

# Child Protection & Safeguarding Policy



Approved by: Nazmon Hannan
Last Reviewed: September 2022
Next Review: September 2023

## Key Setting Information

Name of Setting	Jan Pre-School and Nursery
DfE or Ofsted Registration Number	2638463
Setting Type	Day Nursery for children aged 6 months to 5 years
Setting Main Phone Number	0208 677 7774
Setting Main Email	janpreschool@mail.com
Setting Address	Jan Pre School & Nursery 11 Prentis Road London SW16 1QR
Designated Safeguarding Lead	Paula Mullan <a href="mailto:janpreschool@mail.com">janpreschool@mail.com</a> 07816442295
Deputy Designated Safeguarding Lead	Elizabeth Santos Gomes <a href="mailto:Janpreschool.egomes@mail.com">Janpreschool.egomes@mail.com</a>
Named Person responsible for Allegations against staff in setting	Nazmon Hannan 07402264190 janpreschool@mail.com
SENCo / Special Needs Lead	Nazmon Hannan 07402264190 janpreschool@mail.com
Manager	Elizabeth Gomes <a href="mailto:Janpreschool.egomes@mail.com">Janpreschool.egomes@mail.com</a> 07872963411
Business Owner (Limited company)	Nazmon Hannan 07402264190 janpreschool@mail.com

**At Jan Preschool and Nursery, we strive to safeguard and promote the welfare of all our children.**

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This is a Core Model Safeguarding Policy that forms part of the induction for all staff students and volunteers. It is a requirement that all members of staff, students and volunteers have access to this policy and sign to say that they have read and have understood its contents.

## Purpose and Aims

*The Statutory Framework for the Early Years Foundation Stage 2021,*

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> sets out the standards for learning development, assessment and the safeguarding and welfare requirements which all Early Year's providers must meet in order to ensure the children in their care learn and develop well and are kept healthy and safe.

*To meet this requirement, we will ensure that all our staff are trained to understand the settings safeguarding policy and procedures and that they have up to date knowledge of safeguarding issues which will enable them to identify the signs and symptoms of possible abuse.*

Our Safeguarding policy of 04/09/22 applies to all staff, including paid staff, volunteers, sessional workers, agency staff, one-off visitors, students or anyone working on behalf of the setting.

The aim of our safeguarding and child protection policy at Jan Pre-School and Nursery is to provide all staff proprietors, visitors and volunteers with a framework which will enable them to safeguard and promote the welfare of all children in the setting.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as

Protecting children from maltreatment

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

Taking action to enable children to have the best outcomes

***NB Children includes everyone up to the age of 18 years of age***

**Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.**

## Legislative & Guidance Framework

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage

This Safeguarding policy and procedures have been developed in accordance with the principles established by the Children Act 1989; and is in line with the following statutory and departmental guidance:

Statutory Framework for the Early Years Foundation Stage 2021

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  
(Safeguarding and Welfare requirements)

Keeping Children Safe in Education 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you are worried a child is being abused 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

“The Prevent Duty Guidance for England & Wales’ 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

“Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

Safeguarding children and protecting professionals in early years settings: Online safety guidance for practitioners 2019

<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-guidance-for-practitioners>

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

Statutory guidance SEND code of practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Responsibility of proprietors and management committees

The overall responsibility for the compliance with statutory safeguarding requirements lies collectively with the Managing Director and the Ofsted registered person. In such case Nazmon Hannan is nominated as having the lead responsibility for Safeguarding. The proprietor Nazmon Hannan is responsible for ensuring that there are appropriate policies and procedures in place for action to be taken in a timely manner to safeguard and promote the welfare of the children.

We recognise that everyone who comes into contact with the children and their families / carers has a role to play. To fulfil this responsibility effectively we will make sure that our approach is a child centred one. This means in terms of actions taken we will always consider what is in the best interests of the child.

At Jan Pre-School and Nursery, we acknowledge that myself and staff at Jan Pre-School and Nursery are in a unique position to observe any changes in a child's behaviour or appearance which could alert us to safeguarding concerns about their well-being. This is especially important in children who are unable to communicate through spoken language e.g. babies, very young children and children with SEND.

We are therefore guided by the following key principles.

All children have the right to be safe and should be protected from all forms of abuse and neglect

Safeguarding children is everyone's responsibility

It is better to help children as early as possible before issues escalate and become more damaging

Children and families are best supported and protected when there is a coordinated response from all agencies

As part of our ongoing commitment to safeguarding children in our care we will ensure that this policy is readily available for professionals, parents and partners, to access via our [website \(janpreschoolandnursery.co.uk\)](http://janpreschoolandnursery.co.uk). We will ensure that parents are also given access to the policy prior to children attending the setting and following each update. Where English is not the parents first language, support and consideration will be given to access the information.

We will ensure all staff are supported to read, understand, and put the policy into practice. We will ensure staff access safeguarding and child protection training at a minimum annually and receive support and supervision. In addition to this Safeguarding Policy we also have other supporting policies and procedures in place to enable us to ensure that all children in our care are supported and feel safe.

## Covid-19

Early years settings are responsible for safeguarding and caring for, and supporting the development of, children who attend as set out in the [Statutory framework for the early years foundation stage \(EYFS\)](#). Local agencies, services and settings should work together to actively look for signs of harm given the greater risk of harm some children may have been exposed to through the coronavirus (COVID-19) outbreak. In the case of vulnerable children and particularly those with social workers, early years providers should continue to encourage those children to attend regularly and notify their social worker if they stop attending. Settings are also responsible for planning and implementing the 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak.

The Department for Education produced guidance for Early Year Providers [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#). [Latest COVID-19 advice and information](#) has been developed by Waltham Forest, which is updated according to any further changes.

## Obligatory practice for ALL staff

At **Jan Pre-School and Nursery**, we recognise that we as individuals:

- Are responsible for safeguarding
- Must be able to identify the signs and symptoms of abuse
- Must be able to identify concerns (Early Help / Child in Need / Child Protection / Allegations Against professionals)
- Aware that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour and positive mental health.
- Understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour and education.
- Understand that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments.
- Must be familiar with internal reporting procedures and processes (reporting safeguarding concerns to DSLs, and allegations only to Proprietor/similar)
- Must refer concerns to children's social care in the absence of Designated Safeguarding Leads (DSL)
- Must ensure that all safeguarding concerns are shared promptly with DSLs
- Must be able to challenge professional safeguarding decisions internally/ externally with other agencies
- Must refer/ escalate a case if we disagree with the DSL not to refer, with respect and transparency
- Must be able to whistle blow when required

- We are also aware as individuals regardless of where we work within our setting that we are responsible for reading and reviewing the safeguarding policies of Jan Pre-School and Nursery.

## Designated Safeguarding Lead (DSL)

The role of the DSL and deputy DSL will be made explicit in both post holders job descriptions. The Managing Directors with Lead responsibility for Safeguarding will ensure that both persons appointed as DSL and Deputy DSL are trained to the same standard. Both the DSL & Deputy DSL will be given the appropriate authority, time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters.

The lead DSL's ultimate responsibility which is safeguarding & child protection including online safety will not be delegated.

At Jan Pre-School and Nursery, the Designated Safeguarding Lead (DSL) Paula Mullan who has a specific operational responsibility for implementing the organisations safeguarding and child protection policies and procedures. If Paula Mullan is unavailable, to ensure safeguarding matters are dealt with promptly by Elizabeth Gomes, our Deputy DSL who will be available to cover the DSL duties.

To safeguard children our Designated Safeguarding Lead Paula Mullan and our deputy DSL Elizabeth Gomes will undertake formal DSL training at a minimum every two years. This will be to equip and provide them both with the knowledge and skills required to carry out the role of the DSL and support staff. In addition, the DSL and the Deputy DSL will attend regular DSL forums at a minimum four times a year and will access safeguarding updates into developments and training relevant to the role of the DSL including managing allegations and managing thresholds.

**The name of the DSL will be clearly advertised on the settings notice board along with a statement explaining the settings role in referring and monitoring welfare and safeguarding concerns.**

## Working in partnership

We will work in partnership with all agencies i.e. LBL Safeguarding in Education & Local Authority Designated Officer (LADO) service, Early Help, Multi-Agency Safeguarding Hub (MASH), Social Care, Health and the Police to ensure the children's safety and welfare is always paramount. We will also seek to establish effective working relationships with both parents, carers and other colleagues so that we can develop and provide activities and opportunities that will enable and equip the children in our care with the necessary skills that they will need to develop protective behaviours and life skills to keep themselves safe from harm.

As part of our partnership working, we will make available information to parents and carers with regards to the following

- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children
- details of all our safeguarding policies and procedures  
all providers except childminders (see paragraph 3.3 of page 39 EYFS 2021) must make copies available on request including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency

**EYFS 2021 3.74**



## Staffing and Safer Recruitment

We are an equal opportunity employer and are committed to using non-discriminatory procedures in our recruitment process, to ensure all candidates who apply for employment at Jan Pre-School and Nursery, are treated fairly and that we recruit people who are suitable to fulfil the requirement of their role.

To recruit we pay regards to the [Keeping Children Safe in Education 2021](#) and the [EYFS 2021 3.9, 3.10, 3.12](#) and [Criminal record checks for childminders and childcare workers](#) and the [London Child Protection 5th edition](#).

To prevent unsuitable people working with children in our setting we have put in place a robust safer recruitment procedure.

All individuals working in any capacity at insert Jan Pre-School and Nursery, will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021. We will ensure that agencies and third parties who supply staff (temporary) to us provide us with written reassurance that they have made the appropriate level of safeguarding checks on the individuals prior to them engaging in working in our setting. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

We will ensure that alternative provision providers provide written reassurance that they have made the appropriate level of safeguarding checks on individuals working for their organisation.

In recruiting staff, we will ensure that every job description and person specification have a clear statement about the safeguarding responsibilities of the post holder which is to safeguard and promote the welfare of children

To recruit staff, we will ensure that at least one member of every interview panel has completed safer recruitment training and:

- All candidates will be subjected to qualification and identity checks
- An enhanced DBS certificate which includes barred list information check will be undertaken for all candidates
- All records will be kept which relate to the employment of staff and volunteers, thus demonstrating that checks have been undertaken, including the date and number of the enhanced child barring DBS and CRB check.
- We will obtain a minimum of at least two references for all potential new staff and volunteers
- All new staff are required to produce documentation that confirms they have the right to work in the UK.
- All permanent appointments to Jan Pre-School and Nursery, will be subject to a probationary period for three months.
- All staff and or volunteers will be fully inducted into the setting with regards to understanding the safeguarding policy and procedures of the setting and will be trained to identify signs and symptoms of possible abuse EYFS 2021, 3.6

**All Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children-whether received before, or at the point of recruitment by completing a staff suitability declaration form.**

***For staff including volunteers who work in our childcare provision or who are directly concerned with the management of such provision (trustees, management committee members), we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009”.***

**Where we contract services or activities via an external body, we will ensure that appropriate safeguarding policies and procedures are in place.**

## Staff, volunteers, student induction, training & development

The DSL will ensure that all new members of staff, volunteers and students are given an induction into the setting that will include the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the behaviour policy of the setting
- Issue and explain the staff behaviour policy/code of conduct
- Explain the role of the DSL and share the identities of the DSL and all DDSLs
- Child protection and safeguarding training (including online safety) (within 1 month of starting)
- All new members of staff, volunteers and students are expected to read the above-mentioned documents and to sign an acknowledgement of this.

## Staff code of conduct

All staff, volunteers and students are responsible for safeguarding and promoting the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with the children. These adults who work with children are responsible for their own actions and behaviour and should avoid any type of conduct which would lead any reasonable person to question their motivation and intentions.

As an organisation we will ensure that all concerns about adults working at our setting are dealt with promptly and appropriately. This will include responding to low level concerns which do not meet the harm threshold as set out in this policy in the section below - managing allegations.

A 'Low level concern' is defined in Keeping Children Safe in Education 2021 (KCSIE) as a concern that causes '*unease or nagging doubt- that an adult working in or on behalf of the 'setting' that may have acted in a way that*

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

At Jan Pre-School and Nursery, all staff will work and be seen to work, in an open and transparent way. We will ensure that this professional standard is applied to all children and families regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

At Jan Pre-School and Nursery, our staff will:

- Be approachable and friendly, while still being objective and professional and not blurring relationship boundaries.
- Offer advice and support to parents in a respectful way, including initiating possibly difficult discussions, directing parents to other relevant services and making appropriate referrals.
- Share the safeguarding policy with parents and how the information will be shared with professionals.
- Focus on the care and development of each individual child, not making comparisons with other children or breaching confidentiality.

## Staffing Policy (includes Key Person)

At Jan Pre-School and Nursery, we acknowledge the contribution to safeguarding the Key Person role can make in ensuring that all children in the setting feel safe, secure and assured that they will be listened to and appropriate action taken should they feel or become unsafe. To ensure this every child at the setting will be allocated a key person on joining the setting.

The setting will make every attempt to deploy the Key Persons so that they are with their Key children as much as possible.

The manager of the setting will ensure that all staff are effectively deployed throughout the day to meet the statutory requirements of the Statutory Framework for the Early Year's Foundation Stage. We will endeavour to provide additional staffing to ensure key times during the day e.g. arrivals and settling in children are covered effectively to meet the needs of the children. We will also ensure that there is always one member of staff in the group who possess a full and relevant level 3 qualification and has suitable under twos experience.

Should there be times that we become short of staffing, first we will rearrange the grouping of the children with a view to seeing if we can still safely meet the children's needs and the minimum ratios. Where this is not possible, we will call our bank staff to cover.

## Supervision of staff

To ensure staff are supported and developed to effectively carry out their role in protecting and safeguarding children in their care, the settings practice is led by the nursery manager who is a qualified level 3 practitioner -Diploma in Childcare. This practitioner has the responsibility for ensuring that procedures are in place for all staff to receive regular formal supervision in every six weeks that will provide staff with an opportunity to review their performance, practice and development in working with the children and their families.

The supervision staff access will provide opportunities to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

## Allegations against staff, volunteers and supply staff

Should an allegation be made that an adult in a position of trust within our setting (member of staff, supply staff or volunteer)

- ***behaved in a way that has harmed a child, or may have harmed a child and/or;***
- ***possibly committed a criminal offence against or related to a child and/or;***
- ***behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or***
- ***behaved or may have behaved in a way that indicates they may not be suitable to work with children.***  
***(Keeping Children Safe in Education 2021 KCSIE)***

this will be brought to the immediate attention of the DSL who will advise the Proprietor/registered person. In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Business Owner. The Business Owner will discuss with the Designated Officer for the Local Authority (LADO) the nature of the allegations made against the adult, with a view to the LADO making an evaluation and giving guidance. This may result in a strategy discussion depending on the nature of the allegation being made.

Should the allegation be made against a supply member of staff, in line with Keeping Children Safe in Education ( 2021), under no circumstances will the setting decide to cease to use the member of supply staff due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Should there be any conduct issues with an agency member of staff, which may not reach the threshold for safeguarding, we will consult the LADO.

Along with this the agency for the supply worker will be fully involved and expected to co-operate in any enquiries made by the LADO, police and/or children's social services. We as a setting where directed to do so by the LADO, police and/or children's social services, will support any safeguarding investigation by collecting the facts when an allegation is made. With this regard it may be that the setting will take a lead on the safeguarding element of the investigation.

In all cases any allegation made will be referred to the LADO immediately and followed up in writing within 48 hours. As part of the allegation management process the DSL will consider the safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser. Along with

- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Advise Ofsted of allegation within 14 days of the allegation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.
- Ensure any decision made in any strategy meeting is acted on.

### **Dealing with Allegations/ concerns that do not meet the threshold**

**Low level concerns should always be undertaken in consultation with the LADO. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised previously but not met the threshold for an allegation. Whilst the LADO will only record those allegations which appear to meet the LADO threshold, for consideration within these procedures, the employer should record *any concern* that arises in respect of a member of their staff.**

### **DBS Referrals**

We as an employer of practitioners and volunteers in regulated activity will make a referral to the DBS when the conditions for doing so have been met.

We have a legal duty to refer any person engaged to work in regulated activity at Jan Pre-School and Nursery where an allegation has been substantiated, or where the harm test has been met, irrespective of whether another body has made a referral to the DBS in relation to the same person; failure to do so is an offence.

A DBS referral can and will take place at any time during the Allegations / Disciplinary process and will take place at the earliest stage possible. Circumstances may arise in which we consider that we should make a referral in the interests of safeguarding children or vulnerable adults even if we have not removed the person from working in regulated activity; this could include acting on the advice of the police or a safeguarding professional, or in situations where we don't have enough evidence to dismiss or remove a person from working with vulnerable groups. Making DBS referrals where the referral conditions are not met, will be done in consideration of relevant employment and data protection laws.

When employing supply staff, both Jan Pre-School and Nursery and the agency have a responsibility to refer as above. If an allegation is made against the DSL of our setting, the matter should be brought to the attention of the Deputy DSL or the manager of the setting or the registered person.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education 2021. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

Further information and guidance on making DBS referrals can be found on the link below <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#should-i-make-a-referral-when-an-allegation-is-first-made-or-when-i-temporarily-suspend-someone>

## Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Raising a concern is known as "blowing the whistle" and is a vital process for identifying risks to people's safety. Sharing information or talking through a concern can be the first step to helping an organisation identify problems and improve their practices.

The wrongdoing you disclose must be in the public interest. This means it must affect others, for example the general public.

Remember as a whistle blower you're protected by law. As a result of whistle blowing you should not be treated unfairly or lose your job because you have 'blown the whistle'.

*Adapted from the NSPCC <https://www.nspcc.org.uk>*

You can raise your concern at any time about a current incident or in relation to something that happened in the past or you believe will happen in the near future. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, all staff at setting name are aware that they have a duty to raise concerns about the attitude or actions of colleagues via the settings whistleblowing and complaints policies and that they have a right to seek appropriate advice from the following

**Deborah Carter**

**Education and Children's Senior Safeguarding Manager**

**Mobile: 07935 602437**

**Email: [dcarter@lambeth.gov.uk](mailto:dcarter@lambeth.gov.uk)**

**Local Authority Designated Officer (LADO): Andrew Zachariades**

Telephone: 0207 926 4579 / 0772 082 8700 Email: [lado@lambeth.gcsx.gov.uk](mailto:lado@lambeth.gcsx.gov.uk)

Ofsted telephone number call our whistleblowing hotline on 0300 1233155 (8am to 6pm, Monday to Friday) email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

NSPCC Contact the Whistleblowing Advice Line

Call 0800 028 0285 or Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Ratios

To ensure the safety and the wellbeing of the children in our setting we will ensure we follow the current recommended ratios and qualifications for the safe care of children as set out in the statutory framework for the Early Years Foundation Stage in the setting, as at March 2021 these were as follows:

### **For Early Years providers:**

- For children under two: one member of staff to every three children
- At least one member of staff within the group will hold a full and relevant level 3 qualification and will have suitable experience of working with children under two
- For children aged two: one member of staff for every four children.
- At least one member of staff will hold a relevant level 3 qualification. At least half of all other staff in the group will hold a relevant level 2 qualification
- For children aged three where there is a suitably qualified level 6 or persons with qualified teacher status working directly with the children the ratio can be one member of staff for each thirteen children.

- For children aged three where there is no suitably qualified level 6 or persons with qualified there will be one member of staff for every eight children. At least one member of staff will hold a full and relevant level 3 qualification and at least half will hold a relevant level 2 qualification
- Only those aged 17 or over will be included in the child/staff ratios. Where there are staff under 17 years of age, they will always be supervised by a level 3 qualified member of staff
- Students and volunteers on long-term placement aged 17 years or over and staff working as apprentices in early education aged 16 or over may only be included in the ratios if the manager is satisfied that they are competent and responsible
- At least one person who has a current Paediatric First Aid (PFA) will always be on the premises and available when children are present, and will accompany children when they go on outings  
<https://www.gov.uk/guidance/early-years-qualifications-finder>

## Mobile phones, Smart watches, Photography and technology in the nursery

To ensure the safety of the children in the setting we operate a no mobile phone usage in the setting for both parents' visitors and staff. To enforce this policy staff phones and smart watches are kept in the office and are signed in and out of the office. In terms of visitors to the setting they will be asked to leave their mobile phone/ smart watches in the office whilst on the premises. Should they need to make a phone call this they can do either in the Nursery Office or staff rest area where there are no children as directed by the manager or DSL.

This policy includes details of how internet use at the setting is filtered and monitored and how we teach children to stay safe online whether they are at setting or at home.

As a setting we recognise information technology provides endless learning opportunities for children. We also acknowledge that not all encounters with information technology are positive and as such can be harmful to the safety and the wellbeing of the children. For this reason, when using information technology programmes and equipment we will:

- Check all apps, websites and search results before using them with children.
- Always ensure children are supervised when accessing the internet.
- Ensure safety modes and filters are applied to computers / tablets.
- Role model safe behaviour and privacy awareness.
- Talk to children about safe use
- Ask permission before taking a child's picture even if parental consent has been given.
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately

**To ensure that the children in our care are always protected we will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will be to consider and evaluate the risks posed to the children whilst participating in online activities.**

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

## Visitors

To ensure the safety of the children in the setting we have procedures in place for recording the details of visitors and the purpose of their visit to our setting. The setting's security procedures ensure that the possibility of unauthorised persons having access to the children is minimised.

**External visitors; contractors.**

Prior to any work commencing a copy of the setting’s safeguarding policy and procedures will be made available to all external visitors and / or contractors when visiting the setting and prior to any works commencing to ensure that they are conversant with the arrangements for safeguarding in our setting.

Under no circumstances will visitors/contractors be allowed unsupervised access to the children. Visitors/ contractors will always be supervised whilst on the nursery premises, especially when in the areas the children use. In addition to these arrangements we ask that parents do not open or hold the door for other persons to gain access to the building without being vetted by staff.

## Defining Abuse – Signs & Symptoms

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

These four categories of abuse and the possible indicators are detailed in the Department of Health ‘Working Together to Safeguard Children’ document 2010. It should be noted that those listed are not a definitive list, though children’s poor behaviour maybe a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse.

It is important that all staff working at (DfE/Ofsted registered setting name) are aware of the indicators of abuse and that they should always **consult when concerned**.

Type of Abuse	Possible Indicators
<p><b>Neglect</b> The persistent failure to meet a child’s basic physical and psychological needs, likely to result in the serious impairments of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>provide food, clothing and shelter;</li> <li>protect a child from physical and emotional harm or danger;</li> <li>ensure adequate supervision;</li> <li>ensure access to appropriate medical care or treatment.</li> </ul>	<p>Obvious signs of lack of care including:</p> <ul style="list-style-type: none"> <li>Problems with personal hygiene;</li> <li>Constant hunger;</li> <li>Inadequate clothing;</li> <li>Emaciation;</li> <li>Lateness or non-attendance at the setting;</li> <li>Poor relationship with peers;</li> <li>Untreated medical problems;</li> <li>Compulsive stealing and scavenging;</li> <li>Rocking, hair twisting, thumb sucking;</li> <li>Running away;</li> <li>Low self-esteem.</li> </ul>

<p><b>Physical Abuse</b></p> <p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child e.g. FGM, Breast ironing. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p><b>Sexual Abuse</b></p> <p>Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour</p> <p>Displays of affection which are sexual and age inappropriate</p> <p>Tendency to cling or need constant reassurance</p> <p>Tendency to cry easily</p> <p>Regression to younger behaviour – e.g. thumb sucking, acting like a baby</p> <p>Unexplained gifts or money</p> <p>Depression and withdrawal</p> <p>Wetting/soiling day or night</p> <p>Fear of undressing for PE</p>
<p><b>Emotional Abuse</b></p> <p>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.</p>	<p>Rejection</p> <p>Isolation</p> <p>child being blamed for actions of adults</p> <p>child being used as carer for younger siblings</p> <p>affection and basic emotional care giving/warmth, persistently absent or withheld.</p>

### Bruising in babies

Should we observe bruising in a baby who is not crawling, cruising or independently mobile we will raise the concern with the child’s parent in the first instance depending on the timing and the nature of the concern. In all cases bruising in pre-mobile children a referral will be made to MASH.

<https://learning.nspcc.org.uk/research-resources/pre-2013/bruises-children-core-info-leaflet>

### Peer-on-peer abuse

We are aware that peer-on-peer abuse does take place amongst young children. This may take the form of bullying, physically hurting another child, emotional abuse and or sexual abuse. Where the abuse is of a sexual nature we will report this form of abuse in the same way as we do for adults abusing children, and will take advice from the Multi - Agency Safeguarding Hub ( MASH) to access support for both the victim and the perpetrator, as they too could also be a



victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Should the abuse be other than sexual we will use the setting's policy on managing behaviour.

## Supporting children

At **Jan Pre-School and Nursery** we will

Ensure that our approach is child-centred, considering always what is in the best interest of the child.

We will safeguard children both preventatively and responsively and ensure that we deliver a broad and balanced curriculum response to online safety that will enable children and parents to learn about the risks of new technologies and social media and to use these responsibly both at the setting and at home.

To safeguard children from potentially harmful and inappropriate online material we will ensure that our ICT equipment at our setting has filtering controls.

We will also ensure that:-

We have clear standards of behaviour for staff / volunteers and children / young people

Promote good health, effective management of medical conditions (including the management of medication **EYFS 2021 3.46, 3.47**) and the development of self-care in children

sleeping children are checked frequently to ensure that they are safe **EYFS 2021 3.60**

liaise and work together with other support services and those agencies involved in safeguarding children

Manage children's behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour

Monitor all children who have been identified as having welfare or safeguarding concerns and provide appropriate support.

That we release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave

the premises unsupervised. **EYFS 2021, 3.63**

Maintain records that document safeguarding concerns over time, including low-level worries about a child or young people that together may paint a picture of concern

Ensure that our policies and procedures relating to safeguarding and wellbeing are updated annually in collaboration with the board of governors/ proprietors.

Ensure that all staff understand the additional safeguarding vulnerabilities for certain groups of children and how to address them

*Additional vulnerabilities and characteristics in children under five include:*

Children who are looked after by the Local Authority

Children previously looked after by the Local Authority

Children showing signs of being drawn in to anti-social or criminal behaviour

Children at risk of modern slavery, trafficking or exploitation.

Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse

Children showing early signs of abuse and/or neglect.

Children at risk of being radicalised or exploited.

Privately fostered children

Children with special educational needs or disabilities

## Special Educational Needs

All staff at **Jan Pre-School and Nursery** are aware of the signs and symptoms of abuse. As Early Years Practitioners we/I recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

being more prone to peer group isolation than other children.

the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

communication barriers and difficulties in overcoming these barriers.

## Children and mental health problems

We at **Jan Pre-School and Nursery** recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or even exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and in turn impact on their education. Our setting will identify the additional needs of these children and provide extra monitoring and support to mitigate these additional barriers. The DSL will liaise with mental health professionals where safeguarding concerns are linked to mental health, ensuring that children are heard and understood. As part of this referrals will be made to mental health professionals and or early help for further support.

At our setting we aim to take a trauma informed approach to support the children in the setting, considering their lived experience, and using this to inform how best to support them in terms of their welfare and engage them with learning.

In general, we will always discuss any concerns the setting may have with the child's parents. Parents need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If we decide not to discuss our concerns with the child's parents or carers this will be recorded in the child's safeguarding file with a full explanation for our decision.

## Specific Safeguarding

### Private Fostering

A private fostering arrangement is one that is made privately (without any involvement of a Local Authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Both birth parents, private foster carers and persons

who are seeking to arrange for a child to be privately fostered are required by law to notify the Waltham Forest Council's Children's Services department of the arrangement.

Should we become aware that a child is being privately fostered we will notify the MASH team.

### Female Genital Mutilation (FGM)

We at **Jan Pre-School and Nursery** have a legal duty to protect all children in our care under the Working Together to Safeguard Children 2018 agenda. This duty extends to protecting young girls and women from FGM, an illegal and extremely harmful practice and a form of abuse. All staff in our setting have received training to increase their awareness of the practice and harm FGM causes.

We recognise that children are at higher risk of FGM if this has already been carried out on their mother, sister or a member of their extended family (HM Government, 2016). In consideration of this we will always maintain a culture of vigilance.

Should a child in our care show any signs and symptoms of FGM or we have good reason to believe that the child is at risk of FGM, we will refer the child to Lambeth MASH team using our existing standard safeguarding procedures as it is a form of child abuse. However, should we think a child is in immediate danger we will contact the police on 999

Link to e-learning <https://www.fgmelearning.co.uk/>  
<https://www.gov.uk/government/collections/female-genital-mutilation>

### Prevent

The safeguarding and Welfare Requirements, Child Protection (EYFS 2017, 3.4) states 'Providers must be alert to any issues for concern in a child's life at home or elsewhere. meeting this requirement Providers must have and implement a policy, and procedures, to safeguard children'. As part of the arrangements to safeguard the children we are committed to the Prevent Duty to help protect children from radicalisation and extremism under section 26 of the Counterterrorism and Security Act 2015. To do this we will do by:

- Understanding our own role and responsibilities on how to protect children from extremism

- Promoting and embed fundamental British Values in the setting through the activities and policies of the setting

- Ensuring that staff have up to date training that provides them with the knowledge on how to identify children at risk.

- Monitoring children's attendance and following up absences

Link to Prevent on line training <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

### Domestic Abuse

Waltham Forest has adopted the Safe & Together model of working with children affected by domestic abuse. This includes working in partnership with the abused parent and holding the perpetrating parent to account.

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological

- physical

- sexual

financial

emotional abuse.

For children seeing, hearing or knowing of a parent being abused is a traumatic experience and can have long-term damaging emotional and psychological effects. Wherever Domestic Violence is suspected in a home where a child is resident, we at **Jan Pre-School and Nursery** will refer this information to the MASH team, who have a duty to investigate. We will also offer support and signpost parents to external agencies, if appropriate, so parents are supported

**Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:**

NSPCC- UK domestic-abuse Signs Symptoms Effects

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

Refuge what is domestic violence/effects of domestic violence on children

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

SafeLives: young people and domestic abuse

<https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

## So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

## Setting Specific Safeguarding policies

At **Jan Pre-School and Nursery** recognise that safeguarding children is not just about protecting children from deliberate harm, but also includes things such as child safety anti bullying, racial abuse harassment, visits out into the community, intimate care, use of mobile phones, internet safety, first aid etc. In consideration of this the safeguarding policy should be read in conjunction with our settings specific policies, procedures and other protocol:

Health and Safety	Adopted: June 2022
Behaviour Management Policy	Adopted: June 2022
Privacy Policy	Adopted: June 2022
Risk Assessment	Adopted: June 2022
Complaints Policy	Adopted: June 2022
Medicines / sickness/ medications	Adopted: June 2022
Lock down policy	Adopted: June 2022
SEN / Inclusion	Adopted: June 2022
Paediatric First Aid	Adopted: June 2022
Safer Recruitment	Adopted: June 2022
Fire Safety & Evacuation Policy	Adopted: June 2022

Approved by Business Owner/Sole trader signature)

Name.....Nazmon Hannan.....

Adopted on 04/09/22

Review Date 04/09/2023

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, we will review and update our policies and procedures as appropriate and update the policy accordingly.

## The voice of the child

At Jan Pre-School and Nursery, we will ensure that our approach to safeguarding children in our care is always child centred. This means we will always consider, what is in the best interests of the child. Along with this we will try to understand the lived experience of the child in each family, setting or neighbourhood, so that we can give the child a voice in their own safeguarding to ensure that their voice is understood and incorporated into all plans to support and protect them.

## Dealing with disclosures made by children

Should a child make a disclosure of abuse as with all Child Protection concerns, we will act on the information immediately. If staff concerned that a child may be at risk or is suffering abuse, they must report the concern to the DSL **Paula Mullan** or in their absence to the deputy DSL **Elizabeth Gomes**

If a child makes a disclosure or an allegation of abuse against an adult or another child or young person, it is important that you:

Stay calm and listen carefully.

Reassure them that they have done the right thing in telling you.

Do not investigate or ask leading questions.

Let them know that you will need to tell someone else.

Do not promise to keep what they have told you a secret.

Inform your Safeguarding Designated Officer as soon as possible.

Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting concern about a child's welfare & safety form (See Appendix 5).

***\*Where an allegation is made against a professional the DSL will immediately advise the Lead safeguarding Governor/managing director / chair of trustees of the matter***

We are aware that parents are normally the first point of contact should a concern arise regarding their child. If a suspicion of abuse is recorded, we will inform parents at the same time the report is made. The only exception to this taking place is where informing the parents will place the child at further risk. This will usually be the case where the parent or family member is the potential abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

In any case the setting will continue to welcome and work professionally with the child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

**What to do if you're worried a child is being abused: advice for practitioners**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## Information Sharing

We at Jan Pre-School and Nursery, view information sharing as an essential part of our arrangements to safeguard the children in our care. As part of this we acknowledge that there may be concerns about a child or family which could be considered low-level, in such cases we will share information as necessary to protect the child. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Any information shared will be done on a need to know basis to aid the effective assessment and identifying of children at risk. As

practitioners we are clear about when we should share information and be alert to the signs and triggers of child abuse, should there be a suspicion, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information shared will be in line with guidance from the local authority and police.

### **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

Information about the child

As a provider I will ensure that I record information for each child in my/ our care as follows:

full name; date of birth; name address of every parent and/or carer who is known to me/us (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers. **EYFS 2021 3.73**

## Referrals

MASH is Waltham Forest's single point of referral to social care for concerns regarding children, young people and vulnerable adults:

- Early Help (parental consent needed)
- Child in Need
- Child Protection
- Adult Safeguarding

Referrals to the MASH should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so.

It is good practice to notify MASH by phone and/or email to discuss the case prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to make arrangements to come and see the child that same day in the nursery if deemed necessary.

In our setting the DSL ordinarily takes responsibility for the referral process, in consultation with staff who know the child. Still, there are circumstances where another member of staff must refer without delay:

If for some reason, the DSL is not available, the referral should be made without delay by the deputy DSL, manager or another member of staff

If you disagree with your DSL's decision not to refer a case to MASH, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so.

Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible.

It is noted that All Adults in our setting, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH, LADO, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file

## Holding children in the setting after a MASH referral

Sometimes MASH social workers and police will want to see a child on the day of referral to ensure that they are safe to go home. In such cases, they will ask you to keep the child in setting until the visit has taken place.

Because it can take time to organise the visit with an available social worker and police officer, sometimes families will be asked to wait at the setting before a child is released to them, and they may be asked not to see their child during this time.

This can be stressful and uncomfortable for both the setting and families and sometimes all are kept at the setting until late in the evening. The setting should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Although settings do not have legal powers to remove or detain children, both police and social workers do have such powers, and it is at their request that the setting are holding the child. For this reason, families are strongly advised to cooperate in order to ensure the best chances that children will be able to go home that evening.

## Escalation

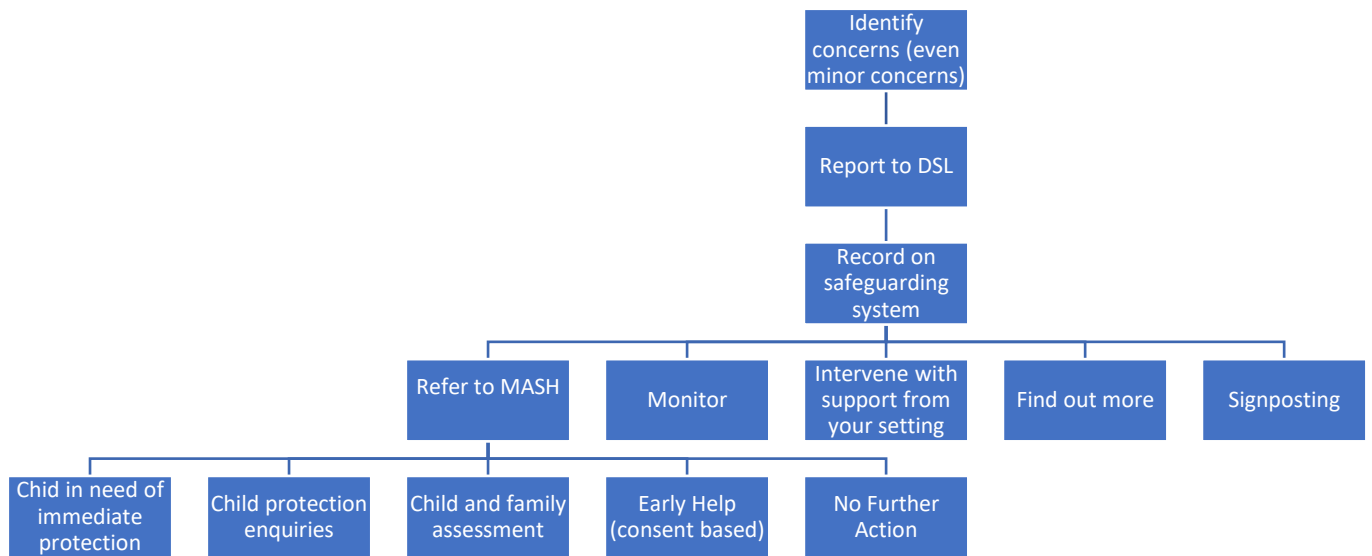
If you have concerns regarding the lack of response to professional opinions and judgements expressed by your staff about safeguarding matters including concerns that social care services are not taking appropriate actions regarding the well-being of a child or are not responding in a timely fashion to your concerns..

Professional disagreements (escalation) will be responded to in line with WFSCB procedures and DSLs may request support via the Education Safeguarding Service

[https://www.walthamforest.gov.uk/sites/default/files/childrens\\_escalation\\_letter\\_december\\_2019.pdf](https://www.walthamforest.gov.uk/sites/default/files/childrens_escalation_letter_december_2019.pdf)



## Flowchart – Actins where there are concerns about a child



## Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL.

We will complete a self-assessment audit of the settings safeguarding arrangements at frequencies specified by the WFSCB and using the audit tool provide by the Safeguarding in Education team for this purpose

## Appendix 1



### Local Authority Contacts

**Lambeth Integrated Referral Hub: 020 7926 3100**

Out of hours: 0207 926 1000

**Local Authority Designated Officer (LADO): Andrew Zachariades**

Telephone: 0207 926 4579 / 0772 082 8700    Email: [lado@lambeth.gcsx.gov.uk](mailto:lado@lambeth.gcsx.gov.uk)

**Deborah Carter**  
**Education and Children's Senior Safeguarding Manager**  
**Mobile: 07935 602437**  
**Email: [dcarter@lambeth.gov.uk](mailto:dcarter@lambeth.gov.uk)**

**Education Prevent Officer: Lydia Nixon**

Telephone: 0207 926 3668    Email: [lnixon@lambeth.gov.uk](mailto:lnixon@lambeth.gov.uk)

**Head of Inclusion, Education and Learning: Stuart Boffin**

Telephone: 0207 926 0296    Email: [sboffin@lambeth.gov.uk](mailto:sboffin@lambeth.gov.uk)

**CSE Co-ordinator Children's Services: Claire McDonald**

Telephone: 0207 926 0296    Email: [CMcDonald@lambeth.gov.uk](mailto:CMcDonald@lambeth.gov.uk)

## Appendix 2

### The responsibility of the DSL includes

Being the operational person with delegated lead responsibility for safeguarding in the setting (*childminders must take the lead responsibility themselves*)

Inducting staff about emergency procedures, safeguarding, child protection and health and safety arrangements including risk assessments for the settings activities **EYFS 2021, 3.65, 3.66**

Providing support advice, training to both staff students, volunteers and guidance to all on an ongoing basis with regards to specific safeguarding issues

Liaising with **Governors/Trustees/Managing Directors at the setting**, local Statutory children's service agencies, Waltham Forest Safeguarding Children's Board (WSCB) and all other agencies concerned with the protection of children, including social services, police and health colleagues.

Referring cases of suspected abuse to children's social care and police as appropriate.

Referring cases to the Channel programme where there is a radicalisation concern as appropriate.

Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.

Keeping detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main child's file and stored securely. **EYFS 2021 3.71, 3.72**

Ensures that, when a child leaves the setting that all child protection records are passed to the new setting (separately from the child's main file ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed.

Ensuring the secure transfer of child protection files where child leaves setting to attend another provider/school

Representing the setting at inter-agency meetings strategy discussions, child protection conferences and core groups; along with provide and/or support other staff to do so – and to contribute to the assessment of children

Managing and monitoring the setting's role in early help, child in need and child protection plans.

Appendix 3  
TRANSFER FRONT SHEET

**INFORMATION/FRONT SHEET**

<b>Full Name:</b>		<b>DOB:</b>		<b>Class/Form:</b>		<b>Additional needs:</b>	
<b>Gender:</b>		<b>Ethnicity:</b>					
<b>Home Address:</b>				<b>Telephone:</b>			
				<b>E mail:</b>			
<b>Status of file and dates:</b>							
OPEN							
CLOSED							
TRANSFER							
<b>Any other child protection records held in setting relating to this child or a child closely connected to him/her?</b>							
<b>YES/NO WHO?</b>							
<b>Members of household</b>							
<b>Name</b>	<b>Relationship to child</b>	<b>DOB/Age</b>		<b>Tel No</b>			

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**Significant Others (relatives, carers, friends, child minders, etc.)**

Name	Relationship to child	Address	Tel No

**Other Agency Involvement**

Name of officer/person	Role and Agency	Status of Child i.e. TAF/CIN/CP/LAC	Tel No	Date

## Appendix 4 Concerns Chronology

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Class/Form/ Room:
Date	Information/Details of concerns or contact	Print Name and Signature

## Appendix 5

### Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> ..... <b>Print</b> <b>Signature</b>  <b>Job Title:</b>		
<b>Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>What is the child's account/perspective?</b>		
<b>Professional opinion where relevant.</b>		
<b>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</b>		

**What needs to happen? Note actions, including names of anyone to whom your information was passed and when.**

**Check to make sure your report is clear to someone else reading it.**

**Please pass this form to your Designated Safeguarding Lead.**



Part 2 (for use by DSL)

<p><b>Time and date information received, and from whom.</b></p>	
<p><b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b></p>	
<p><b><u>Action taken</u> (referral to children’s social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b><u>Parent’s informed?</u> Y/N and reasons.</b></p>	
<p><b><u>Outcome</u></b></p>	

<b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b>	
<b>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</b>	
<b>Should a concern/confidential file be commenced if there is not already one? Why?</b>	
<b>Signed</b>	
<b>Printed Name</b>	

**Logging concerns/information shared by others external to the school (Pass to Designated Person)**

<b>Pupil's Name:</b>	<b>Date of Birth:</b>
	<b>Class/form:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b>
	<b>Via letter / telephone etc.</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	

<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school/setting:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Safeguarding Lead</b>	
<b>Name:</b>	
<b>Date and time:</b>	

## Appendix 6

### Body Map Guidance for Early Years and Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

Exact site of injury on the body, e.g. upper outer arm/left cheek.

Size of injury - in appropriate centimeters or inches.

Approximate shape of injury, e.g. round/square or straight line.

Colour of injury - if more than one colour, say so.

Is the skin broken?

Is there any swelling at the site of the injury, or elsewhere?

Is there a scab/any blistering/any bleeding?

Is the injury clean or is there grit/fluff etc.?

Is mobility restricted as a result of the injury?

Does the site of the injury feel hot?

Does the child feel hot?

Does the child feel pain?

Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record.**

***EYFS 2021 3.51 Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers***

***of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.***

A copy of the body map should be kept on the child's concern/confidential file.

## BODYMAP

(This must be completed at time of observation)

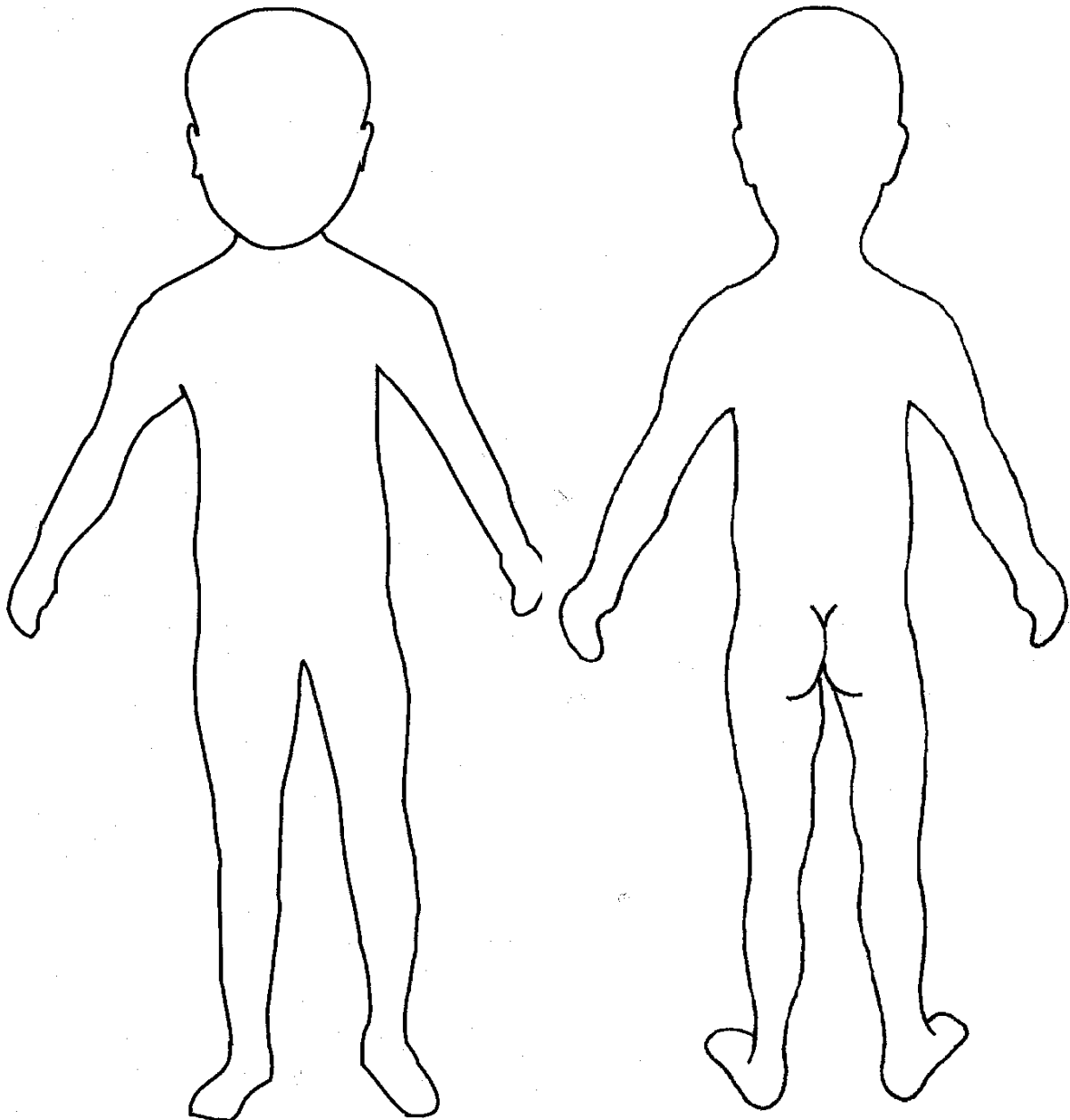
Name of Pupil:

Date of  
Birth:

Name of Staff:

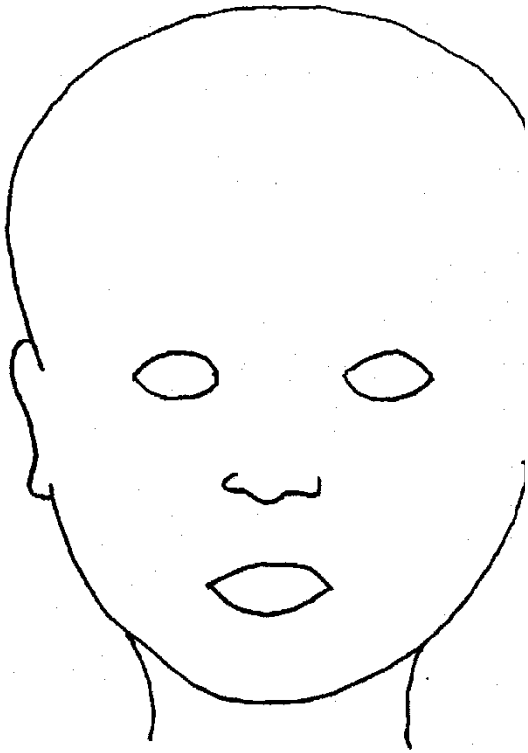
Job  
title:

Date and time of  
observation:

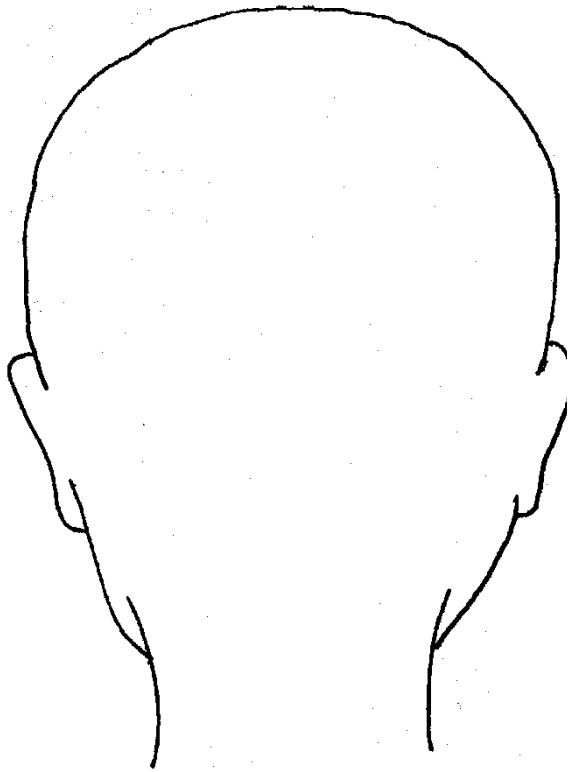


Name of pupil:

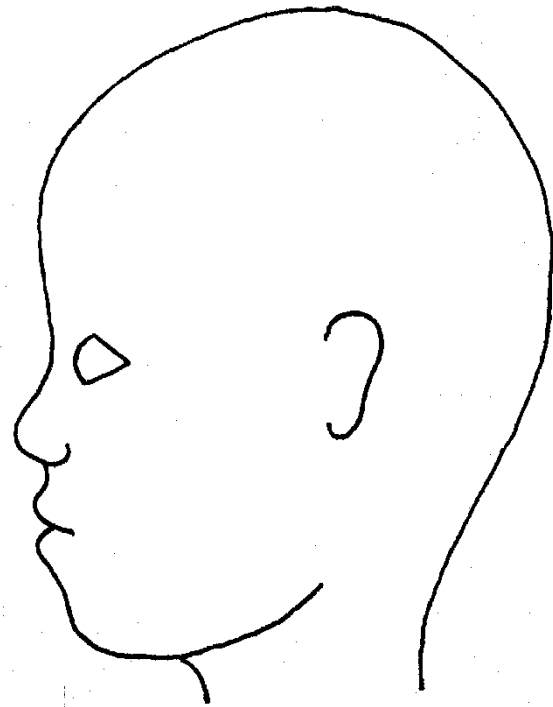
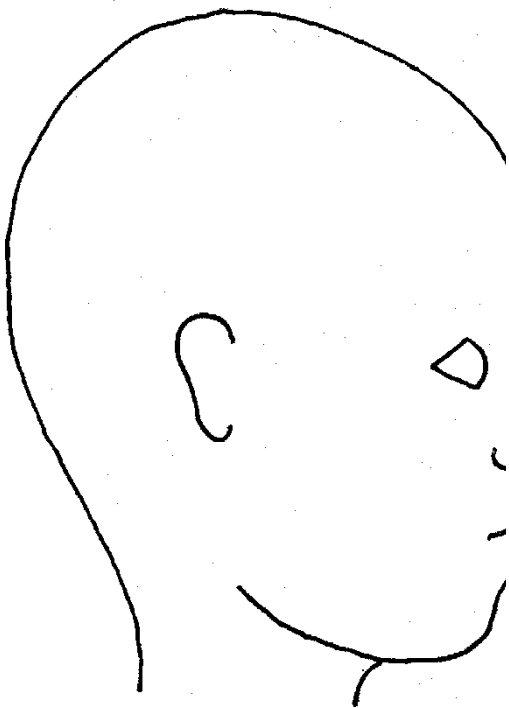
Date and time of  
observation:



**FRONT**

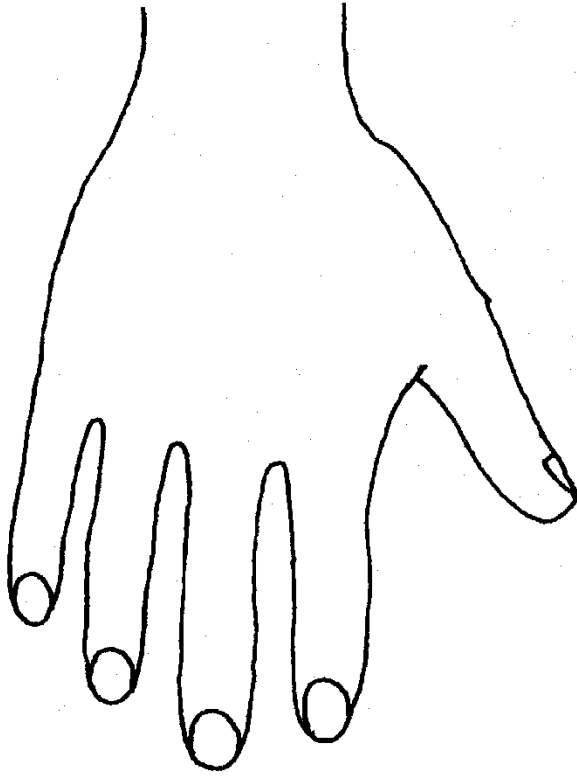


**BACK**



Name of pupil:

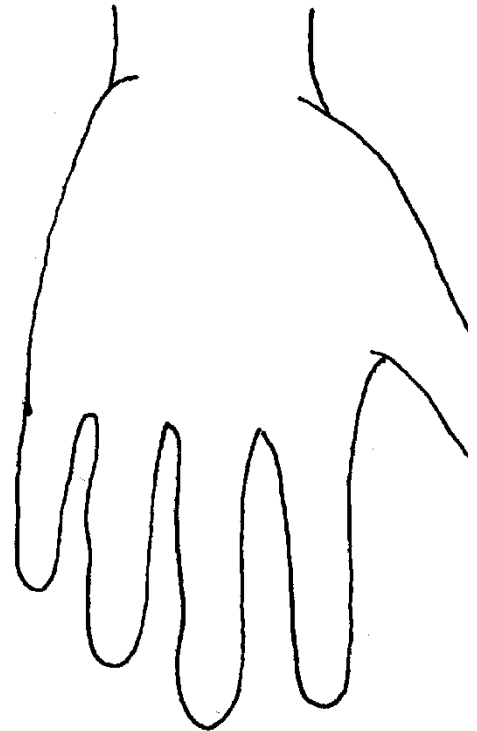
Date and time of  
observation:



**RIGHT  
BACK**



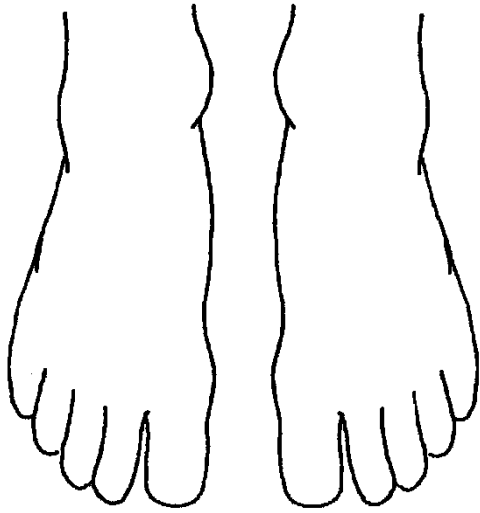
**LEFT**



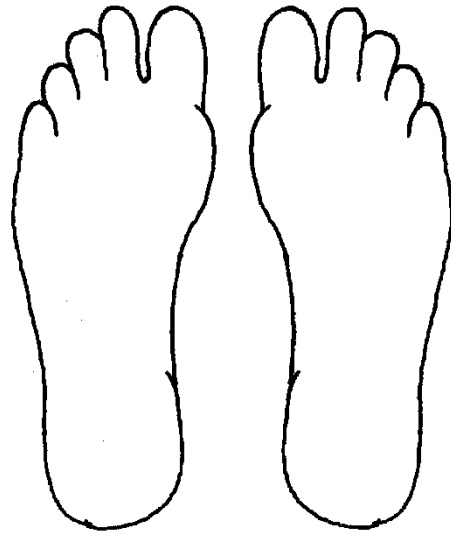


Name of Pupil:

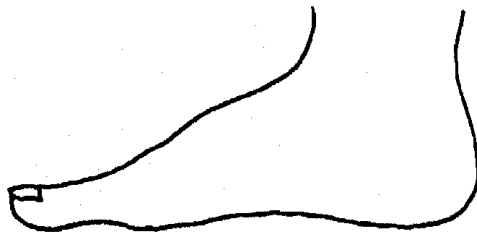
Date and time of observation:



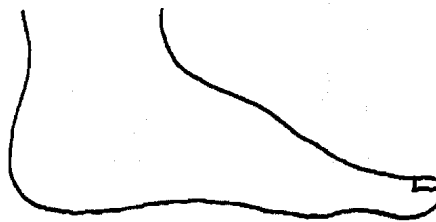
**RIGHT TOP LEFT**



**RIGHT BOTTOM LEFT FT**



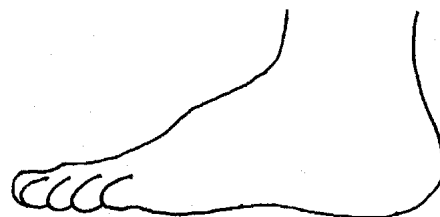
**RIGHT INNER**



**LEFT**



**RIGHT OUTER**



**LEFT**

Printed Name, Signature and Job title of staff:

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