, the safeguarding vulnerable groups act 2006 and other legislation.
- It is preferable that staff do not invite parents/guardians or their family onto their personal networking sites. If a member of Staff allows parents to view their social networking page, they must ensure that the relationship remains professional at all times.
- Staff, volunteers, students or parents/guardians must make sure that they do not discuss the pre-school or conduct themselves in a way that is detrimental to our Setting or any person associated with it.
- Staff, volunteers, students or parents/guardians must take care not to allow their interaction on these websites to damage working relationships between employees and parents of the Setting.

If any of the above points are not followed then;

- A member of staff involved could face disciplinary action which in turn could lead to dismissal.
- A parent/guardian could have their child's place withdrawn from the pre-school

Any misuse or incidents must be reported to a manager and the DSL immediately, who will take appropriate action and take advice from the LADO (and the police) and follow the setting's procedures. If the circumstances result in dismissal (or resignation prior to actions being taken) the details will be reported to the Disqualification and Barring Service (DBS).

Civil, legal or disciplinary action can and will be taken against staff if they are found to have brought the organisation into disrepute (see staff behaviour policy).

Child Sexual Exploitation & CRE- children at risk of exploitation (Child Protection)

We recognise the following risk factors for Child Sexual Exploitation & CRE- children at risk of exploitation 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/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s in our early years and childcare setting

Female Genital Mutilation (Child Protection)

The early Years and childcare setting have a responsibility to take appropriate safeguarding action in relation to any identified or suspected case of FGM, in line with wider safeguarding frameworks. More information is available in Working Together to Safeguard Children.

It is illegal in the UK to subject a girl or woman to female genital mutilation (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 an offence to fail to protect a girl from the risk of FGM. All suspected or actual cases of FGM are a safeguarding concern and the safeguarding procedures must be followed; this will include a referral to the police.

All staff must be aware, that reporting this is a legal duty and further information and resources can be sought from the Derby and Derbyshire Safeguarding Children Partnership (formerly DSCB) website <https://www.derbyshirescb.org.uk/home.aspx>

If the setting is worried that a child (or adult) is at risk of FGM or has had FGM, the safeguarding policy and procedures must be followed, and the child will be supported in a sensitive manner.

However, in these circumstances, the child's family, or those with influence within the community, will not be approached in advance of any enquiries by the police, adult or children's social care.

Signs may include;

- Days absent from preschool
- Not participating in Physical Activity
- 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* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

Allegations of abuse against other children/Peer on Peer abuse (Child Protection)

We recognise that some children abuse other children or their peers; the reasons for this are complex and are often multi-faceted. We understand that we need as an early years and childcare setting to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the early years and childcare setting.

Any peer on peer abuse will be dealt with via the setting's positive behaviour policy or the broader child protection procedure, as appropriate. We will also ensure that the needs of children and young people who abuse others will also be considered along-side those who have been abused.

The Sending of Indecent Images from one person to another through Digital Media Devices

This early years and childcare setting accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with other agencies-

Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, process or distribute material known to be illegal, for example child sexual abuse material. Staff must not share information about the setting or individual children on personal social media accounts, verbally or in any other method.

The Criminal Exploitation of Children:

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the reference to the Local Safeguarding Partnership procedures. This will mean a referral into the Police and Starting Point and supporting the child in a sensitive manner.

Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto an early years and childcare setting premises is a criminal offence and immediate action will be taken by calling the police-

Whistle Blowing Policy

All staff and volunteers are able to raise concerns about any poor or unsafe practice and potential failures in the setting's safeguarding process and all concerns will be taken seriously by management

If staff have concerns about the conduct of a colleague, the member of staff should, in the first place, discuss this with a member of the management team and escalate via the allegations against staff procedures, if appropriate. However, if they feel the concern is not being dealt with appropriately, and the concern is about the behaviour of a member of staff, then the member of staff should inform the LADO directly and/or Ofsted, if there is a potential breach of Ofsted registration requirements.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 10:00 PM, Monday to Friday 9:00am-6:00pm weekends and Email: help@nspcc.org.uk

Further guidance can be found using the following link:

[Procedures on-line DDSCP](#)

Safeguarding Roles and Responsibilities

All Staff who have contact with a child or young person including, voluntary management committee (VMC), students and volunteers have responsibility for the following:

- Being aware of the local Safeguarding Partnership procedures and following 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 referred to;
- Knowing who the early years and childcare setting Designated Leads for Safeguarding are
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Leads in the early years and childcare setting;
- To be aware of the 'Derbyshire LADO Process for allegations/concerns against staff member where Ofsted registered childcare takes place' and feel confident in being able to use them including how to report concerns about the manager or committee member.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support.
- Being aware of the relevant sections of 'KCSIE 2020' and local procedures for 'Safer Working Practices'.
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, including voluntary management committee (VMC), students and volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide to take the next step, (however, any member of Staff including, voluntary management committee (VMC), students and volunteers can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- To recognise the new requirements on Children Missing from Education and particularly those where it is believed a child/children may be leaving the country;
- To refer and adhere to the Early years and childcare settings Missing Child policy and procedures which reflects national and local guidelines for all children where there is a concern they may be missing or who are missing.
- Recognising that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers recognise their roles and responsibilities under SEN/D that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers are aware of and have an understanding of host families, and recognising they have a duty to notify the local Children's Social Care department 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;
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an

understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools/colleges

- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;
- Reasonable force, including restraint, is only used in strict accordance with the law to protect the child and/or those around them, such as preventing a child from running on to the road
- All staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This early years and childcare setting recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles. A summary of learning from Serious case reviews is available in this policy appendices D.
- **All Staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers have responsibility for the following:**
 - **To share and report a concern, know how to do this and who to, and record where appropriate.**

Early years and childcare Leadership are responsible for:

- Taking leadership responsibility for the early years and childcare setting Safeguarding and Child Protection arrangements;
- Ensuring there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- That they are up to date with emerging issues in Safeguarding and recognise the strategies of the Local Authority in trying to keep children safe In Derbyshire;
- Ensuring that we have a Designated Safeguarding Lead for Child Protection, That the DSL is fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that the DSL has updates at least annually and certified training every two years.
- There will always be a named DSL available whenever the setting is open, and as a contact for when children are off site e.g. - trips and outings; the DSL remains the overall responsible person for child protection issues.
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That there are procedures in place for handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case;
- All Staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers and frequent visitors who will be working in the early years and childcare setting is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the (schools/college) policies and procedures;
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- All Staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and volunteers receives appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That important policy such as those for behaviour and bullying, are kept up to date;
- To ensure that children are taught age appropriately about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required;
- That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix D;
- Ensures that all Staff (and volunteers) Whistle Blowing policy.

- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.

- That all staff are aware of the GDPR 2018 regulations and also do not use that as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the early years and childcare setting website.

Creating a Safe Environment:

- We will ensure that all Staff / anyone who has contact with a child or young person including voluntary management committee (VMC), students and supply 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.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the early years and childcare settings development.
- That the building; including its surroundings, are safe and one where children can feel safe.
- Where 'extended' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, 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.
- That parents/carers know about our principles in Safeguarding, and that along with the local community are made familiar with, including making public on our website, and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in the local community.
- 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 (Keeping Children Safe in Education)

Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required. All staff are entitled to make representations to Ofsted to waive disqualification, but they cannot work in childcare during this period.
- 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; being aware that this is a legal duty; The name of any member of staff considered not suitable to work with children will also be notified to the Local Authority Designated Officer (LADO) and advice taken. (See Flowchart appendix 3).
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised, and further enquiries are made and evidenced around any clarification or need for further exploration;

- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;
- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That all our voluntary committee members (VCM), have the enhanced DBS and other checks that may be required;
- We will ensure that we implement a **Key Person** system so that children and learners can identify a trusted adult with whom they can communicate about any concerns. Where children or learners have been or are at risk of harm, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.

The Designated Safeguarding Lead (DSL) for this setting is
Louise Coope

Supply/Agency Staff

We will induct all work supply/ Agency staff and supply them with 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, carer and volunteers.' will apply to supply/agency staff. Whilst this early years and childcare setting is not the employer of supply/agency staff, we will ensure allegations are dealt with properly.

The Voluntary management committee (VMC) will discuss with the supply agency whether it is appropriate to suspend the supply staff, whilst they carry out their investigation.

As an early years and childcare setting, we will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

Students/Work Placements

We will induct all work experience and students and supply them with 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 risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the work experience/student is over 18 years of age, we will as an early years and childcare setting apply the 'Allegations against staff, carer and volunteers.' criteria if any concerns come to our attention.

If the student on placement is under 18 years of age, we will seek advice from the Designated Lead and determine any next steps which may mean using the local safeguarding procedures.

Safeguarding Processes and Procedures

The Early years and childcare setting will deliver its responsibilities for identifying and acting on Emerging Needs, Early Help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the local Safeguarding Partnership.

The Threshold Document is available and assists with meeting a child's needs in Derby and Derbyshire and can be found in [The Local Safeguarding Partnership Procedures](#)

This document should be used to help identify the level of concern and next course of action.

Emerging Needs / Early Help

All Staff who have contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

When providing early help provision in the early years and childcare setting, this early years and childcare setting can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into Children's social care, robust recording & advice, and support to staff in early help activity.

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps. This includes a professional's advice line, and this is available for the Designated Safeguarding Lead to use.

Starting Point will ask at point of referral into Children's Services what early help work has been undertaken and that the referral is supported by an Early Help Assessment.

Needs of Children with a Social Worker

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

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare.

If any child with a known **child protection plan** at the setting has a safeguarding concern raised or is absent without explanation, this will be referred to their Social Worker/Social Care Team with urgency and as soon as possible.

Referring to Children's Social Care

Turditch Preschool will ensure all Staff who have contact with a child or young person know that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into Children's Social Care.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care:

<https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-contact-and-referral-service.aspx>

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include who undertook the Assessment, and their contact details if known.

Starting Point should provide feedback, an email contact must be provided, and name of the person nominated in the early years and childcare setting to receive that feedback.

When a member of Staff has concerns for a child, and if the early years and childcare setting are aware that the case is open to an allocated worker in locality, they should discuss with the allocated worker in the first instance and without delay. If this has not been possible, escalate by asking for the Practice Supervisor in the locality, or by ringing Call Derbyshire (Starting Point).

Early years and childcare setting should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the early years and childcare setting become aware of this.**

Ofsted must be informed as soon as practical, of any significant incident requiring notification and in any case within 14 days, see required notifications:

<https://www.gov.uk/guidance/report-a-serious-childcare-incident>

(Tel. No. Ofsted 0300 1231231)

The setting's insurance company may also need to be notified of any significant incidents, without sharing personal details unless appropriate to do so and as guided within the information sharing policy.

Making a referral and referral pathways are found in Appendices E.

Records

All concerns and discussions about a child's welfare are confidential and must be recorded in a chronology/timeline, including the decisions made and the reasons for the decisions. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the early years and childcare setting. We will follow the recommended GDPR guidelines for all records kept on staff and children, in relation to Safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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.

Recruitment

This early years and childcare setting will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education' and any supporting DBS documentation are followed in all cases.

We will in all cases for example check on;

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment;
- Include at least two questions regarding safeguarding.

We will ensure that our premises are kept secure. Children are never left unsupervised with visitors and the identity of all visitors will be checked if children are being cared for at the time of the visit. If visitors are known, they must have a valid reason for visiting and sign in when they arrive and leave in the visitors'

book. Visitors and security policy to be in line with “Inspecting safeguarding in early years, education and skills settings” (2019) guidance.

We will ensure that all Staff who have contact with a child or young person including voluntary management committee (VMC), students and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

We will ensure there is a Staff Code of Conduct, ensuring all Staff / anyone who has contact with a child or young person are familiar with Safer Working Practices.

- All staff, managers and volunteers must disclose to the setting any change of circumstances where they could be barred from working with children (Childcare Regulations 2006 updated – June 2019).
- All staff have a personal responsibility to keep up to date with knowledge and training about safeguarding and know what to do if a concern is raised following the setting’s policies and procedures.
- All staff must be vigilant, alert to potential warning signs and minimise risk.
- All staff must take responsibility for their own behaviour, understand the need for professional boundaries and to avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations and subsequent consequences
- All staff must be alert to any inappropriate behaviour of others and report any concerns to their manager immediately.
- Leaders and Managers protect staff from harassment, bullying and discrimination.
- Staff/committee members must not discuss any issues relating to the setting, children or staff outside of the setting, or act in a way which could be deemed inappropriate or bring the setting into disrepute, as per the setting’s Code of Conduct and the contractual disciplinary procedures.

This also includes advice on conduct, safe use of mobile phones, use of social media and media-based platforms and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments.

We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

The Disclosure and Barring Service (DBS):

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

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

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

We will have a clear understanding of what regulated activity is and implications for volunteers in the early years and childcare setting. This may mean undertaking risk assessments on any activity.

We will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this

Concerns or allegations against staff, managers, VMC members and anyone or working on the premises where Ofsted registered childcare takes place

The Early years and childcare setting will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Local Safeguarding Childrens Partnership website.

If there are concerns or allegations about the suitability and/or behaviour of any staff, manager or VMC members and anyone working on the premises where Ofsted registered childcare takes place (including student or volunteers) etc.; these concerns/allegations must be shared with the DSL.

If the DSL or manager is the subject of the concern or connected, identify an alternative.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the early years and childcare setting that provides education for children under 18 years of age, including supply staff and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

In our considerations where it is felt it meets the criteria, or we require advice, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Leadership team of the early years and childcare setting, and within 24 hour.

The LADO in Derbyshire will review the referral and agree with the setting any further actions that are required and how and when, the person the allegation has been made against, will be informed of the concern, dependent on the nature of the allegation.

A record of that referral is retained and any agreed action following the referral will be taken promptly to protect the child from further harm.

If there is cause to suspect a child is suffering or likely to suffer significant harm, or a criminal offence might have been committed, a strategy discussion will be held, involving police, LADO, the employer, Children's Social Care and other agencies as appropriate. The aim of the strategy discussion will be to share relevant information and determine whether an investigation needs to be conducted by:

- Social care regarding child protection concerns
- Police regarding any possible criminal offences
- Or via the employer disciplinary/ suitability procedures

The setting will also notify the Disclosure and Barring Service
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Ofsted **must** also be informed of the incident within 14 days. This must be done by completing the on-line referral form available here: [Report a serious childcare incident - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service) (The setting's

insurance company should also be informed of a potential situation, without sharing any confidential information, in case legal advice/representation maybe needed in the future).

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 setting or college is where the alleged abuse took place.
- Allegations against a member of staff who is no longer working in early years and childcare
- Historical Allegations of Abuse should also be referred to the Police.

See Flow chart appendices H.

The early years and childcare setting will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance Where there are allegations that are substantiated, the Early years and childcare setting will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the

[Keeping Children Safe in Education statutory Guidance for schools/colleges](#)

[The Local Safeguarding Partnership Procedures](#) and the early years and childcare settings HR procedures.

Important Contacts

A list of important contacts are explained in Appendices G.

Management of the Policy

The voluntary management committee (VMC) will;

- Ensure that they are effective in the management of safeguarding;
- Ensure all Staff including voluntary management committee (VMC), students and volunteers read and have access to the policy
- That it is displayed on the early years and childcare settings website and shared with parents
- That is overseen to ensure its implementation
- Review its content on an annual basis.

This policy applies to all staff, and includes voluntary committee members (VCM), students and volunteers, anyone working in the setting. It takes into account statutory guidance provided by the Department for Education, Ofsted and local guidance issued by the Derby and Derbyshire Safeguarding Children Partnership.

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

(Signature and job role)

This policy must be reviewed and updated at least every 12 months (or as a result of a significant safeguarding incident) and shared with staff and parents.

Appendix A. Types of Child Abuse

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** and child sexual abuse within the family (CSIF) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate care-givers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs
- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse.

Appendices B. Indicators of Child Abuse

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 / 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 setting staff and volunteers should play a crucial role in identifying / 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.

Changes in behaviour which can also indicate sexual abuse include:

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

Neglect

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

The physical signs of neglect may include:

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

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

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

Appendices C. Remote learning and safeguarding

Early Years settings/Childminders should refer to NSPCC guidance, when engaging in remote learning. The guidance is unchanged since its previous update (April 21st 2020).

Appendices D. Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs) 2016-2019

The Derby City and Derbyshire Safeguarding Children partnership recognises the importance of learning and improving from our experiences in this area.

The Early Years' Service will share relevant messages from SCR's and SILRS (Serious Incident and Learning Reviews) in appropriate training events.

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice;
- To be alert to disguised compliance;
- The importance of professional curiosity;
- To be alert to the possibility of abuse;
- That all professionals to consider the need for an Early Help Assessment;
- Hear the voice of the child;
- Understand and record the child's lived experience.

In 2018/19 we learnt that:

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

From SCR's (East Midlands & wider) in 2015 we need:

- A requirement for holistic and family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation, and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

From Recently Published findings Derby City and Derbyshire 2020 (school aged children).

From 2015 analysing 10 cases, themes:

- Parental mental ill health 5 cases
- Domestic abuse 4 cases
- Parental substance misuse 3 cases Parental vulnerabilities 4 cases

- Think Family - 3 cases
- Failure to identify abuse 5 cases
- Improving risk assessment 7 cases
- Information sharing 9 cases

Theme Neglect:

- A feature in the abuse of 4 babies, 1 Pre-school, and 6 school age cases
- Parental vulnerabilities features in 3 of the cases of babies
- Missing education was a feature of 5 of the cases of older children
- Improving assessment featured as a learning area in 6 of the 11 cases (4 cases older children)
- Information sharing was a feature of 9 of the 11 cases

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools /colleges can be found on the [Derbyshire Safeguarding Childrens Board](#) website

Appendices E. Making a referral:

Essential information to include when making a referral:

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

Other information that may be essential:

- 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/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous or current early help assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- Any other information that may put a worker at risk e.g.- dogs, weapons.

See Flow chart appendices I

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

Making a Referral

Before a referral is made into front door services e.g.- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an early help assessment
- Using and evidencing the current threshold document* available to all practitioners and which is found on the partnership website: https://derbyshirescbs.proceduresonline.com/docs_library.html

***Practice Examples**

Level 1 - Universal Open Access to Provision

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary services.

Level 2 - Emerging Needs

Unborn babies, children and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

Level 3 - Intensive

Vulnerable unborn babies, children and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

Level 4 - Specialist

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority children's social care who act as the lead agency.

Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality;
- The gathering of evidence;
- Commitment or loyalty to relatives, friends or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

Listening to the Child

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says, so as to:

- Clarify the concerns;
- Offer reassurance about how s/he will be kept safe;
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm;
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry;
- Where 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 / 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 / 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;

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.

The notes and body map sheets in appendices G - may be useful to record key information to help when referring a safeguarding concern, however a chronology/timeline must be completed and stored confidentially - see appendices J. Further information may be requested by the Starting Point team and in line with the procedures set out by the Derby and Derbyshire Safeguarding Children Partnership.

Appendices F. Important Contact Details

Derbyshire Call Derbyshire (Starting Point):

Tel: 01629 533190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an on-line referral form

www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice line Childrens

Tel: 01629 535353

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)

Professional.Allegations@derbyshire.gov.uk

http://derbyshirescbs.proceduresonline.com/docs_library

When to contact the Police:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>

Police Non-Emergencies:

101

Ofsted must be informed as soon as practical, of any incident requiring notification and in any case within 14 days,

<https://www.gov.uk/guidance/report-a-serious-childcare-incident>

Prevent:

Making a Prevent referral in Derby & Derbyshire, follow the Referral pathway for a child available here: www.saferderbyshire.gov.uk/preventreferral

(If you border another local authority and have children not living in Derbyshire you should add here those points of contacts and for making referrals into social care and the police

Where there is concern about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area **where the child lives and without delay.**

Our main neighbouring Local Authorities are ...

Nottinghamshire 0300 500 8080

Derby City 01332 641172

Leicestershire 0116 305 0005

Staffordshire 0800 131 3126

Cheshire East 0300 123 5012

Tameside 0161 342 4101

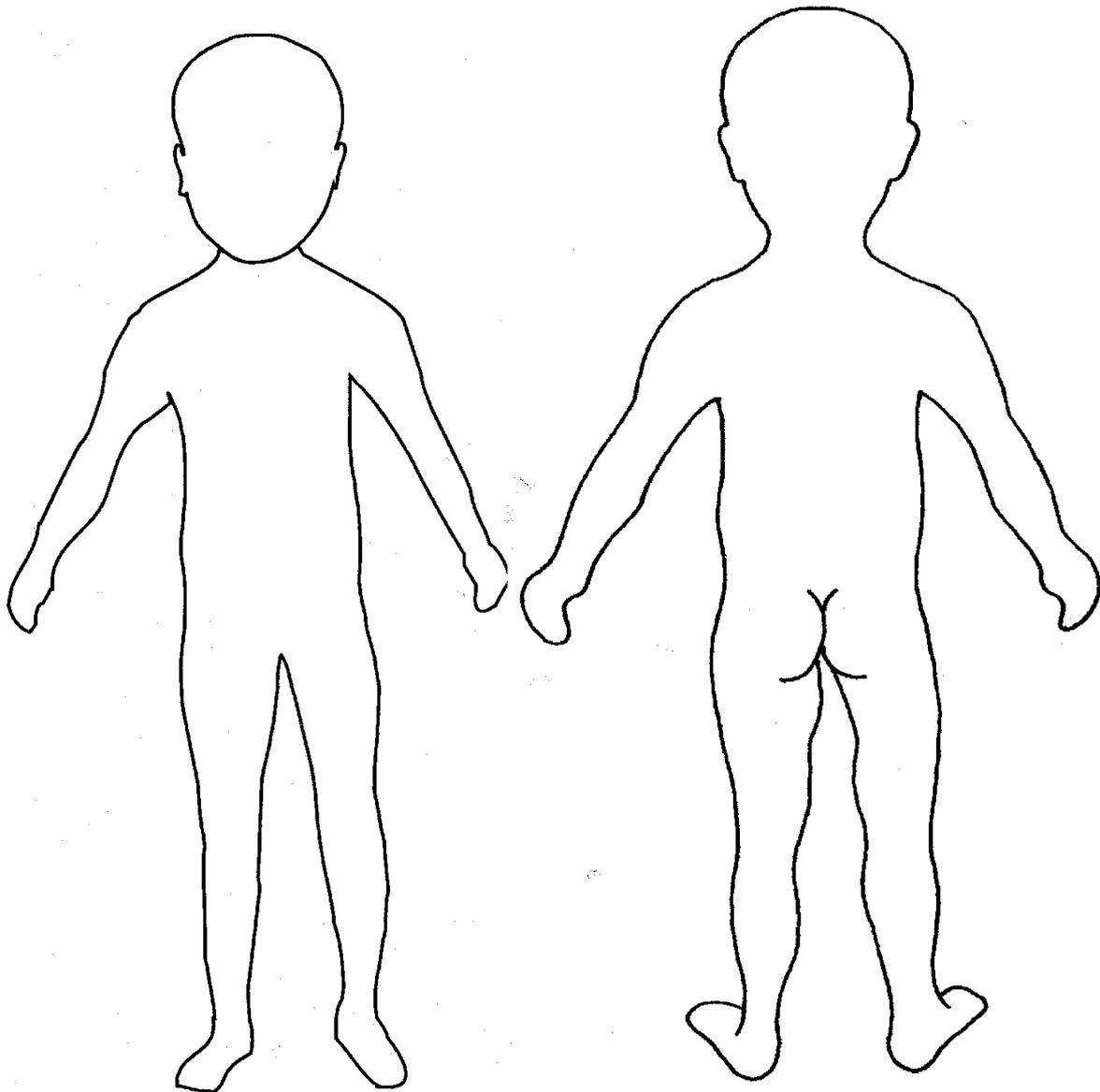
South Yorkshire 0130 273 7777

Appendices G.

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

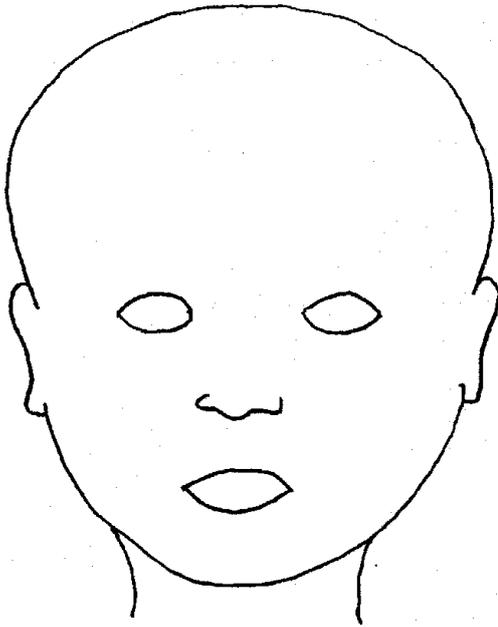
Name of child

Date and time of observation.....

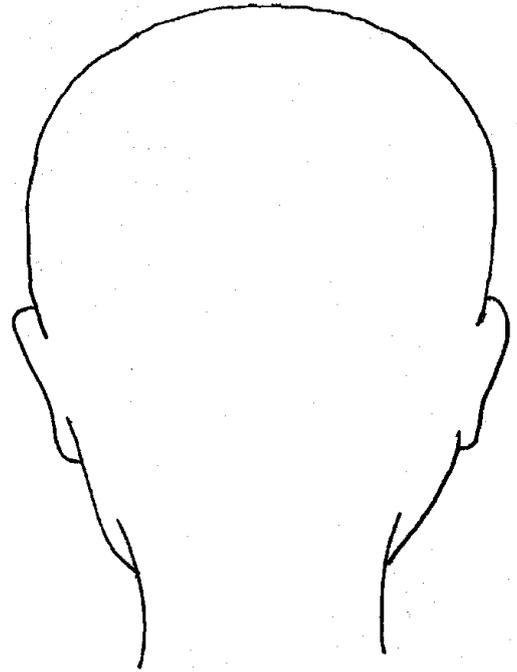


Name of Child:

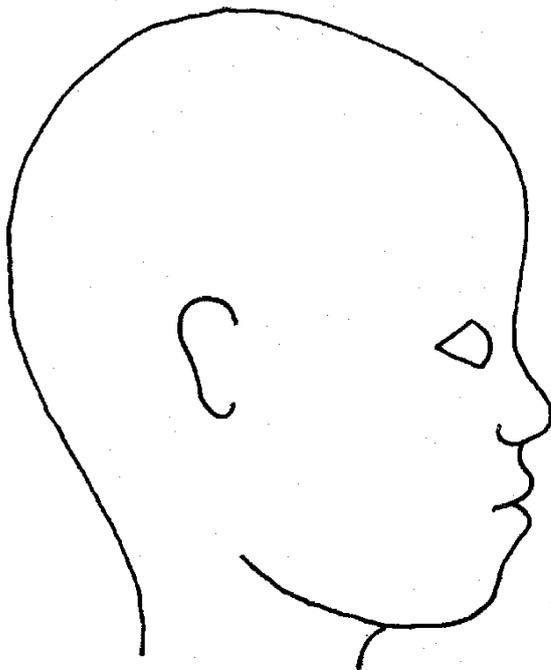
Date of observation:



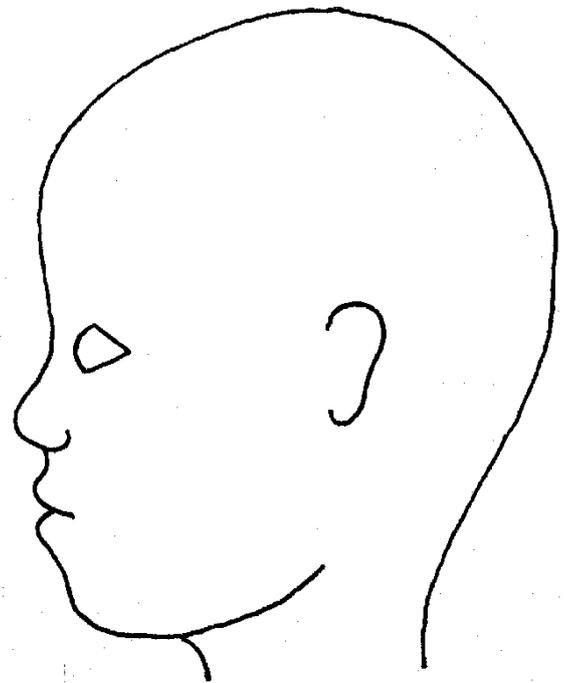
FRONT



BACK



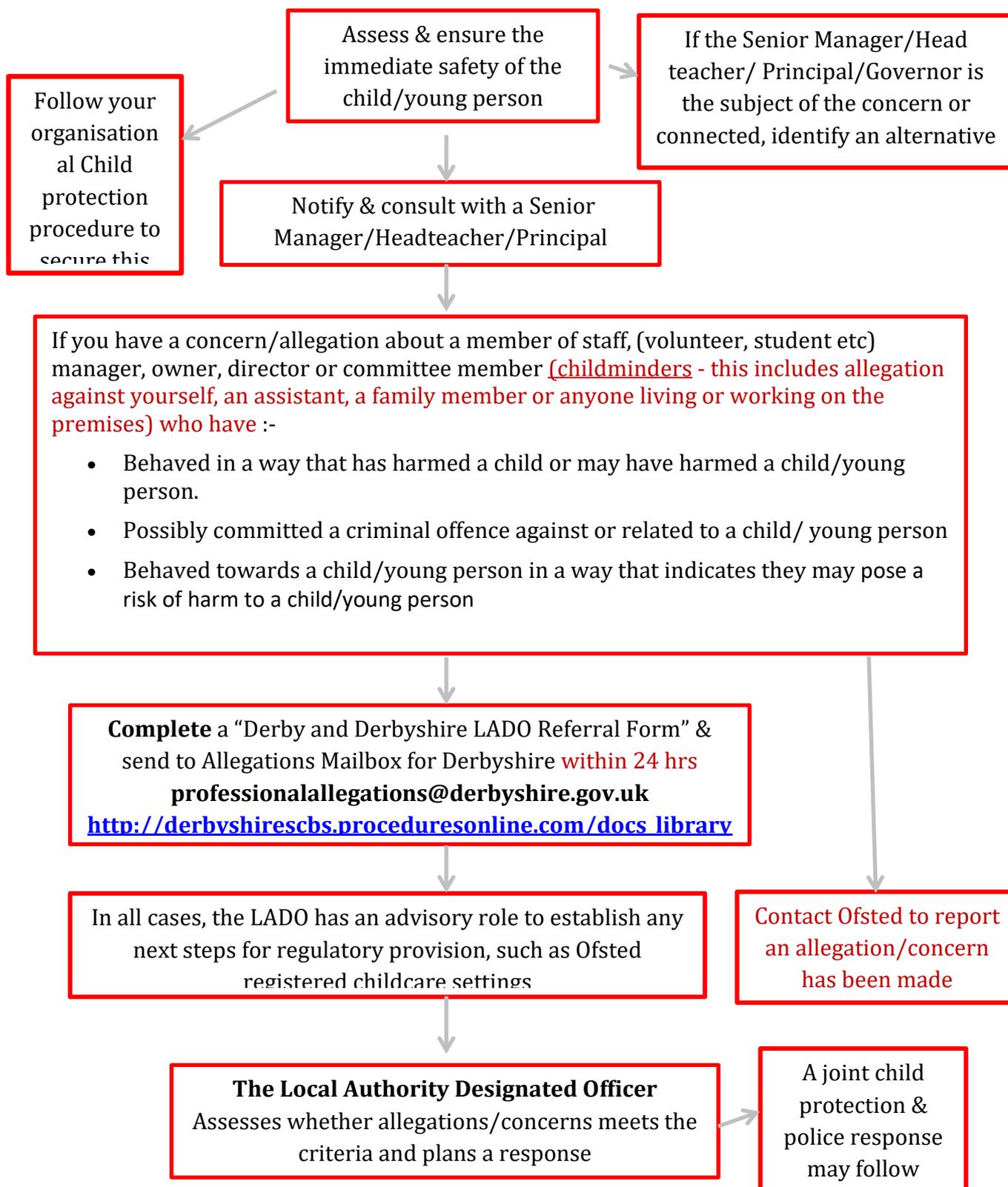
RIGHT



LEFT

Appendices H.

Derbyshire Local Area Designated Safeguarding Officer (LADO) Process - Allegations/Concerns against staff member or persons living on premises where Ofsted registered childcare takes place



Appendices I.

Child protection concern - flow chart

Concern raised about a child – speak to the Designated Safeguarding Lead (DSL), follow the setting’s policy and review known information (Notes - appendix 1 and any previous chronology)

The Designated safeguarding lead (DSL) - If urgent and immediate, refer safeguarding concerns to Starting Point 01629 533190 or the LA where the child lives (see page 6). Contact the police if a child is in danger or an ambulance (999)

DSL - All other referrals are made by completing an online referral form for **triage** www.derbyshire.gov.uk/startingpoint (include your email address so that contact can be made).

(If you are not sure if a threshold for referral is met, you can phone the Starting Point professionals advice line 01629 535353 - leave a message and follow advice)

It is the role of social care/police or health practitioners, via a Starting Point Referral, to investigate individual cases and take further action if required, not the setting.

DSL - All concerns and discussions about a child’s welfare are confidential and must be recorded in a timeline (chronology), including the decisions made (if you had shared information with parents, carers or social worker if child in care) and the reasons for the decisions. – See appendix 5

DSL - inform Ofsted of any significant safeguarding incidents that have been referred to the local authority, (the setting’s insurance company may also need to be notified a referral has been made, without sharing confidential information. <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

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

Manager/DSL Review policy and procedures if required and share learning with all staff

Chronology of Significant Events/Incidents

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

Child's Name:	DOB:
Setting	School - if school age

Staff involved with child

Date	Name	Role

Current Professionals involved with child

Start date of intervention	Name/contact details	Role

Siblings	Name	Setting/ school

Current Status: -

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

Chronology of significant events/incidents

Date(s)	Incident/event/report relevant to the child's welfare	Action/s taken (and by whom)	Full record location?	Agreed response to child (strategy)	Outcome (includes impact)
08/07/2016	<p><i>Emma informs Key worker Joy Watts that mum's new boyfriend shouted & hit her last night, slight red mark on right cheek visible</i></p> <p style="text-align: center;">EXAMPLE</p>	<p><i>Key worker JW informs DSL Claire Smith 10am JW completes CP report form DSL informs parent by phone & records explanation mum gave</i></p>	<p><i>Child's CP file</i></p>	<p><i>DSL - Call to Starting Point – agreed that a Social Worker (SW) to contact parent and visit at home.</i></p> <p><i>Agreed information shared with school by settings</i></p>	<p><i>SW speaks to Emma, mark confirmed as likely non accidental injury (NAI) & arranges medical. Emma needs reassurance in settings and school as distressed. Emma may go and stay with aunty.</i></p>

