



Smalley Pre-school Safeguarding and Child Protection Policy

(Registered Charity No. 1033193)

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This policy is based on the template ‘Model Child Protection and Safeguarding Policy for Group and School-Based Providers 2026’ (provided by Derbyshire County Council), which provides a safeguarding framework for any early years and childcare provider in Derbyshire and is in line with national and local updates. It has been tailored to reflect Smalley Pre-school’s provision, vision and ethos.

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1. Introduction and context

Safeguarding is everyone's responsibility.

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

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

Anyone can make a referral to the local authority children's social care Starting Point contact and referral service, including anyone working, living or looking after children at the premises (i.e. any member of staff; trustees; students; volunteers; and visitors, including supply and agency staff), family members and parents.

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

1.1 Statutory requirements

We ensure that our safeguarding practice and policy is in line with and adheres to statutory requirements.

We know and understand that we must:

- follow the [Early Years Foundation Stage \(EYFS\) Statutory Framework](#). This statutory framework lays out all aspects of safeguarding and welfare requirements, as set out in Section 3;
- take into account the government's statutory guidance [Working Together to Safeguard Children](#); and
- take into account the government's statutory guidance [Prevent Duty Guidance: For England and Wales](#).

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

- [Keeping Children Safe in Education](#) – statutory guidance for schools and colleges
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services](#)
- [A 10-Step Guide to Sharing Information to Safeguard Children | ICO](#)
- [National Review into the Murders of Arthur Labinjo-Hughes and Star Hobson](#)

- [Child Abuse Concerns: Guide for Practitioners](#)
 - What To Do If You Are Worried a Child Is Being Abused: Advice for Practitioners
- [Guidance for Safe Working Practice](#)
 - Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings
- [Safeguarding Children and Protecting Professionals in Early Years Providers: Online Safety Considerations](#)
- [Early Years Inspection Toolkit](#)

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

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

1.2 Notifications

We understand as a registered provider we must inform Ofsted of the following (and act upon any advice given):

- of any allegations of serious harm or abuse by anyone living, working or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example on a visit. We must also notify Ofsted of the action we have taken in response to the allegations. Ofsted must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. We understand that without a reasonable excuse, a failure to do this is an offence – [Report a Serious Childcare Incident](#);
- of any significant events that are related to the registered person and people connected with our registration, which includes the committee members and others associated with our registered childcare. We understand that this is to make sure that all individuals connected with our registration continue to be suitable. The disqualification of an employee could be an example of a significant event – [Childcare: Significant Events to Notify Ofsted About](#);
- of any food poisoning affecting two or more children cared for on the premises. This must be done as soon as is reasonably practicable, but in any event within 14 days of the incident. We understand that without a reasonable excuse, a failure to do this is an offence – [Report a Serious Childcare Incident](#);

- any serious accident, illness or injury to, or death of, any child whilst in our care, and of the action taken. This must be done as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. We understand that without a reasonable excuse, a failure to do this is an offence – [Report a Serious Childcare Incident](#);
- any change:
 - in the address of the premises (and seek approval to operate from those premises where appropriate);
 - to the premises that may affect the space available to children and the quality of childcare available to them;
 - in the name or address of our setting, or the setting's other contact information;
 - to the person who is managing our provision;
 - to any proposal to change the hours during which childcare is to be provided that will entail the provision of overnight care;
 - to any significant event that is likely to affect the suitability of our setting to look after children;
 - to any significant event that is likely to affect the suitability of any person who cares for or is in regular contact with children on the premises;
 - as our provision is provided by a charity, any change in the name or registration number of our charity;
 - any change to the 'nominated individual'; and
 - any change to the trustees constituting the committee.
- any changes as specified in paragraph 3.102 of the EYFS, including informing Ofsted of the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, we understand we must notify Ofsted that a new manager has been appointed. Where it is reasonably practical to do so, this must be done in advance of the change happening. In other cases, this must be made as soon as is reasonably practical, but in any event within 14 days. We understand that, without reasonable excuse, a failure to comply with these requirements is an offence; and
- information about our setting or about any person who lives or is employed in the same household as the registered provider:
 - details of any order, determination, conviction or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
 - the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
 - the body or court that made the order, determination or conviction, and the sentence (if any) imposed; and
 - a certified copy of the relevant order (in relation to an order or conviction).

We understand we must provide this information as soon as reasonably practicable, but in any event within 14 days of the date we became aware of the information or should have reasonably become aware of it if we had made reasonable enquiries. Where we

become aware of relevant information that may lead to an employee being disqualified, we understand we must take appropriate action to ensure the safety of children.

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

- any concerns about children’s safety or welfare must be immediately notified to the local authority children’s social care team (Starting Point), in line with local reporting procedures and, in emergencies, the police;
- any serious accident or injury to, or the death of, any child whilst in our care must be referred to our local authority children’s social care service (Starting Point) and we must act on any advice from those agencies;
- the [Counter-Terrorism and Security Act 2015](#) places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). Refer to the local authority children’s social care department (Starting Point), local authority Prevent Team and the police’s Prevent Team about extremism or views considered to be extreme;
- for any disclosure of information, threats or any suspected or actual cases of female genital mutilation (FGM), we will make a referral to the local authority children’s social care department (Starting Point) and the police;
- if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm, we understand we are required to make a referral to the Disclosure and Barring Service;
- if there is an unexplained absence of a child who is the subject of a child protection plan, the allocated social worker is notified; and
- local authority children’s services (Starting Point) are notified if it is thought or known that a child may be privately fostered, and we will seek advice from children’s services on hosting families as they may come under this regulation.

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

- employment laws;
- anti-discriminatory legislation;
- health and safety legislation;
- data collection regulations;
- duty of care; and
- the requirements of our insurance company.

1.3 Our policy and principles

Smalley Pre-school fully recognises its responsibilities for children’s welfare, safeguarding and child protection. Safeguarding and promoting the welfare of children is defined as:

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

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

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

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

Jenny Rowland (Manager)
Nicola Sadler (Deputy Manager)

This Safeguarding and Child Protection Policy is in line with the guidance and procedures of the relevant LSP and includes:

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

2. Abuse

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

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

Further details of types and indicators of abuse can be found in Part 1 and Annex B of [Keeping Children Safe in Education](#).

3. Safeguarding roles and responsibilities

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

3.1 Trustees' and managers' roles and responsibilities

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

- [Safeguarding and Protecting People for Charities and Trustees](#)
- [Keeping Children Safe in Education](#)

Trustees and managers are responsible for:

- taking leadership responsibility for safeguarding and child protection arrangements and ensuring the provision complies with its statutory responsibilities and gives regard to non-statutory guidance. As a charitable provider, we refer to the Charity Commission guidance [Safeguarding and Protecting People for Charities and Trustees](#);
- being aware of their obligations under the [Human Rights Act 1998](#) and the [Equality Act 2010](#) (including the Public Sector Equality Duty) and their local multi-agency safeguarding arrangements. Further information on these obligations can be found within [Keeping Children Safe in Education](#);
- being aware of our and relevant staff duties under the [UK General Data Protection Regulation \(GDPR\)](#) and [Data Protection Act](#) to process personal information fairly and lawfully and to keep the information they hold safe and secure;
- working in partnership with and following the [Online Procedures for the Derby and Derbyshire Safeguarding Children Partnership](#) (DDSCP);
- acting on learning from national ([NSPCC – National Case Review Repository](#), [Child Protection in England](#)) and local ([DDSCP](#)) serious case reviews and learning reviews, and being aware of the impact this has on how our provision carries out our safeguarding and child protection responsibilities and roles. We will use this information to inform practice by implementing and improving practice based on any lessons learned;
- ensuring that the DSL is responsible for liaison with local statutory children's services agencies and with the LSPs and [DDSCP](#). We will ensure that the DSL is fully equipped with the time, funding, training, resources, support, knowledge and skills to carry out the role. We will designate sufficient DSLs depending upon the size and demands of our provision;

- ensuring that all practitioners are trained in line with the criteria set out in Annex C of [Keeping Children Safe in Education](#) and that they are supported and confident to implement the setting's Safeguarding and Child Protection Policy and procedures on an ongoing basis;
- ensuring that we notify the local authority children's social care department if there is an unexplained absence of a child who is the subject of a child protection plan;
- ensuring that we notify the local authority children's social care service if it is thought or known that a child or young person may be privately fostered; and
- making a referral to the Local Authority Designated Lead (LADO) where the threshold is met.

3.2 DSL roles and responsibilities

All DSLs have responsibility for:

- taking lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and is responsible for liaison with local statutory children's services agencies and the [DDSCP](#);
- knowing how to contact the local statutory children's services and the LSPs;
- providing advice and support to other staff on child welfare, safeguarding and child protection matters, including supporting staff during referral processes and supporting staff to consider how safeguarding, welfare and educational outcomes are linked;
- being alert to any issues of concern in the child's life at home or elsewhere;
- choosing to have one or more deputy DSLs (any deputies should be trained to the same standard as the DSL);
- ensuring availability whenever the provision is open for staff to discuss any safeguarding concerns. Where possible, a DSL will be available in person, and in exceptional circumstances availability will be via phone or online. The DSL will also ensure adequate and appropriate cover arrangements for the absence of the DSL and for any out-of-hours and/or out-of-term activities (e.g. trips and outings); the DSL remains the overall responsible person for child protection issues;
- managing referrals and supporting staff to make referrals of suspected abuse and neglect to the local authority children's social care service (Starting Point), Ofsted, LADO, the police, Early Help services, Disclosure and Barring Service (DBS), the Channel programme, etc. as required;
- working with others and acting as a source of support, advice and expertise for all staff. The DSL will act as a point of contact and liaise with the managers, committee, safeguarding partners and other professionals (including the LADO where applicable) and inform them of any safeguarding concerns and allegations made. The DSL promotes supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

- sharing information and managing child protection files. The DSL will ensure that any welfare, safeguarding and child protection records are kept up to date and information is stored securely and kept confidential. The DSL will ensure all welfare, safeguarding and child protection files are stored in a separate file and will only allow access to key staff that are designated in a role to safeguard children in our provision. Further information on sharing information and recordkeeping is available within this policy (4.2: Recordkeeping and information sharing), as well as within our separate Recordkeeping Policy;
- sharing information for and managing child protection files (leavers). The DSL will ensure any child protection files are transferred (where children leave the setting) as soon as possible and/or within five days of the child leaving. This information should be transferred separately from the main information shared about this child or children. Receiving settings should ensure key staff (e.g. the DSL and special educational needs co-ordinator) are aware as required;
- raising awareness by ensuring this Safeguarding and Child Protection Policy is reviewed annually by the managers and committee, and the procedures and implementation are updated and reviewed regularly. The DSL will ensure all staff and parents/carers have access to and understand this policy, including knowing the role of our provision in this. The DSL will be responsible for making sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- undergoing training to provide them with the knowledge and skills required to carry out the role. This training will be updated in line with the criteria set out in Annex C of the statutory guidance [Keeping Children Safe in Education](#). The DSL will also undertake Prevent awareness training;
- providing ongoing support, advice and guidance to staff to help all staff feel confident on welfare, safeguarding and child protection matters;
- understanding the views of children. We ensure all staff listen to the voice of the child and recognise that it is important that all children feel heard and understood. The DSL role models and supports all staff to develop a culture of listening to children and taking account of their wishes and feelings and understanding the difficulties that children may have in approaching staff;
- holding and sharing information. The DSL understands the importance of information sharing and the requirements of the [UK GDPR](#) and [Data Protection Act](#). Further information on sharing information and recordkeeping is available within this policy (4.2: Recordkeeping and information sharing), as well as within our separate Recordkeeping Policy; and
- being professionally curious. The DSL role models and supports all staff to be professionally curious and encourage a culture of exploration to try to understand what is happening for a child and their family, rather than making assumptions or taking a single source of information and accepting it at face value.

Further information on the roles and responsibilities of the DSL is available within this policy (4.5: Role of the DSL following identification of concerns).

3.3 Staff roles and responsibilities

All staff have responsibility for the following:

- being aware of national and local safer working practice guidance in the relevant sections of [Keeping Children Safe in Education](#), [Guidance for Safe Working Practice](#) and the [Online Procedures for the DDSCP](#), as well as the setting's own policies (e.g. the Early Years Practice Policy and the Health and Safety Policy);
- being aware of the multi-agency safeguarding children's procedures and following them: [Online Procedures for the DDSCP](#);
- being aware of the importance of national ([NSPCC – National Case Review Repository](#), [Child Protection in England](#)) and local ([DDSCP](#)) serious case reviews and learning reviews and being aware of the impact these have on how our provision carries out our safeguarding and child protection responsibilities and roles. We will use this information to inform practice by implementing and improving practice based on any lessons learned;
- acknowledging that some children are potentially at greater risk than others and are therefore more vulnerable. All staff will identify who our vulnerable children are; we will monitor their health, safety and well-being and ensure all staff know how to identify these children and seek help, advice and support where needed;
- knowing when to use reasonable force or a degree of physical contact to control or restrain a child, especially vulnerable children. This is only to be used in strict accordance with the law to protect the child and/or those around them;
- listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard, and this is demonstrated in practice;
- being aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. All staff are aware this should not prevent them from having professional curiosity and speaking to the DSL if they have concerns about a child;
- being aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone;
- being alert to the indicators of abuse, including specific safeguarding issues, and understanding that children can be at risk of harm inside and outside of the provision;
- knowing what to do if a child tells them they are being abused, exploited or neglected;
- knowing what to do if a parent/carer shares any concerns about a child;
- knowing how to share and report a concern, whom to report the concern to and how to record it, where appropriate. All staff should know how to refer any concerns to the DSL. All concerns will be shared with the DSL, who will normally decide the next step;

- knowing anyone can make a referral to the local authority children’s social care [Starting Point contact and referral service](#), including anyone living, working or looking after children at the premises (i.e. any member of staff; trustees; students; volunteers; and visitors, including supply and agency staff), family member and parents;
- knowing what to do should the DSL (or deputy) not be available, including not assuming a colleague or another professional will take action and/or share information that is critical to keep a child safe;
- sharing information and working together with agencies to provide children and young people with the help and support they need (e.g. seeking [Early Help](#) where a child and family would benefit from co-ordinated support from more than one agency to prevent needs escalating to a point where intervention would be needed via a statutory assessment);
- following a referral, staff or anyone who has contact with a child or young person can enquire further and obtain feedback if they feel unclear about what has happened to their concerns;
- knowing that if at any time it is considered that a child may be a ‘Child in Need’ as defined in the [Children Act 1989](#) or requires ‘child protection’, where a child has suffered significant harm or is likely to do so, a referral must be made to local authority children's social care – [Starting Point contact and referral service](#);
- recognising that children can abuse other children (known as child-on-child abuse) and working to reduce and eliminate such behaviour in our provision;
- recognising what child sexual exploitation and trafficking are, knowing to seek advice on such issues and knowing how to report any issues or incidents;
- recognising that a child may be criminally exploited or involved in gang culture, seeking advice, and reporting any issues or incidents;
- recognising homelessness and the impact on the child facing homelessness or who is homeless;
- having the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe;
- recognising that children in care (CiC) and care leavers are more vulnerable than other children and ensuring their well-being, safety and welfare needs are acknowledged and met by working with the allocated social worker, helping them to reach their potential;
- recognising that children with special educational needs or disabilities (SEND) or certain health issues can face additional safeguarding challenges (including offline and online) and that there could be a requirement to liaise with the special educational needs coordinator (SENCO);
- being aware of and understanding host families, and recognising they have a duty to notify the local authority children’s social care service if it is thought or known that a child or young person may be privately fostered or subject to a host family arrangement that is unclear or ambiguous;

- being aware of the LADO process for allegations and concerns against staff or persons living on premises where Ofsted registered childcare takes place and feel confident in being able to use and follow the process, including how to report concerns about a member of the senior leadership team; and
- being aware of the setting's Whistleblowing Policy and where to obtain further information, advice and support.

3.4 Working with parents/carers

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

- we keep the child at the centre of the decision-making process when working with parents/carers, knowing that children must come first;
- we develop strong partnership working with parents/carers and take a child-centred approach to meeting the needs of the whole family;
- we recognise, engage and work with parents/carers who are unwilling or unable to engage with services;
- parents/carers are encouraged to discuss their issues or concerns about the safety (including online safety) and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously;
- parents/carers are aware there is a whole provision approach to safeguarding to ensure that children are kept safe and well, and this includes helping parents/carers to be safe and well;
- we provide parents/carers with information about safeguarding issues and also outline the support available to keep children safe in line with local and national guidance;
- we ask parents/carers to keep us informed of up-to-date and accurate information about their children (e.g. names and contact persons with whom the child normally lives, those with parental responsibility and, where possible, more than two emergency contact numbers for each child);
- before a child starts the setting, we will obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, as well as any special health requirements;
- information on children given to us by children themselves, their parents/carers or other agencies will remain confidential. Staff will be given relevant information on a need-to-know basis to support the child;
- it is made clear to parents/carers that the provision has a duty to share information and keep records when there are any safeguarding concerns; and
- where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents/carers first. However, there may be occasions where we are not able to do this, such as if the provision believes that notifying parents/carers could increase the risk to the child or exacerbate the problem. In this

case, advice will first be sought from the local authority children's social care service. Further details on when it would not be appropriate to inform the parents/carers or family members prior to a referral can be found in [Keeping Children Safe in Education](#).

4. Meeting the needs of children

4.1 Voice of the child

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

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

All staff know they must always **immediately** inform the DSL or their deputy if there are any concerns that a child is presenting signs or symptoms of abuse or neglect.

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

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

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

4.2 Recordkeeping and information sharing

We know and understand that information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including in relation to their

educational outcomes. We recognise that the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child. We give regard to [The Caldicott Principles, Information Sharing: Advice for Practitioners Providing Safeguarding Services](#) (and the seven golden rules to sharing information within this document) and the DDSCP's [Information Sharing Guidance for Practitioners](#).

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

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

We will ensure all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing using agreed processes. We will ensure all welfare, safeguarding and child protection records are centralised and held as private and confidential records.

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

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

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a chronology or timeline and possible assessment tools including an Early Help Assessment, body maps, genograms, ecomaps and specific safeguarding tools available within the [Policies and Procedures](#) DDSCP webpage and the [DDSCP Documents Library](#); and
- notes of any actions taken, decisions reached and the outcomes, as well as a review of any progress made.

We will not destroy any child protection or welfare records, including records that hold information on allegations against staff, carers and anyone living or working on the premises.

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

Further information on recordkeeping and information sharing is available:

- DDSCP's Information Sharing Guidance for Practitioners can be found here: [Policies and Procedures](#)
- [EYFS Statutory Framework section of the Early Years Team](#) on Derbyshire SchoolsNet
- Our Recordkeeping Policy

4.3 Levels of need and procedures

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

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

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

All staff who have contact with a child or young person are made aware of what each level of need means, how to identify the level of need and their role within it.

Further details of how to make a referral to the [Starting Point contact and referral service](#) can be found on the linked webpage. Where additional support and advice is required, we will use the 'Starting Point Consultation & Advice Service for Professionals' (01629 535353).

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

We recognise that some children border with other local authorities, which will have their own local safeguarding children board or partnership policies and procedures to follow. The nearest neighbouring local county authority to Smalley is Nottingham County Council; contact details for the Nottinghamshire Safeguarding Children Partnership, and how to report a concern, can be found on the [partnership's website](#).

4.4 Meeting the needs of vulnerable children

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

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

When dealing with looked-after children and previously looked-after children, we will work with all local authority children's social care department, health and other relevant agencies, including the Virtual School Head, and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. Contact details for the local virtual schools are as follows:

	Derby	Derbyshire
Virtual School for Looked-After Children	<ul style="list-style-type: none"> Virtual School Head: 07812 301044 or graeme.ferguson@derby.gov.uk Specialist Education Support Officer for Looked-After Children: Kate Harm – 01332 641439 or kate.harm@derby.gov.uk 	<ul style="list-style-type: none"> Helen Moxon, interim virtual school headteacher: 01629 538028 virtualschool@derbyshire.gov.uk Specialist Education Support Officer for Looked-After Children: Sandra Sharpe – 01629 531556 or sandra.sharpe@derbyshire.gov.uk

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

When a member of staff has concerns for a child, and if we are aware that the case is open to an allocated worker in the locality, they will discuss their concerns with the DSL, who will escalate this to the allocated worker in the first instance and without delay. The DSL will ensure they know how to escalate concerns, including the protocol where the allocated worker is not available.

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

Children with unexplained and/or persistent absences

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

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

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

We will ensure we have an attendance policy that is shared with parents/carers. This policy will include expectations for reporting child absences and the actions we will take if a child is

absent without notification or for a prolonged period of time. Where possible, we will hold more than two emergency contact numbers for each child.

We recognise that we can refer to the guidance [Working Together to Improve School Attendance](#) and [Missing Children and Adults Strategy](#).

Children who are home educated

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

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

Children who require mental health support

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

Children with SEND or health issues

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

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

We will consider further information from specialist organisations such as NSPCC Learning:

- [Safeguarding d/Deaf and Disabled Children and Young People](#)
- [Children with Special Educational Needs and Disabilities \(SEND\)](#)

4.5 Role of the DSL following identification of concerns

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

Whenever the DSL receives information regarding concerns about a child, they will:

- review the information received and assess if any urgent actions are needed (i.e. medical attention or relating to the child's immediate safety);
- check what was known about the child when they arrived (or not) at the provision that day, how they are presenting physically and emotionally and if there are any changes in their behaviour;
- if the concerns are about radicalisation or violent extremism, make a referral to the local authority children's social care department, local authority Prevent Team and the police's Prevent Team about extremism or views considered to be extreme;
- where the child has complex needs or where there are child protection concerns, refer as appropriate to local authority children's services; and
- if a child is at risk of immediate harm and/or where it is believed a criminal offence has been committed, including sexual violence and harassment, refer to the police. See [Guidance: When to Call the Police for Schools and Colleges](#).

4.6 Specific safeguarding issues

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

- any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, exploitation or neglect;
- bullying, including online bullying and prejudice-based bullying, as well as racist, ableist and homophobic/transphobic abuse;
- gender-based violence or violence against women and girls;
- sexual harassment, online sexual abuse and sexual violence between children. Online abuse can include sending abusive, harassing and misogynistic/misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery;
- radicalisation and/or extremist behaviour;
- child sexual exploitation (CSE) and child criminal exploitation (CCE), including county lines. This is known locally as 'child at risk of exploitation' or 'CRE';
- abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse);
- online abuse and risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and the risks

of accessing and generating inappropriate content, for example youth-produced sexual imagery;

- upskirting. Further details on upskirting can be found in Part 1 of [Keeping Children Safe in Education](#);
- substance misuse – drugs and alcohol;
- gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and/or have been involved in offending;
- domestic abuse;
- forced marriage, FGM and so-called ‘honour-based’ violence;
- children with perplexing presentations (PP) in whom illness is fabricated or induced (FII);
- homelessness;
- compromised parenting, particularly in relation to babies and very young children. Further details on compromised parenting can be found in Part 1 and Annex B of [Keeping Children Safe in Education](#);
- missing children and vulnerable adults;
- serious violence;
- mental health and well-being of children and adults; and
- other issues not listed here but that pose a risk to children.

We will endeavour to ensure our staff are familiar with and have processes in place to identify, report and monitor the specific safeguarding issues that are pertinent to and current for their family context and community.

The staff will recognise that safeguarding issues may be contextual and not be specific to individual children but impact on the whole family context.

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

We will also access broad government guidance and local procedures, strategies and tools through the local safeguarding children partnership. The DSL will use the information available to them on the DDSCP website ([Information and Resources](#)) to help all staff develop knowledge and understanding pertaining to national and local emerging concerns.

Further details of specific safeguarding issues can be found in Annex B of [Keeping Children Safe in Education](#).

5. Safer working practices

5.1 Creating a safe environment for all children

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

- ensure that the building (including its surroundings, access and exits) is safe and is one where children can feel safe;
- ensure that the building is always secure and in the event of a significant event will implement a lockdown procedure that is suitable to the setting. We know we can refer to [Protective Security and Preparedness for Education Settings](#) to support this;
- ensure that all staff are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff (including volunteers) feel able to raise concerns, along with being supported in their safeguarding role;
- where other organisations provide services or activities on our site, check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability;
- when our children attend offsite activities, check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this;
- ensure that we have clear protocols at the entrance for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with [Keeping Children Safe in Education](#). This includes obtaining reassurances around DBS checks and safeguarding policies in place when hiring out premises, if appropriate;
- have measures in place to prevent our facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not used to facilitate the spread of extremist narratives that encourage people into participating in or supporting terrorism. We recognise this does not mean that the Prevent duty should limit discussion of issues. Instead, we understand and discuss sensitive topics, including, where appropriate, terrorism and extremist ideas, and learn how to challenge the ideas;
- consider the extent to which any external speakers and events held on our premises pose a risk of radicalising learners into terrorism;
- undertake own due diligence to understand any risks around a particular speaker and whether their views constitute views that are used to encourage people into participating in or supporting terrorism or are shared by terrorist groups;

- ensure at least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present and must accompany children on outings;
- ensure when our children are eating that there should always be a member of staff in the room with a valid PFA certificate;
- ensure that safer eating statutory guidance is adhered to with regard to food and drink preparation, staff with a valid PFA certificate, eating spaces, dietary requirements, preferences, food allergies and intolerances, information sharing amongst staff, ongoing discussions with parents/carers, and what to do when a child experiences a choking incident. We know that children must always be within sight and hearing of a member of staff whilst eating;
- ensure any choking incidents that require intervention are recorded, including where and how the child choked. All records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns, including ensuring parents/carers are made aware;
- ensure that we have regard to the [Early Years Foundation Stage Nutrition Guidance](#) and follow the information, unless there is a good reason not to; and
- ensure that our children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

5.2 Teaching safeguarding

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

We ensure we model and teach core values and approaches to prepare children for life in modern Britain.

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

We will focus on children's personal, social and emotional development, recognising that this is a prime area of learning in the EYFS, and we will model and teach this in a developmentally appropriate way.

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

5.3 Online safety

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

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

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

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

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

We will ensure:

- all staff and children are aware of online safety issues and the four categories of risk: content, contact, conduct and commerce;

- all staff will have appropriate training that includes online safety, covering clear expectations and applicable roles and responsibilities in relation to filtering and monitoring, at induction;
- all staff understand the provision's policy relating to online safety, which will be part of induction and will be refreshed at team meetings and training;
- we will share online safety procedures with parents/carers;
- when children access digital media devices, mobile phones, cameras and other electronic devices with imaging and sharing capabilities at the provision, they are used safely, and the provision will ensure that online safeguarding practice is in line with statutory requirements and best practice;
- we will give regard to the [National Crime Agency's CEOP Education Programme](#), which provides information on protecting children and young people from online child sexual exploitation;
- we will give regard to [Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations](#);
- we use the recommended national and local guidelines on staff and children who may be working remotely;
- children will be taught, developmentally appropriately, about the risks online, and all staff will always model good practice; and
- all staff complete an incident log and report any breaches of the filters in place and access to inappropriate material (accidental or non-accidental) to the DSL, who will then record the incident and escalate the concern as appropriate. This could include:
 - reporting safeguarding concerns about a child to the local authority children's social care service ([Starting Point](#));
 - reporting illegal images, such as child sexual abuse, to the [Internet Watch Foundation](#); and
 - reporting online abuse and child sexual exploitation to the [National Crime Agency's CEOP Safety Centre](#).

Managing access to online technology and acceptable use

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

Leaders will keep an up-to-date log of the number and types of technology that have access to the internet at the provision and how they are connected (i.e. 4G, 5G or Wi-Fi, etc.) and

will ensure that access is secure (i.e. passwords in place that are not accessible or easy to guess and screens are locked). We ensure all mobile phones, cameras and other electronic devices with imaging and sharing capabilities are kept securely and in line with the [UK GDPR](#).

Please refer to Smalley Pre-school's E-safety Policy for further guidance relating to the use of online technology and mobile phones, cameras and other electronic devices.

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

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

We have a clear expectation that the use of personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities by staff is in line with setting policy, unless there is an emergency and agreed by a manager how this will be managed in order to keep children safe.

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

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

All staff know that mobile phones, cameras and other electronic devices with imaging and sharing capabilities, including wearable technology (e.g. Apple watches), must be switched off whilst driving with children during a working capacity to avoid potential distractions and injury to children, themselves and others (unless using hands free, with senior management team agreement, as a navigation tool).

Photographs

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

We will ensure photographic files are stored safely and not kept once the child leaves our care, unless prior agreement is agreed with the parent. Personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities must never be used in the provision by staff to take photos to record or share images of children, in any circumstances. Permission will be obtained from all parents of all children involved when photographs are taken by visitors to the setting.

Storing personal data

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

Social media

All staff must follow the setting's Social Media Policy with regard to social media.

Any misuse or incidents of mobile phones and/or cameras

All staff know they must report any misuse or incident to the setting manager and the DSL immediately. Leaders and/or the DSL will follow the setting's procedures, take appropriate action (including a referral to the LADO and/or the police) and seek advice from the LADO and/or the police. If the circumstances result in dismissal (or resignation prior to actions being taken), the details will be reported to the DBS.

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

5.3 Recruitment and staffing

We will use best practice and adopt robust recruitment procedures as outlined in the [EYFS Statutory Framework](#) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering in our setting. We apply all appropriate measures for our staff, including volunteers, agency staff, third-party staff (supply staff), trainees, students on placement, trustees and contractors. This forms a vital part of our approach to safeguarding and is an essential part of creating a safe environment for our children.

We will adopt robust recruitment and selection procedures and give regard to Part 3: Safer recruitment of [Keeping Children Safe in Education](#).

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

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

Everyone who works in the setting, including regular volunteers and committee members, will have appropriate DBS checks.

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

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

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

- being confident that any students or regular volunteers are competent and responsible before making decisions to allow these people to work unsupervised;
- all staff receiving training and support around conduct and practice when working in environments with children;
- holding central records of personnel who are working and have worked in the setting, including all staff and, in some cases, contractors providing a service to us. We will ensure that these records and supporting personal files are regularly updated and reviewed to meet requirements;

- having a staff code of conduct for when working in our setting and when out in the community, including when online. See our Employment Policy and our Staff, Students and Volunteers Policy;
- managing allegations against staff, carers and anyone living/working on the premises;
- using national and local procedures aimed at identifying and preventing unsuitable adults from working with children, for example referring to the LADO, the DBS, etc.;
- co-operating and providing information in any enquiries from the LADO, the police and/or children's social services; and
- seeking employment legal advice and services where necessary.

Advert

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

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

Further details on regulated activity can be found in Part 3 of [Keeping Children Safe in Education](#).

Application forms

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

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

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

We will only accept a curriculum vitae alongside a completed application form and a covering letter addressed to the named manager or person responsible for recruitment. We will not accept open references. We will compare the information on the application form with that in the reference and take up any discrepancies with the applicant

Shortlisting

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

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

Where we carry out an online search, we will inform shortlisted candidates of this search as part of our diligence checks.

Employment history and references

We will obtain at least two references before we interview potential candidates for any concerns raised to be explored with the referee and the candidate at interview. We will not rely on applicants to obtain their references, and we will not accept open references (e.g. to whom it may concern) or references from a family member.

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

We will ensure we obtain references from the applicant's current employer, training provider or education setting and ensure they have been completed by a senior person with appropriate authority.

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

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

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

Selection

During the selection process, we will use a range of selection techniques to identify the most suitable person for the post, ensuring they have the relevant qualifications and training and have passed any checks required to fulfil the role. We will have at least two questions during the interview on children's welfare, safeguarding and child protection.

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

Pre-appointment vetting checks, regulated activity and recording information

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

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

- verifying a candidate's identity;
- obtaining an enhanced criminal records check and ensuring that an individual is not disqualified under the [Childcare \(Disqualification\) Regulations 2018](#);
- recording information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it);
- obtaining a separate children's barred list check if an individual is to start work in regulated activity with children before a DBS certificate is available;
- verifying the candidate's mental and physical fitness to carry out their work;
- verifying the candidate's right to work in the UK, including EU nationals;
- if the person has lived or worked abroad, an additional criminal records check (or checks if more than one country) will be made;
- verifying professional qualifications; and
- checking and ensuring staff disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). We understand we must not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

All copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept in the staff member's personnel file. All information considered in decision-making will be clearly recorded, along with decisions made.

5.4 DBS and other checks for all staff and visitors

We will use the [DBS](#) and contact them to help us make safer recruitment decisions. The DBS is 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; and
- providing an online DBS service.

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

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

It is the responsibility of our setting to determine the frequency that the DBS is reviewed to ensure accuracy: [Check Someone's Criminal Record as an Employer](#).

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

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

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

Overseas checks

We will ensure all individuals who have lived or worked abroad undergo the same checks as all other staff. This includes obtaining:

- an enhanced criminal records check (including barred list information, for those who will be engaging in regulated activity), even if the individual has never been to the UK, or criminal records checks for overseas applications;

- an additional criminal records check (or checks if more than one country) will also be made;
- any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered; and
- where overseas checks are not available, seeking alternative methods of checking suitability and/or undertaking a risk assessment that supports informed decision-making on whether to proceed with the appointment.

Agency and supply staff

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

We will induct all supply and agency staff, share with them this Safeguarding and Child Protection Policy and other policies deemed relevant for them to carry out their duties safely and consistently.

The procedure for allegations against staff, volunteers and trustees will apply to supply and agency staff. Whilst we are not the employer of supply and agency staff, we will take responsibility and will ensure allegations are dealt with properly. We will also keep track of any enquiries and investigations and keep records.

Contractors

We will ensure:

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

Visitors

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

We will ensure all visitors who are visiting in a professional capacity have their ID checked.

Volunteers

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

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

Students and adults on work experience

We will induct all students and adults on work experience and will share with them this Safeguarding and Child Protection Policy and other policies deemed relevant for them to carry out their duties safely and consistently.

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

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

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

Ensuring the ongoing safeguarding of children and our legal reporting duties

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

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

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

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

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

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

- living there;
- working there; or
- looking after children there.

Under our statutory duty, we know and understand we must [Report a Serious Childcare Incident](#) or [Notify Significant Events](#) as soon as practical to Ofsted within 14 days.

5.5 Training and induction

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

- our vision, ethos, aspirations and expectation;
- access to copies of this Safeguarding and Child Protection Policy and other policies and procedures that support safeguarding, including the E-safety Policy; Early Years Practice Policy; Staff, Volunteers and Students Policy; and Whistleblowing Policy, as well as appropriate safeguarding arrangements to respond to children absent from education. All staff must read and sign to say they have understood and will adhere to these policies;
- when policies are reviewed, all staff will have access to the revised documentation;
- the role and name of the DSL(s);
- what is meant by the term 'safeguarding';
- the main categories of abuse, harm and neglect;
- the factors, situations and actions that could lead or contribute to abuse, harm or neglect;
- how to work in ways that safeguard children from abuse, harm and neglect;
- how to identify signs of possible abuse, harm and neglect at the earliest opportunity.

These may include:

- significant changes in children's behaviour;
- a decline in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect; and

- concerning comments or behaviour from children.
- inappropriate behaviour from any person working with children. This could include inappropriate sexual comment, excessive one-to-one attention beyond what is required through their role or inappropriate sharing of images;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) FGM;
- how to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way; and
- the roles and responsibilities of relevant professionals involved in safeguarding.

We will ensure that the DSL attends a training course consistent with the criteria set out in Annex C of [Keeping Children Safe in Education](#) (in addition to the requirements above for all staff).

The DSL will:

- undergo training to provide them with the knowledge and skills required to carry out the role;
- ensure training is updated in line with statutory requirements, including:
 - how to build a safe organisational culture;
 - how to ensure safe recruitment;
 - how to develop and implement safeguarding policies and procedures;
 - if applicable, how to support and work with assistants to safeguard children;
 - local child protection procedures and how to liaise with local statutory children's services agencies and with LSPs to safeguard children;
 - how to refer and escalate concerns;
 - how to manage and monitor allegations of abuse against other staff; and
 - how to ensure internet safety.
- at a minimum, attend [Prevent Duty Training: Learn How to Support People Susceptible to Radicalisation](#) in line with statutory requirements and share this knowledge and information with all staff. This will include attendance on either training from the local authority or training considered sufficient by the local authority that fulfils the requirements of the Prevent duty guidance for early years and childcare providers; and
- access additional and regular training in order to support others on Prevent matters and update them on relevant issues.

We will ensure all staff receive safeguarding and child protection training in line with the criteria set out in Annex C of [Keeping Children Safe in Education](#) at induction, to equip them with the knowledge to ensure the safeguarding policies and procedures in place are effective and support the delivery of a robust approach to safeguarding. All staff will:

- receive regularly updated training that reflects the needs, issues and context of our setting;
- renew safeguarding training every two years;
- receive safeguarding and child protection (including online safety) updates (e.g. via email, e-bulletins and staff meetings) in line with statutory requirements to continue to provide them with the relevant skills and knowledge to safeguard children effectively;
- attend Prevent duty training in line with statutory requirements; and
- know local safeguarding procedures and how to respond to all types of abuse, neglect and specific safeguarding issues in a timely and appropriate way.

We will ensure all staff receive training (where appropriate and where required) on specific safeguarding issues, and we will consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.

We will incorporate the types and indicators of abuse, and specific safeguarding issues, that are pertinent to and current for our community and families into briefings, staff induction training and ongoing development training for all staff. All staff will be trained to know how and whom to report specific safeguarding issues to.

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

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

We are responsible for identifying and selecting a competent training provider to deliver the PFA training. We know that the PFA certificate must be for a full course consistent with the criteria set out in Annex A of [Keeping Children Safe in Education](#), and this must be renewed every three years and be relevant for people caring for young children and babies.

5.6 Safeguarding concerns and allegations against a member of staff or anyone at the premises who is living, working or looking after children

We will follow the procedures set out under 'Safeguarding concerns and allegations made about staff, volunteers and contractors' as set out in the [EYFS Statutory Framework](#) and [Keeping Children Safe in Education](#); adhere to the [Allegations Against Staff, Carers and](#)

[Volunteers](#) procedures found on the [DDSCP](#) website; and apply whistleblowing procedures where applicable.

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

Allegations that may meet the harm threshold

We will ensure that the harm threshold within [Keeping Children Safe in Education](#) is considered, where it is alleged that anyone working in this provision, including volunteers and trustees, 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.

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

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

If a member of staff has concerns about another member of staff and/or anyone living or working on the premises, this must be referred to the setting manager and/or the chair of the committee. Where there are concerns about the setting manager or the chair of the committee, an alternative member of staff or committee member must be identified.

We will make a referral in every case to the LADO, using the [Derby and Derbyshire LADO Referral Form](#). This will be done by an appropriate member of the management team within 24 hours.

Further information on making a referral to the LADO is available:

- [DDSCP – Allegations](#) and includes a leaflet 'Managing allegations against adults working with children'; and
- [Allegations Against Professionals](#) (Derbyshire SchoolsNet)

Where the allegations are substantiated, we will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, as outlined in Part 4 of [Keeping Children Safe in Education](#).

Where the allegations are not substantiated, in all cases, we understand the LADO has an advisory role to establish any next steps.

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

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

- living there;
- working there; and
- looking after children there.

We will ensure we will fulfil our legal requirements to [Report a Serious Childcare Incident](#) or [Notify Significant Events](#) as soon as practical to Ofsted within 14 days.

We will ensure our insurance company is informed of a potential situation and notified of serious childcare incidents, without sharing personal details or confidential information (unless appropriate to do so and as guided by the Recordkeeping Policy, [UK GDPR](#) and [Data Protection Act](#)), in case legal advice or representation may be needed in the future.

Concerns and/or allegations that do not meet the harm threshold – low-level concerns

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

- is inconsistent with our staff code of conduct;
- is inappropriate conduct outside of work (including online); and
- does not meet the threshold for consideration by the LADO.

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

We will ensure that all low-level concerns are shared responsibly and confidentially with the right person and recorded and dealt with appropriately. Any low-level concerns should initially be shared with the DSL and/or the management team. All low-level concerns will be recorded in writing, including:

- details of the concern;

- the context in which the concern arose;
- actions taken;
- the name of the individual sharing their concerns, unless they wish to remain anonymous; and
- when a decision has been made not to refer and why.

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

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

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

Further information on low-level concerns:

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

5.7 Whistleblowing Policy

We ensure that we have put appropriate whistleblowing procedures in place for all staff (including students and volunteers). These are detailed in our Whistleblowing Policy.

We ensure all staff and volunteers know how and when they can raise concerns about any poor or unsafe practice and potential failures in our safeguarding process, and all concerns will be taken seriously by the management team.

All staff know that if they have concerns about the conduct of a member of staff, carer or anyone living/working on the premises, they should, in the first instance, discuss this with a member of the management team and escalate it via the procedures for allegations against staff, carers and anyone living/working on the premises, if appropriate.

All staff know that any concerns raised will be taken seriously by the senior leadership team; however, if they feel the concern is not being dealt with appropriately, and the concern is

about the behaviour of a member of staff, then the member of staff should inform the LADO directly and/or Ofsted if there is a potential breach of Ofsted registration requirements.

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

All staff know they can refer to Ofsted guidance on how to make complaints about a provider: [Complaints Procedure](#), and general guidance on whistleblowing can be found via: [Whistleblowing for Employees](#).

6. Management of this policy

The management team and committee will:

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

This policy applies to all staff and includes trustees, managers, students, volunteers and visitors (including supply and agency staff). It considers statutory guidance provided by the Department for Education and Ofsted, as well as local guidance issued by the DDSCP.

In addition to this policy, see our other policies relating to child protection, safeguarding and the welfare of children. These include our Children's Rights and Entitlements Policy; Early Years Practice Policy; E-safety Policy; Employment Policy; Food Safety and Nutrition Policy; Health and Safety Policy; Key Person Supervision Policy; Missing Child Policy; Promoting Inclusion, Equality and Diversity Policy; Recordkeeping Policy; and Staff, Volunteers and Students Policy, among others.

This policy was adopted by Smalley Pre-school

On 25.02.26

Date to be reviewed 25.02.27

Signed on behalf of the provider



Name of signatory

Joanne Rothwell

Role of signatory (e.g. chair, director or owner)

Chair of the Committee