

Safeguarding Policy for Early Years 2022-23



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Developed by	Sem Karamahmet
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Ratified by	Chair of Management Committee – Amanda Hooker
Ratified on	
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This policy will be reviewed and ratified at a minimum annually and/or following any updates to national and local guidance and procedures.

Key Setting Information

Name of Setting	Parkside Pre-School
DfE or Ofsted Registration Number	146927
Setting Type	Ofsted Registered Childcare Setting
Setting Main Phone Number	0203 609 7557
Setting Main Email	parksidepreschoole4@gmail.com
Setting Address	82 Peel Close, Chingford, London E4 6XQ
Designated Safeguarding Lead	Sem Karamehmet
Deputy Designated Safeguarding Lead	Debbie Murphy Jackie Brown
Named Person responsible for Allegations against staff in setting	Debbie Murphy - Manager Amanda Hooker – Chair of Management Committee Sem Karamehmet - Designated Safeguarding Lead & Whistleblowing Officer
SENCo / Special Needs Lead	Irene Coppeard
Manager / Owner	Debbie Murphy – Preschool Manager
Chair of Governors / Chair of Trustees/Managing Director or Business Owner (Sole Traders)	Amanda Hooker – Chair of Management Committee
Governor/Trustee/Managing Director or Business Owner with Lead responsibility for Safeguarding	Amanda Hooker

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

Purpose and Aims

The Statutory Framework for the Early Years Foundation Stage 2021 (latest edition Sept 2021) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> sets out the standards for learning development, assessment and the safeguarding and welfare requirements which all Early Year's providers must meet in order to ensure the children in their care learn and develop well and are kept healthy and safe.

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

Our Safeguarding policy of November 2022 applies to all staff, including paid staff, volunteers, sessional workers, agency staff, one-off visitors, students or anyone working on behalf of the setting.

The aim of our safeguarding and child protection policy at Parkside Pre-school is to provide all staff (including agency/temporary workers) committee/trustees/visitors/volunteers with a framework which will enable them to safeguard and promote the welfare of all children in the setting.

New staff, volunteers and proprietors, including supply staff, will receive a safeguarding induction on the following

- the settings child protection and safeguarding policy
- the settings staff code of conduct
- the identity and role of the DSL and all Deputy DSLs
- the settings policy on managing children's behaviour
- the settings safeguarding response to children who go missing from the setting.

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

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

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

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

Legislative & Guidance Framework

Under Section 11 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies, and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

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

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

- Statutory framework for the Early Years Foundation Stage – setting the standards for learning, development and care for children from birth to five (September 2021). Section 3 – The safeguarding and welfare requirements [Early years foundation stage \(EYFS\) statutory framework – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework)
- Working Together to Safeguard Children 2018 [Working together to safeguard children – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)
- What To Do If You Are Worried A Child Is Being Abused – Advice for Practitioners 2015 [Child abuse concerns: guide for practitioners – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-abuse-concerns-guide-for-practitioners)
- Inspecting safeguarding in early years, education and skills settings 2022 [Inspecting safeguarding in early years, education and skills – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills)
- The Education Inspection Framework (EIF) 2022 [Education inspection framework – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)
- Early Years Inspection Handbook for Ofsted Registered Provision 2022 [Early years inspection handbook – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-inspection-handbook)
- Keeping Children Safe in Education 2022 [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101361/keeping-children-safe-in-education-2022.pdf)
- Prevent Duty guidance for England and Wales 2021 [Prevent duty guidance – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)
- WF Threshold Guidance <https://thehub-beta.walthamforest.gov.uk/earlyhelp#thresholds>
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers 2019 [Safeguarding children and protecting professionals in early years settings: online safety considerations for managers – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers)
- “Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Statutory guidance SEND code of practice: 0 to 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Responsibility of governing bodies, proprietors, and management committee

The overall responsibility for the compliance with statutory safeguarding requirements lies collectively with the Governing Body/Trustees or Managing Director/s. In such case Amanda Hooker is nominated as having the lead responsibility for Safeguarding. **Sole Traders and Childminders will personally hold the responsibility for safeguarding.** The governing bodies and or proprietors, Parkside Pre-school Management Committee, are responsible for ensuring that there is appropriate challenge, and, policies and procedures are in place for action to be taken in a timely manner to safeguard and promote the welfare of the children.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child (KCSIE 2022).

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

We are therefore guided by the following key principles:

- All children have the right to be safe and should be protected from all forms of abuse and neglect.
- All staff will reassure victims of abuse that they are being taken seriously and will be supported.
- We will ensure that children and/or young people are never made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- Safeguarding children is *everyone's responsibility*.
- It is better to help children as early as possible before issues escalate and become more damaging.
- Children and families are best supported and protected when there is a coordinated response from all agencies involved.

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

We will ensure all staff are supported to read, understand, and put the policy into practice. This will include our responsibilities in relation to the EYFS (2021) 3.26. For staff where English is not their first language, our policies will be made available in additional formats to ensure all staff are fully aware of their safeguarding responsibilities.

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

Covid-19

Early years settings are responsible for safeguarding, caring, and supporting the development of, children who attend as set out in the [Statutory framework for the early years foundation stage \(EYFS\)](#). With this regard, on 1 April 2022, the government moved into a new phase of its Covid-19 response: 'living with Covid'. As a result, the Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak guidance has been withdrawn, with providers now directed to the broader [Emergency planning and response for education, childcare, and children's social care settings guidance](#).

This guidance advises, '*All education, childcare, and children's social care settings should have emergency plans in place detailing what and how they would respond if they needed to take any temporary actions in the event of an emergency*'. As part of our emergency plan, we will continue to work with our partner agencies and services to actively look for signs of harm, given the greater risk of harm some children may be exposed to because of the coronavirus (COVID-19). In the case of vulnerable children and particularly those with social workers, we as an early year's setting will continue to encourage those children to attend regularly and will notify their allocated social worker if they stop attending.

Obligatory practice for ALL staff

At Parkside Pre-school we recognise that we as individuals:

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

Designated Safeguarding Lead (DSL)

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

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

At Parkside Pre-school the Designated Safeguarding Lead (DSL), Sem Karamehmet, has a specific operational responsibility for implementing the organisations safeguarding and child protection policies and procedures. If Sem Karamehmet is unavailable, to ensure safeguarding matters are dealt with promptly Debbie Murphy and/or Jackie Browne, our Deputy DSLs will be available to cover the DSL duties.

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

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

Within [Keeping Children Safe in Education](#) 2022 it emphasizes that any member of staff must contact and/or make a referral to Children’s Social Care if they are concerned about a child, if their DSL does not share their views.

Working in partnership

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

EYFS 2021 3.74 - As part of our partnership working, we will make available information to parents and carers with regards to the following:

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

Staffing and Safer Recruitment

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

To recruit we pay regards to the <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and the [EYFS](#) 2021 3.9, 3.10, 3.12 and [Criminal record checks for childminders and childcare workers](#) and the https://www.londonsafeguardingchildrenprocedures.co.uk/#seventeen_one_twelve

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

All individuals working in any capacity at insert Parkside Pre-school will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022. We will ensure that agencies and third parties who supply staff (temporary) to us provide us with written reassurance that they have made the appropriate level of safeguarding checks in respect of the individuals prior to them engaging in working in our setting. We will also ensure that any agency worker presenting for work is confirmed as the same person for whom the relevant checks have been made.

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

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

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

- All candidates will be subjected to qualification and identity checks
- An enhanced DBS certificate which includes barred list information check will be undertaken for all candidates
- All records will be kept which relate to the employment of staff and volunteers, thus demonstrating that checks have been undertaken, including the date and number of the enhanced child barring DBS and CRB check.
- As a childminder anyone connected with my childminding business i.e. assistants and household members over the age of 16 will undergo an enhanced criminal records and barred list check carried out by Ofsted
- We will obtain a minimum of at least two references for all potential new staff and volunteers
- All new staff are required to produce documentation that confirms they have the right to work in the UK.
- All permanent appointments to Parkside Pre-school will be subject to a probationary period of six months.
- All staff and or volunteers will be fully inducted into the setting with regards to understanding the safeguarding policy and procedures of the setting and will be trained to identify signs and symptoms of possible abuse EYFS 2021, 3.6.

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

For staff including volunteers who work in our childcare provision or who are directly concerned with the management of such provision (trustees, management committee members), we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009". Where we contract services or activities via an external body, we will ensure that appropriate safeguarding policies and procedures are in place.

Disqualification by Association

Disqualification 'by association' means that you could be disqualified from providing childcare in a childminding setting because an offence or offences have been committed by someone who lives in your household.

From 31st August 2018, changes were made to the childcare disqualification arrangement. These changes reflected in removing the 'disqualification by association' element from schools and other non-domestic settings. However, disqualification by association is still relevant where childcare is provided in domestic settings (for example where childminding is provided in the home) or under registration on domestic premises, including where an assistant works on non-domestic premises up to 50% of the time under a domestic registration.

Full details of the recruitment procedures are set out in our safer recruitment procedure document.

Staff, volunteers, student induction, training & development

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

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

Staff code of conduct

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

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

A 'Low level concern' is defined in Keeping Children Safe in Education 2022 (KCSIE) as a concern that causes '*unease or nagging doubt- that an adult working in or on behalf of the 'setting' that may have acted in a way that :*

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO
- All settings are required to follow the Local Authority's policy and guidance around sharing low level concerns and seek a consultation with the Safeguarding in Education Team.

****NB please note there is a requirement for low-level concerns allegations against staff and whistleblowing to be highlighted within the settings code of conduct policy.**

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

At Parkside Pre-school our staff will: -

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

Staffing Policy (includes Key Person)

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

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

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

Should there be times that we become short of staff, first we will rearrange the grouping of the children with a view to seeing if we can still safely meet the children's needs and the minimum ratios.

Supervision of staff

To ensure staff are supported and developed to effectively carry out their role in protecting and safeguarding children in their care the settings practice is led by the nursery manager who is a qualified level 6 practitioner. This practitioner has the responsibility for ensuring that procedures are in place for all staff to receive regular formal supervision twice a year and an appraisal meeting once a year, that will provide staff with an opportunity to review their performance, practice and development in working with the children and their families.

The supervision staff access will provide opportunities to:

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

EYFS 2021, 3.23 - Regular support, advice, training and supervision for the Pre-school Manager will be provided by the Trustees.

Allegations against staff, volunteers and supply staff

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

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

(Keeping Children Safe in Education 2022 KCSIE)

Any/all of the above concerns will be brought to the immediate attention of the DSL who will immediately advise the Chair of trustees/Committee/registered person.

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

In all cases, any allegation made will be referred to the LADO immediately and followed up in writing within 1 working day. As part of the allegation management process the DSL will consider the safeguarding arrangements for the child or young person to ensure they are safeguarded from the alleged abuser, together with:

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

NB All early Years providers must report to Ofsted or the child-minding agency that they are registered with of “any significant” event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with children/on the premises to look after children.

Dealing with Allegations/ concerns that do not meet the threshold

Low level concerns should always be undertaken in consultation with the LADO. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised previously but not met the threshold for an allegation. Waltham Forest local procedures require that all low-level concerns are shared with the LADO/SIE service through our consultation service.

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- being over friendly with children
- having favorites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language.

(NSPCC KCSIE 2021 Briefing on key updates to statutory guidance for schools in England September 2021)

DBS Referrals

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

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

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

If an allegation is made against the DSL of our setting, the matter should be brought to the attention of the Deputy DSL or the manager of the setting or the registered person.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education 2022.

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

Further information and guidance on making DBS referrals can be found on the link below:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#should-i-make-a-referral-when-an-allegation-is-first-made-or-when-i-temporarily-suspend-someone>

Whistleblowing

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

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

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

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

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

LADO & safeguarding team telephone number 020 8496 3646 (9-5pm Monday to Friday) email: Safeguardingineducation@walthamforest.gov.uk

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

NSPCC Contact the Whistleblowing Advice Line

Call 0800 028 0285 or Email help@nspcc.org.uk

[For further information on whistleblowing visit https://www.gov.uk/whistleblowing](https://www.gov.uk/whistleblowing)

Ratios

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

For Early Years providers other than childminders:

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

**To check qualifications are full and relevant <https://www.gov.uk/guidance/early-years-qualifications-finder>

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

[Keeping Children Safe in Education](#) 2022 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online safety, as part of providing a 'broad and balanced curriculum.'

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

This policy includes details of how internet use at the setting is filtered and monitored.

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

- Check all apps, websites, and search results before using them with children.
- Always ensure children are supervised when accessing the internet.
- Ensure safety modes and filters are applied to computers / tablets.
- Role model safe behaviour and privacy awareness.
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately.

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

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

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regards to online safety issues

<https://www.thinkuknow.co.uk/> from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

Visitors

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

External visitors; contractors.

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

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

Protecting children/Young People

Defining Abuse – Signs & Symptoms

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

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

It is important that all staff working at Parkside Pre-school are aware of the indicators of abuse and that they should always **consult when concerned.**

Type of Abuse	Possible Indicators
<p>Neglect The persistent failure to meet a child’s basic physical and psychological needs, likely to result in the serious impairments of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide food, clothing and shelter; • protect a child from physical and emotional harm or danger; • ensure adequate supervision; • ensure access to appropriate medical care or treatment. 	<p>Obvious signs of lack of care including:</p> <p>Problems with personal hygiene;</p> <p>Constant hunger;</p> <p>Inadequate clothing;</p> <p>Emaciation;</p> <p>Lateness or non-attendance at the setting;</p> <p>Poor relationship with peers;</p> <p>Untreated medical problems;</p> <p>Compulsive stealing and scavenging;</p> <p>Rocking, hair twisting, thumb sucking;</p> <p>Running away;</p> <p>Low self-esteem.</p>
<p>Physical Abuse</p> <p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child e.g. FGM, Breast ironing. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p>Sexual Abuse</p> <p>Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour</p> <p>Displays of affection which are sexual and age inappropriate</p> <p>Tendency to cling or need constant reassurance</p> <p>Tendency to cry easily</p> <p>Regression to younger behaviour – e.g. thumb sucking, acting like a baby</p> <p>Unexplained gifts or money</p> <p>Depression and withdrawal</p> <p>Wetting/soiling day or night</p> <p>Fear of undressing for PE</p>
<p>Emotional Abuse</p>	<p>Rejection</p>

<p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<p>Isolation</p> <p>child being blamed for actions of adults</p> <p>child being used as carer for younger siblings</p> <p>affection and basic emotional care giving/warmth, persistently absent or withheld.</p>
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Useful link to Waltham Forest Neglect resource

https://search3.openobjects.com/mediamanager/walthamforest/fsd/files/waltham_forest_child_neglect_resource_for_multiagency_working_1_.pdf

Bruising in babies

Should we observe bruising in a baby who is not crawling, cruising or independently mobile depending on the timing and the nature of the concern we will raise the concern with the child’s parent in the first instance.

In all cases, bruising in pre-mobile children a referral will be made to MASH.

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

Referrals

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

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

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

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

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

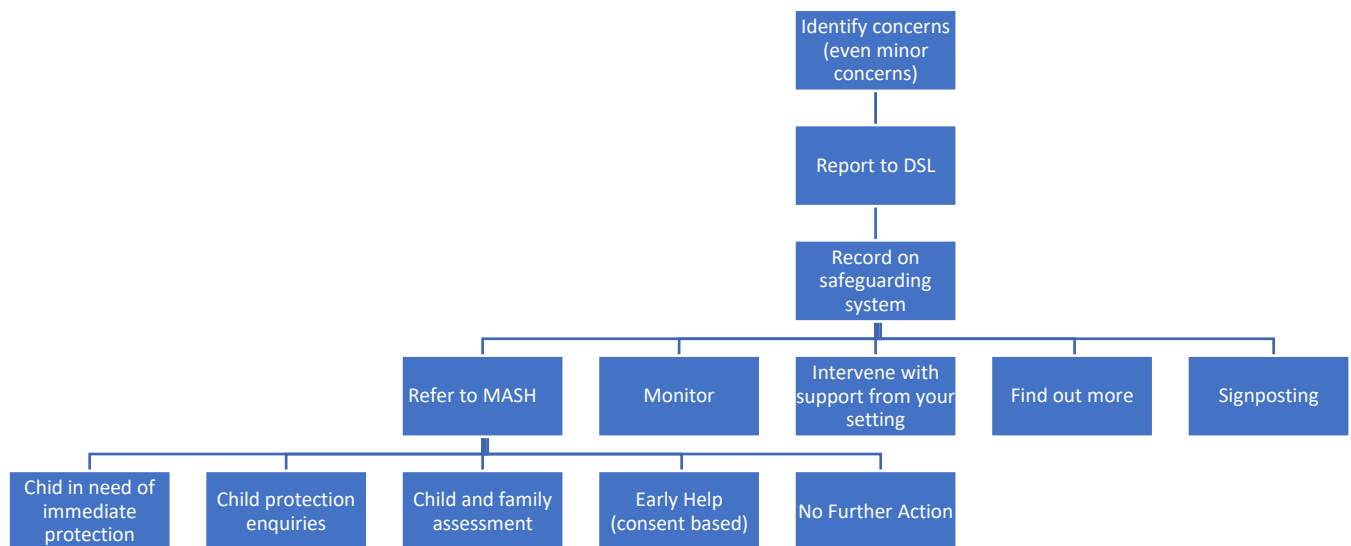
- If for some reason, the DSL is not available, the referral should be made without delay by the deputy DSL, manager or another member of staff.
- If you disagree with your DSL’s decision not to refer a case to MASH, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so. Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible.
- It is noted that All Adults in our setting, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH, LADO, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting’s DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child’s Protection file.

Holding children in the setting after a MASH referral

Sometimes MASH social workers and police will want to see a child on the day of referral to ensure that they are safe to go home. In such cases, they will ask you to keep the child in setting until the visit has taken place. Because it can take time to organise the visit with an available social worker and police officer, sometimes families will be asked to wait at the setting before a child is released to them, and they may be asked not to see their child during this time. This can be stressful and uncomfortable for both the setting and families and sometimes all are kept at the setting until late in the evening. The setting should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Although settings do not have legal powers to remove or detain children, Police and The Courts do have such powers, and it is at their request that the setting are holding the child. For this reason, families are strongly advised to cooperate in order to ensure children/young people are effectively safeguarded.

Flowchart – Actions where there are concerns about a child



Dealing with disclosures made by children

Should a child make a disclosure of abuse as with all Child Protection concerns, we will act on the information immediately. If staff are concerned that a child may be at risk or is suffering abuse, they must report the concern to the DSL, Sem Karamehmet, or in her absence to the deputy DSL, Debbie Murphy or Jackie Browne.

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

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Seek context to the concern but **do not investigate or ask leading questions.**
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Safeguarding Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure, or incident which you must sign, date, and record your position using the setting concern about a child's welfare & safety form (See Appendix 5).

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

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

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing

We at Parkside Pre-school view information sharing as an essential part of our arrangements to safeguard the children in our care. As part of this we acknowledge that there may be concerns about a child or family which could be considered low-level, in such cases we will share information as necessary to protect the child. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Any information shared will be done on a need-to-know basis to aid the effective assessment and identifying of children at risk. As practitioners we are clear about when we should share information and be alert to the signs and triggers of child abuse, should there be a suspicion, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information shared will be in line with guidance from the local authority and police.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Information about the child:

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

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

Escalation

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

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

https://www.walthamforest.gov.uk/sites/default/files/childrens_escalation_letter_december_2019.pdf

Harmful sexual behaviour (HSB) child-on-child abuse.

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse. KCSIE 2022.

We are aware that child on child abuse does take place amongst young children. This may take the form of bullying, physically hurting another child, emotional abuse and or sexual abuse. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. Where the abuse is of a sexual nature, we will report this form of abuse in the same way as we do for adults abusing children and will take advice from the Multi -Agency Safeguarding Hub (MASH) to access support for both the victim and the perpetrator, as they too could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Should the abuse be other than sexual we will use the setting's policy on managing behaviour.

As part of safeguarding children in our setting we will ensure that our designated safeguarding lead and deputy safeguarding lead are trained in recognising HSB.

Risk assessment

When there has been a report of HSB, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. The risk and needs assessment for a report of HSB will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- any/all the other children, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms,

and

- The time and location of the incident

and

- any action required to make the location safer.
(KCSIE 2022)
-

Special Educational Needs

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

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- and communication barriers and difficulties in overcoming these barriers.

Children and mental health concerns

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

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

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

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

For further information and guidance on children with mental health concerns visit <https://www.annafreud.org/early-years/>

Supporting children with online safety

At Parkside Pre-school we will:

Ensure that our approach is child-centred, considering always what is in the best interest of the child. We will safeguard children both preventatively and responsively and ensure that we deliver a broad and balanced curriculum response to online safety that will enable children and parents to learn about the risks of new technologies and social media and to use these responsibly both at the setting and at home.

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

We will also ensure that:-

- We have clear standards of behaviour for staff / volunteers and children / young people.
- Promote good health, effective management of medical conditions(including the management of medication (**EYFS 2021 3.46, 3.47**) and the development of self-care in children.
- sleeping children are checked frequently to ensure that they are safe **EYFS 2021 3.6**.
- liaise and work together with other support services and those agencies involved in safeguarding children.
- Manage children's behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- Monitor all children who have been identified as having welfare or safeguarding concerns and provide appropriate support.
- That we release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. **EYFS 2021, 3.63**.
- Maintain records that document safeguarding concerns over time, including low-level worries about a child or young people that together may paint a picture of concern.
- Ensure that our policies and procedures relating to safeguarding and wellbeing are updated annually in collaboration with the trustees.

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

Additional vulnerabilities and characteristics in children under five include:

- Children who are looked after by the Local Authority.
- Children previously looked after by the Local Authority.
- Children showing signs of being drawn in to anti-social or criminal behaviour.
- Children at risk of modern slavery, trafficking, or exploitation.
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Children showing early signs of abuse and/or neglect.
- Children at risk of being radicalised or exploited.
- Privately fostered children.
- Children with special educational needs or disabilities

The voice of the child

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

Keeping Children Safe in Education 2022 requires staff to have an awareness that children do not always have the ability to recognise or report abuse. There is an emphasis upon staff building trusting relationships with children, using professional curiosity, and speaking to the DSL about any concerns for a child.

Early Help-Identifying children and families who would benefit from early help services

In line with our responsibilities under Working Together to Safeguard Children (2018) we are committed to identifying those children who would benefit from Early Help support.

Link to Thresholds and practice working with children and families Waltham Forest

<https://thehub.walthamforest.gov.uk/news/guide-thresholds-and-practice-working-children-and-families-waltham-forest>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Quality Assurance

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

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

Specific Safeguarding

Private Fostering

A private fostering arrangement is one that is made privately (without any involvement of a Local Authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Both birth parents, private foster carers and persons who are seeking to arrange for a child to be privately fostered are required by law to notify the Waltham Forest Council's Children's Services department of the arrangement.

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

Female Genital Mutilation (FGM)

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

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

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

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

Prevent

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

- Understanding our own role and responsibilities on how to protect children from extremism
- Promoting and embed fundamental British Values in the setting through the activities and policies of the setting
- Ensuring that staff have up to date training that provides them with the knowledge on how to identify children at risk.
- Monitoring children's attendance and following up absences

Link to Prevent on line training <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
Local Authority contact email or phone the Senior Programme Manager (Prevent Education) Amy Strode
Email: Amy.strode@walthamforest.gov.uk Telephone: 07816150037.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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

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

- psychological
- physical
- sexual
- financial
- emotional abuse.

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

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

NSPCC- UK domestic-abuse Signs Symptoms Effects

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

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

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

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

Safe Lives: young people and domestic abuse

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

Guidance Domestic abuse: how to get help - <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

<https://www.gov.uk/government/publications/domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version#annex-a--support-available-for-victims>

Homelessness

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

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

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

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

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

Setting Specific Safeguarding policies

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

- | | |
|--|---|
| • Promoting Positive Behaviour | Adopted: February 2018 – February 2021 |
| • Code of conduct | Adopted: April 2020 -April 2021 |
| • Confidentiality & Client Access to Records | Adopted: March 2018 – March 2021 |
| • Online Safety (Inc Mobile phones & Cameras) | Adopted: June 2020– June 2022 |
| • Health and Safety | Adopted: June 2018 – June 2021 |
| • Risk assessments | Adopted: March 2020 – March 2023 |
| • Valuing Diversity and Promoting Equality | Adopted: January 2018 – January 2021 |
| • Supervision of Children on Outings & Visits | Adopted: June 2018 – June 2021 |
| • Missing Child & non collection | Adopted: April 2020 – April 2021 |
| • Uncollected Child | Adopted: January 2020 – January 2021 |
| • Making A Complaint | Adopted: March 2020 – March 2023 |
| • Administering Medicines | Adopted: March 2020 – March 2023 |
| • Managing Children with Allergies | Adopted : January 2018 – January 2021 |
| • Recording and Reporting Incidents | Adopted : March 2020 – March 2023 |
| • Supporting Children with SEND / Inclusion | Adopted: February 2019 – February 2021 |
| • Staffing policy | Adopted: March 2020 – March 2023 |
| • Paediatric First Aid | Adopted: January 2018 – January 2021 |
| • Whistle Blowing | Adopted: March 2018 – January 2021 |
| • Managing Allegations | Adopted: Within Safeguarding Policy |
| • Safe Recruitment | Adopted: March 2020 – March 2023 |

Approved by Chair of Trustees

Signature:



Name: Amanda Hooker

Adopted on: November 2022

Review Date: November 2023

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

Appendix 1

The responsibility of the DSL includes

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

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

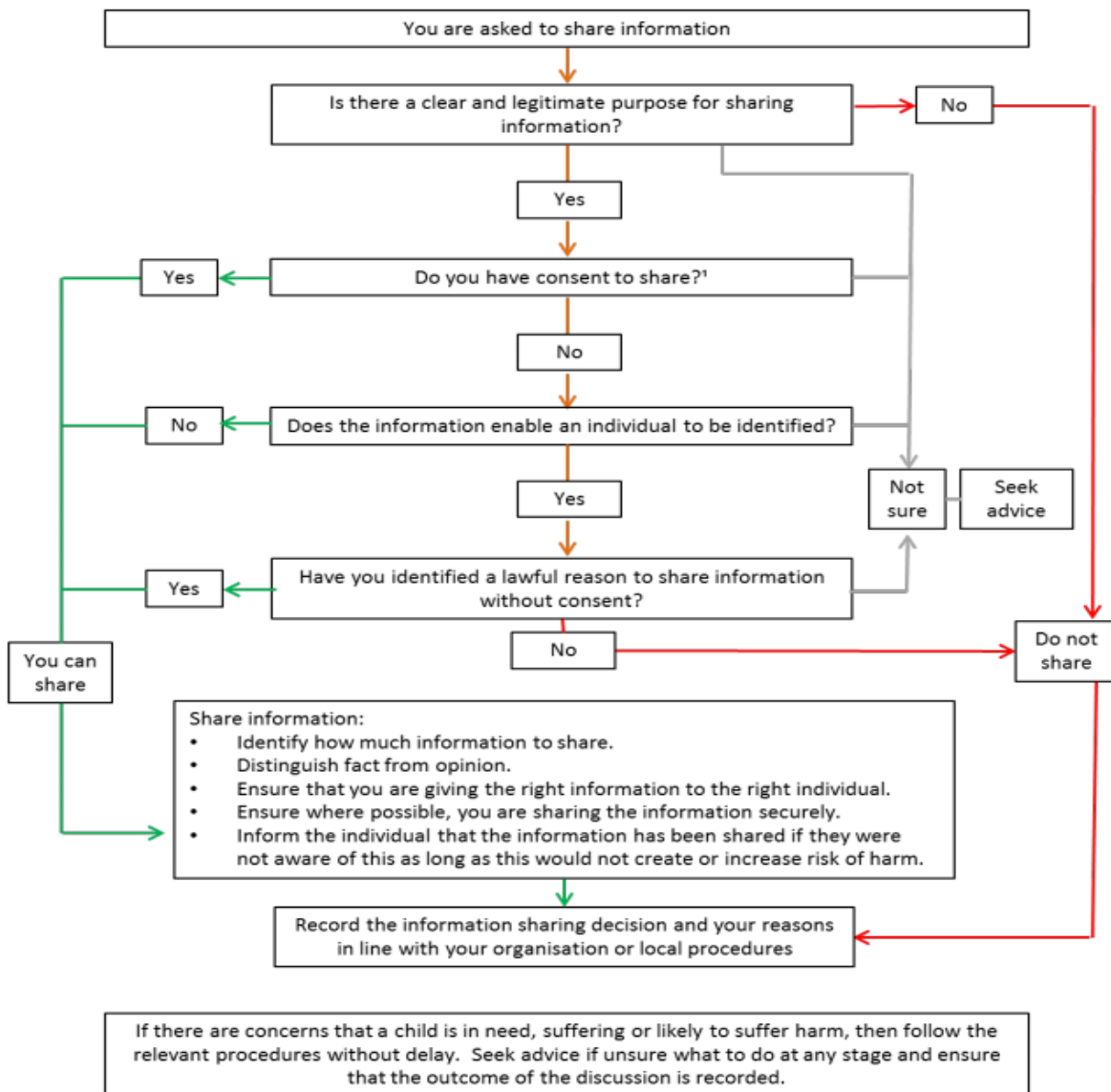
Providing support advice, training to both staff students, volunteers and guidance to all on an ongoing basis with regards to specific safeguarding issues

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

- Referring cases of suspected abuse to children's social care and police as appropriate.
- Referring cases to the Channel programme where there is a radicalisation concern as appropriate.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.
- Keeping detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main child's file and stored securely. **EYFS 2021 3.71, 3.72**
- Ensures that, when a child leaves the setting that all child protection records are passed to the new setting (separately from the child's main file ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed.
- Ensuring the secure transfer of child protection files where child leaves setting to attend another provider/school.
- Representing the setting at inter-agency meetings strategy discussions, child protection conferences and core groups; along with provide and/or support other staff to do so – and to contribute to the assessment of children.
- Managing and monitoring the setting's role in early help, child in need and child protection plans.

Appendix 2

Flowchart of when and how to share information



If in doubt about sharing, see: [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#).

Appendix 3

Local Support and Key Safeguarding contacts in Waltham Forest

All members of staff in [Name of Setting] are made aware of local support available:

Name	Agency	Contact details
Police Referral Desk	Metropolitan Police Child Abuse & Investigation Team (CAIT)	020 8345 3633 020 8345 3693
Designated Nurse for Safeguarding Children	Clinical Commissioning Group (CCG) – GP Services	020 3688 2638
Duty Child Protection Coordinators	Waltham Forest Children & Families Services	020 8496 8279
Team Manager, Children’s Emergency Duty	Waltham Forest Children & Families Services	020 8496 3000
Local Authority Designated Officer (LADO) & Safeguarding in Education	Waltham Forest Children & Families Services	020 8496 3646
Waltham Forest Multi Agency Safeguarding Hub (MASH) Team Team Manager, MASH	Waltham Forest Children & Families Services	cscreferrals@walthamforest.gov.uk 020 8496 2307/2310/2311/2316 020 8496 2317
Designated Doctor for Child Protection Named Contact for FGM Sylvie Lovell Early Help Family Practitioner (0-11)	North East London Foundation Trust (NELFT) London Borough Waltham Forest	020 8430 7893 07795 548987 Tel: 0208 496 3281 Mobile: 07973748024 Email: Sylvie.lovell@walthamforest.gov.uk
Named Nurse for Safeguarding	Barts Health, Whipps Cross Pediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072
Amy Strode	Waltham Forest Council Community Safety Team	Email: Amy.Strode@walthamforest.gov.uk

Senior Program Manager (Prevent Education Officer)		Mobile: 07816150037
Waltham Forest Multi Agency Safeguarding Hub Private Fostering	221 Hoe Street Walthamstow London E17 9PH	csreferrals@walthamforest.gov.uk or call 020 8496 2310 out of hours 02084963000 Selina.Mkandla@walthamforest.gov.uk

Print and display this page next to every staff phone in your setting.

Record keeping Guidance

Child protection records should include.

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Useful guidance

<https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance>

Appendix 4
CHILD PROTECTION RECORDS TRANSFER FRONT SHEET

INFORMATION/FRONT SHEET

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

--	--	--	--	--

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

Name	Relationship to child	Address	Tel No

Other Agency Involvement

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

Appendix 6

Logging a Safeguarding/Welfare concern about a Child

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name: Print		
Signature		
Job Title:		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
What is the child's account/perspective?		
Professional opinion where relevant.		
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.		
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.		

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

Please pass this form to your Designated Safeguarding Lead.

Part 2 (for use by DSL)

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

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

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

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

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

Appendix 7

Body Map Guidance for Early Years and Schools

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

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

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

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

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

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

Size of injury - in appropriate centimetres or inches.

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

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

Is the skin broken?

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

Is there a scab/any blistering/any bleeding?

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

Is mobility restricted as a result of the injury?

Does the site of the injury feel hot?

Does the child feel hot?

Does the child feel pain?

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

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

Ensure First Aid is provided where required and record.

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

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

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

BODYMAP

(This must be completed at time of observation)

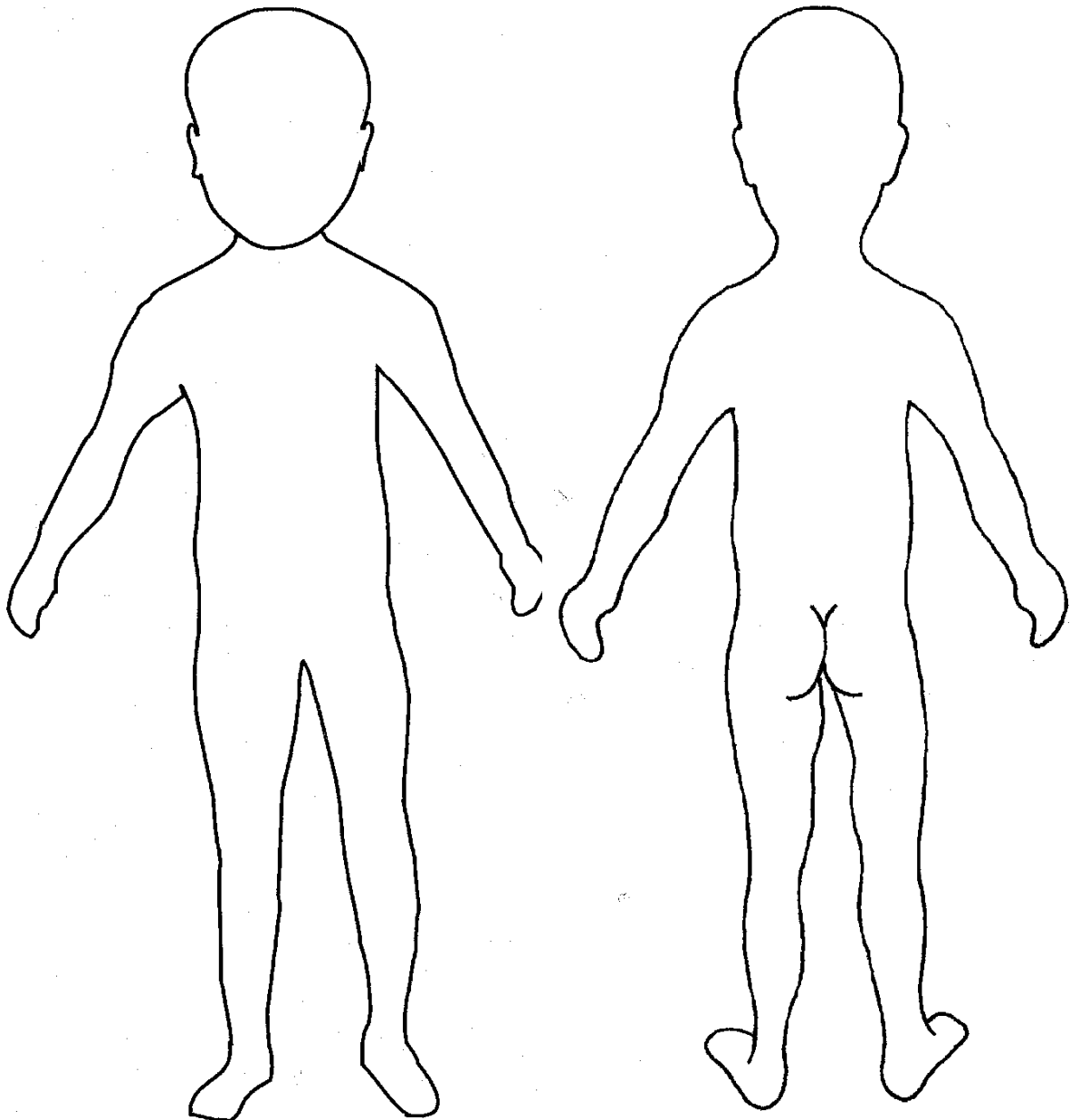
Name of Pupil:

Date of
Birth:

Name of Staff:

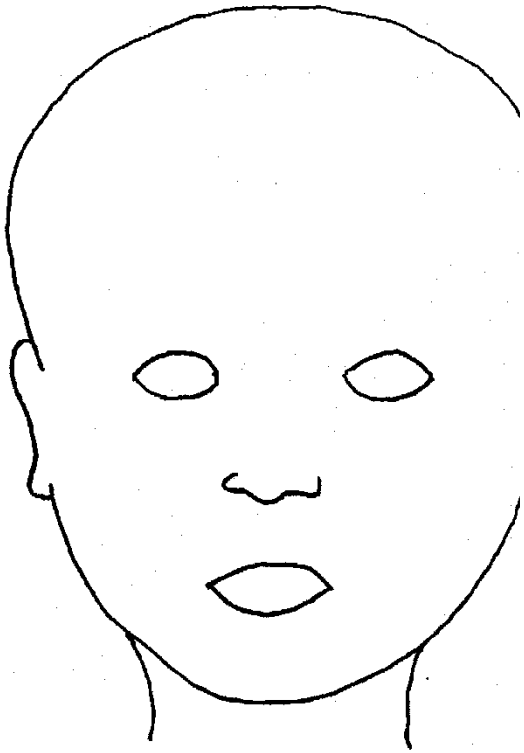
Job
title:

Date and time of
observation:

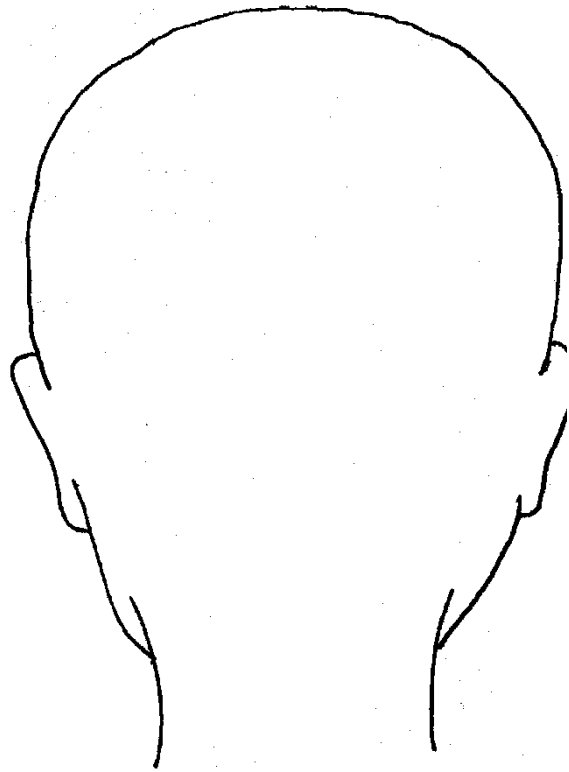


Name of pupil:

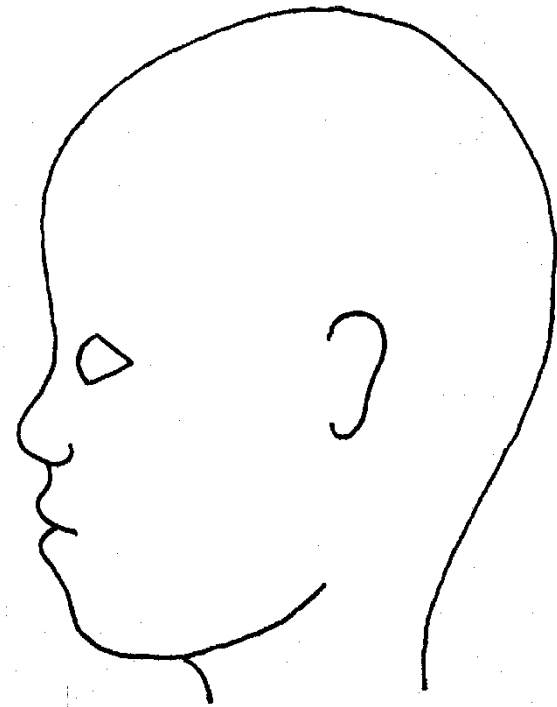
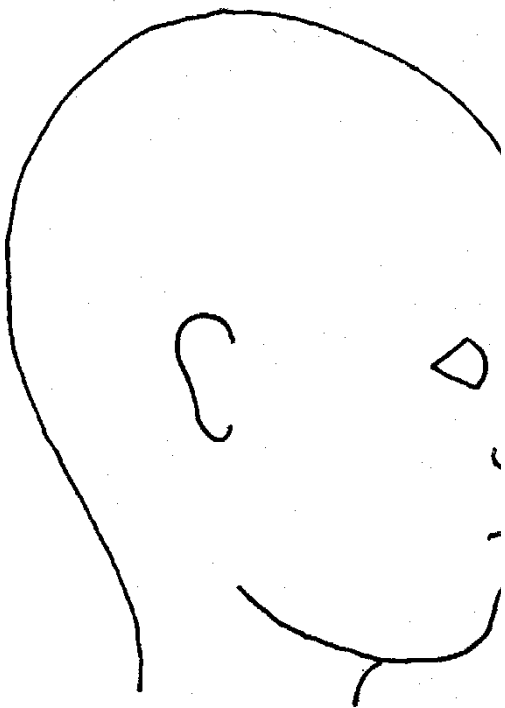
Date and time of
observation:



FRONT

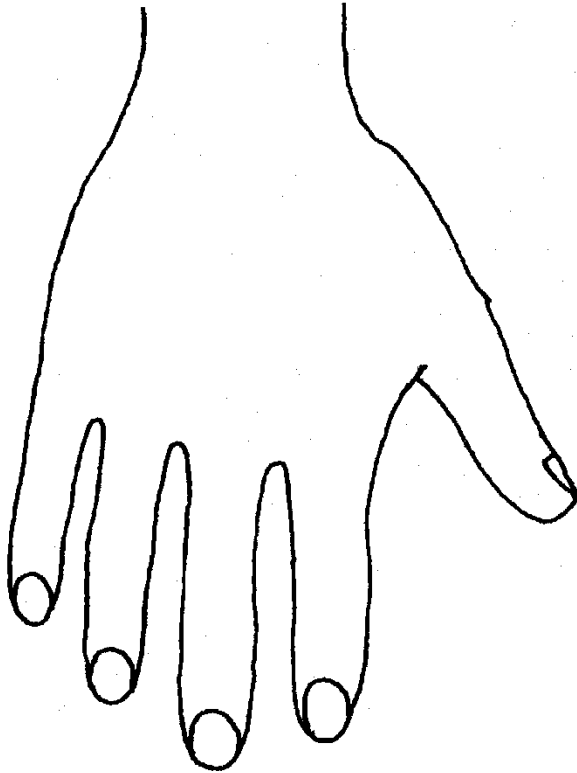


BACK



Name of pupil: _____

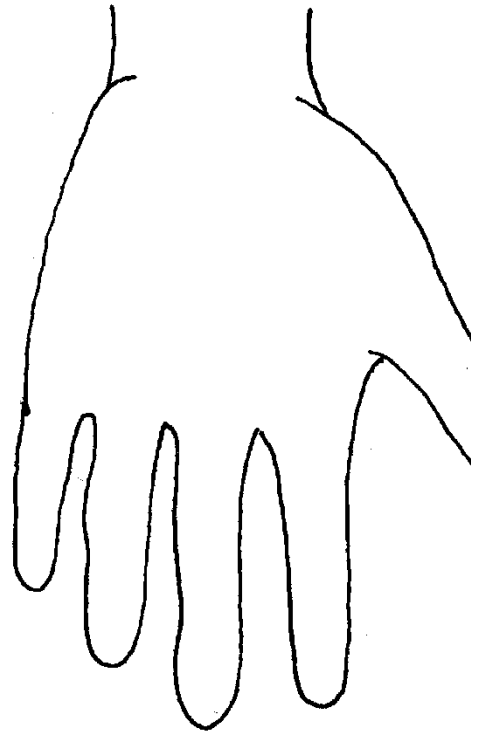
Date and time of
observation: _____



**RIGHT
BACK**

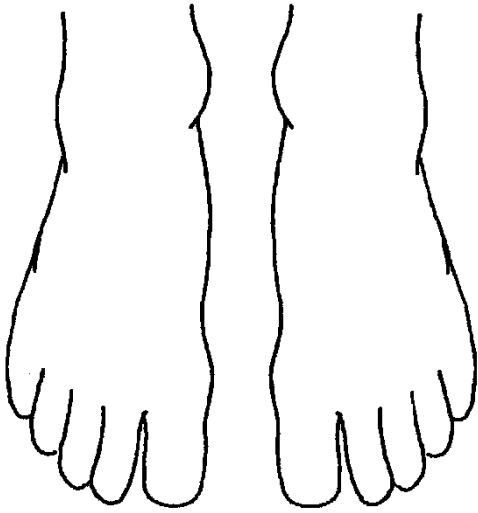


LEFT



Name of Pupil: _____

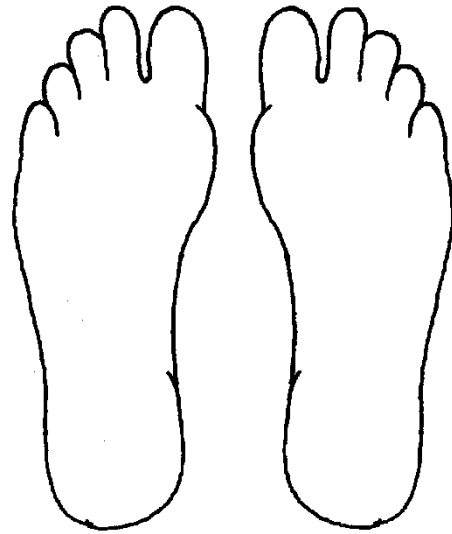
Date and time of observation: _____



RIGHT

TOP

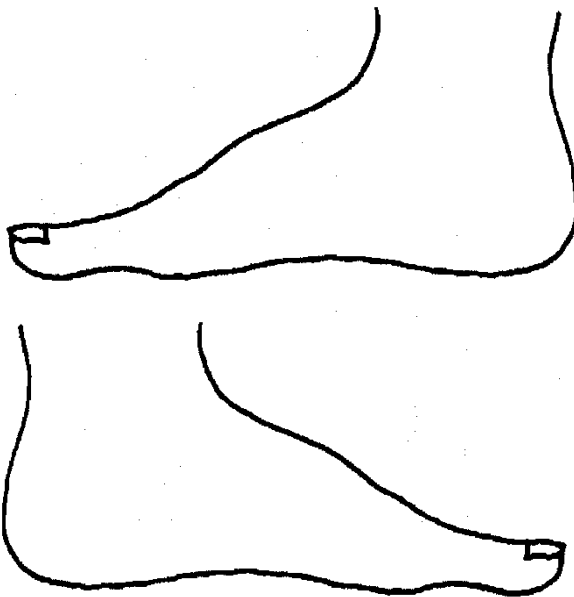
LEFT



RIGHT

BOTTOM

LEFT
T

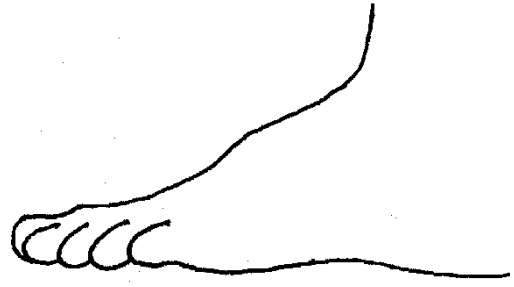


RIGHT
INNER

LEFT



**RIGHT
OUTER**



LEFT

Printed Name, Signature
and Job title of staff:

Appendix 9
Request for Help, Support, Protection or Safeguarding Form



Request for Help, Support, Protection or Safeguarding V 2.0

Guidance

If you have a safeguarding concern or request for support for either children or adults then this form should be completed and emailed to the appropriate MASH team, which can be contacted on:

Tel: 0208 496 2310

Email: MASHrequests@walthamforest.gov.uk

for NHS.net account please can you send to MASHrequests@walthamforest.gov.uk.cism.net

Requests for Help, Support, Protection or Safeguarding must be made via this form and all relevant sections **MUST** be completed in order to support a good referral. Advice and guidance on a Request for Help and Support of Protection:

https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=27fyEuq_Qzo

You can make a '**Request for Help and Support**' if you think the subject has additional emerging, complex or acute needs which require a multi-agency intervention; for example, persistent truanting, chronic/recurring health problems, concerns re mental health, substance misuse or behaviour that is harmful to self and others. Before making this request, you should **gain consent** of the child/young person/adult or family concerned.

If you are worried that a child is at risk of significant harm i.e. through abuse or neglect, or their condition is acute, you should make a '**Request for Protection**'. In this case you should inform the parents unless this will endanger the child's safety.

If you have an Adult Safeguarding Concern as you are concerned that the adult is at risk of abuse or neglect you should make a '**Request for Safeguarding**'.

Any decision made by the MASH team will be in line with the [Early Help and Threshold Criteria for Intervention](#) which outlines and defines different levels of need (including emerging, multiple, complex and acute) for children.

The Care Act guidance and Adults Threshold Documents will be applied when referrals are made for Adult to determine if a statutory Duty is applied to assist and support vulnerable adults who have eligible needs

WHEN TO EXPECT A RESPONSE

- We will make sure that you receive an automatically generated written response to your referral within 24 hours
- If you do not hear back from us regarding the outcome and/or progress of your referral, please contact the MASH Team
- If you encounter any difficulties in relation to your referral that you wish to bring to the attention of a Senior Manager, please contact the MASH Head of Service

Contact details and personal information

Details of the person making contact:

Name:	
Agency/Team:	
Role/Job title:	
Address:	
Contact Numbers:	
Date of request:	

What type of request is this?

Help and support		Protection:		Safeguarding:	
------------------	--	-------------	--	---------------	--

Does the client/parent or next of kin know about the referral?

Y/N:		Details:	
------	--	----------	--

Has the client/parent or next of kin consented to the request being made?

Y/N:		Details:	
------	--	----------	--

Details of the client:

NHS ID	UPN ID	First Name	Surname	Date of Birth/Expected Due Date	Age	Gender	Address	Ethnicity	Religion	Do they have an EHC plan?

Details of family/household members or other significant people:

Name	Other Name(s)	DOB/EDD	Age	Gender	Address	Contact Number	Relationship with Subject	Parental Responsibility	Disabilities	Ethnicity	Religion

If there are more than four family/household members or significant people, please continue on a separate sheet and attach

Presenting issues

Client

<input type="checkbox"/> Emotional abuse	<input type="checkbox"/> Sexual Abuse	<input type="checkbox"/> Domestic abuse	<input type="checkbox"/> Physical abuse	<input type="checkbox"/> Mental Health	<input type="checkbox"/> financial abuse	<input type="checkbox"/> Challenging/ Anti-Social Behaviour	<input type="checkbox"/> Child Missing Education	<input type="checkbox"/> Missing from home	<input type="checkbox"/> Under 16 Year old pregnancy	<input type="checkbox"/> Self-Harm	<input type="checkbox"/> Alcohol or drug Misuse
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Gang-violence	<input type="checkbox"/> FGM	Please give any details on the presenting issues:								

Parent/Carer/next of kin

<input type="checkbox"/> Alcohol Misuse	<input type="checkbox"/> Housing	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Domestic Abuse	<input type="checkbox"/> Drug Misuse	<input type="checkbox"/> No Recourse to Public Funds	<input type="checkbox"/> Intentionally Homeless	<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Acute or emerging Physical Disability or illness	<input type="checkbox"/> Gang-violence	<input type="checkbox"/> Other (specify)
---	----------------------------------	--	---	--------------------------------------	--	---	--	---	--	--

Please give any details on the presenting issues:

General issues

<input type="checkbox"/> Housing	<input type="checkbox"/> Family dispute/ breakdown	<input type="checkbox"/> Financial support	<input type="checkbox"/> Other (specify)
----------------------------------	--	--	--

Request for Help Support, Protection or Safeguarding

If appropriate, what level of need does this client or family display?

Emerging	Multiple	Complex	Acute
-----------------	-----------------	----------------	--------------

What led to this referral? If possible, please refer to the level of need.

What support has been provided to the client or family? How have the level of needs been met?

Please state why you think the client has met the threshold for an assessment

Has an Our Family Journey assessment or any other assessment been completed?

Y/N

If Yes, please attach the assessment to this referral

Once you have completed this form the information will be collated, and our Multi Agency Team will make a decision about the next step. This decision will be made within 48 hours of receipt of a fully completed form (24 hours if there are Protection concerns) and you will be notified accordingly

Appendix 10

Waltham Forest LADO Referral Form

For the statutory reporting of Allegations against Staff & Volunteers (ASV) working with children & young people

By law, organisations / sole traders must complete and email this referral within 24 hours of becoming aware that someone working with children has:

Behaved in a way that has harmed, or may have harmed, a child/ren (under 18)

Possibly committed a criminal offence against, or related to, a child/ren (under 18); or

Behaved towards a child/ren in a way that indicates they are unsuitable to work with children

Upon becoming alerted to an allegation against staff & volunteers (ASV), the senior officer must:

Remove the immediate risk

Support the child(ren) and inform their parents

Refer to MASH as required

Treat concerns seriously & follow procedures

Do not investigate

Keep an open mind

Do not notify the member of staff/volunteer of the details of the allegation / the person making the complaint

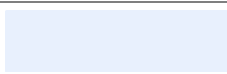
Make LADO referral

Remind all parties of the requirement for confidentiality; failure could result in criminal charges

LADO Referrals

The employing organisation's senior officer should call the Duty LADO immediately (or within 24 hours) to discuss the next course of action on **0208 496 3646**, complete a LADO referral form, and send it securely to:

LADO@walthamforest.gov.uk

Referrer Details – person completing this form			
Name	Click here to enter text.	Job Title	Click here to enter text.
Date	Click here to enter text.	Signature	
Organisation	Click here to enter text.	Address	Click here to enter text.
Tel	Click here to enter text.	Email	Click here to enter text.

Adult of Concern – subject of allegation			
Name	Click here to enter text.	Gender	Click here to enter text.
Date of Birth	Click here to enter text.	Ethnicity	Click here to enter text.

Telephone	Click here to enter text.	Email	Click here to enter text.
Job Title	Click here to enter text.		
Employer	Click here to enter text.		
Employment status	Click here to enter text.	Location	Click here to enter text.
Home Address	Click here to enter text.		
HR history (previous concerns)	Click here to enter text.		
Previous allegations	Click here to enter text.		
Latest DBS / Blemished? Safer Recruitment followed?	Click here to enter text.		
Date of DBS	Click here to enter text.		
Does the person have children of their own (under 18), or live with children?			
Click here to enter text.			
If Yes please, give full details of names and DOBs:			
Click here to enter text.			

Child/ren Details			
Name	Click here to enter text.	Gender	Click here to enter text.
Date of Birth	Click here to enter text.	Ethnicity	Click here to enter text.
Telephone	Click here to enter text.	Email	Click here to enter text.
Home Address	Click here to enter text.		
School / College / Work	Click here to enter text.		
Additional information (e.g. disability, communication or other SEN / previous child protection concerns)			
Click here to enter text.			
Child's Family Details			
Parents / Carers	Click here to enter text.		

Relationship	Click here to enter text.
Telephone contact	Click here to enter text.
Email contact	Click here to enter text.
What is the parent's view of the allegation?	
Additional Information (e.g. disability, communication or other SEN / previous child protection concerns) Click here to enter text.	

Details of Allegation / Concern					
Date of Allegation	Click here to enter text.	Time of Allegation	Click here to enter text.	Place of Allegation	Click here to enter text.
Allegation in Personal Life?			Click here to enter text.		
Allegation in Professional Life?			Click here to enter text.		
Record the details of the allegation (using the child/adult's own words where possible)					
Click here to enter text.					
Record nature of allegation – physical abuse, sexual abuse, emotional abuse, neglect:			Click here to enter text.		
Did the incident involve an authorised physical restraint?			Click here to enter text.		
Has the child been spoken to about this incident or concern? Please give details			Click here to enter text.		
Has a parent/carer been informed? If yes, give reason and details			Click here to enter text.		
Has the member of staff / volunteer been informed? If yes, please give reason and details			Click here to enter text.		
What other actions has your agency/organisation undertaken so far?			Click here to enter text.		
Are any other agencies involved?			Click here to enter text.		

Please return this form to: LADO@walthamforest.gov.uk

Ask LADO for our **Risk Assessment** form to help you determine the suitability of the subject of the allegation to remain in post for the duration of the investigation.

Appendix 11

Risk Assessment for Staff Causing Concerns

When you have concerns about a member of staff's conduct or behaviour, either in the course of their work or in their personal lives, you may wish to complete a risk assessment.

This is designed to act as a live document and should be updated as the case progresses.

Complete this part of the risk assessment when you first become aware of concerns.

Please note that if LADO is involved, you should follow LADO guidance in managing your concerns and complete the LADO process prior to conducting your internal disciplinary review.

1. Individuals

Risk Assessment Case Manager	
Case Manager Job Title	
Case Manager Email	
Case Manager Phone	

HR Consultant	
HR Consultant Job Title	
HR Consultant Email	
HR Consultant Phone	

Staff Member Name	
Position Held	
Date issue raised with staff member	
Union Rep / Solicitor	

2. Risk Assessment

Did the member of staff disclose concerns appropriately to the organisation?	Yes / No / Unknown
Are the police investigating into the allegation?	Yes / No / Unknown
Does the Police have concerns about the employee continuing to work during the investigation?	Yes / No / Unknown

Does the LADO have concerns about the employee continuing to work during the investigation?	Yes / No / Unknown
If the allegation were true, would it lead you to suggest that a child has been harmed or is at risk of harm?	Yes / No If so, DBS referral may be made at this stage – cf KCSIE 2019.
How serious is the allegation or other matter revealed?	
Has the individual accused accepted that the information provided is correct?	
Is there any other information at this stage to support the allegation? If so, what information?	
How long is it since the incident or other matter revealed?	
Does the individual have a pattern of offending behaviour or other relevant matters?	
Has the employee breached or potentially breached statutory guidance or behavioural / safeguarding policy? e.g. Safer Working Practice for the protection of children & staff in Education Settings?	
Has the employee potentially breached Trust and Confidence with the school / education setting?	
What is the nature and relevance of the contact that the individual will have with children?	
What supervision is available to reduce or remove any associated risk?	
What additional safeguards can be implemented to reduce or remove any risks?	
Do I believe that a child or other children is / are at risk of significant harm? Or is the allegation so serious that it might be grounds for dismissal?	Yes / No If so, DBS referral may be made at this stage – cf KCSIE 2019.

3. Decision-Making

<p>Decision on whether to undertake a precautionary suspension from duty pending further information?</p> <p>Ensure that you have consulted HR and Legal as required.</p>	<p>Yes / No</p>
<p>Please list reasoning for this decision</p>	
<p>If not suspended, how will you ensure that children and staff are adequately safeguarded?</p>	
<p>What is your plan with regards to your duty of care of your staff member?</p> <p>If staff member is suspended, please detail who will remain in contact with the member of staff and how they will share information (e.g., method, type, frequency). NB: this should not be the person who would investigate concerns or who would chair disciplinary panel should either of these be required.</p> <p>Please list review date (no later than 4 weeks' time).</p>	
<p>Do you have sufficient information to refer to DBS at this time?</p>	

4. Process

<p>What is your plan for responding to the risk identified? Date when you shared your plan / risk assessment with LADO.</p>	
<p>Are Police investigating?</p> <p>If so, please delay disciplinary process until LADO approves; list status, outcomes and dates.</p>	
<p>Will there be an investigation into concerns for LADO?</p> <p>If so, please delay disciplinary process until LADO approves; list status, ASV dates, outcomes and dates. What is the deadline for the Safeguarding Management Review to be sent to LADO?</p>	

Will this lead into disciplinary procedures? Have HR been consulted accordingly? If so, list status, outcomes and dates.	
Has the member of staff been dismissed? If so, on what date?	
Has the concern been referred to TRA?	
Has the concern been referred to DBS?	
Has LADO been updated at end of the case?	

Case Manager Name			
Signed		Dated	
HR Consultant Name			
Signed		Dated	

Part 2. Review

Have you implemented your plan?	Yes / No
In what way have you clarified the levels of risk involved?	
In what ways have you managed risk?	
What has changed since the last meeting?	
Review date	

Decision on whether the precautionary suspension from duty should remain? Please list reasoning and next actions	Continue with Suspension Re-instate into Position
---	--

Case Manager Name			
Signed		Dated	
HR Consultant Name			
Signed		Dated	

Part 3. Suspension review

What has changed since the last meeting	
How does this impact your decision to suspend?	
Further information	

Decision on whether the precautionary suspension from duty should remain? Please list reasoning and next actions	Continue with Suspension Re-instate into Position
---	--

Case Manager Name			
Signed		Dated	
HR Consultant Name			
Signed		Dated	

Part 4. Disciplinary Action

If through the course of this process, you have identified misconduct that meets your thresholds for disciplinary action, upon conclusion of the LADO process, you may proceed with disciplinary action.

What has changed since the last meeting	
How does this impact your decision to suspend?	
Further information	

Decision on whether the precautionary suspension from duty should remain? Please list reasoning and next actions	Continue with Suspension Re-instate into Position
---	--

Case Manager Name			
Signed		Dated	
HR Consultant Name			
Signed		Dated	

Appendix 12

Internal Investigations & Safeguarding Management Review report

This document provides a format for internal investigations & safeguarding management review (SMR) reports in order to support the investigation and assessment of concerns raised to the LADO & Safeguarding in Education team.

Key Information

Organisation	Click here to enter text.
Address	Click here to enter text.
Lead Officer	Click here to enter text.

Report Date	Click here to enter text.
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Reviewer	Click here to enter text.
Reviewer job title	Click here to enter text.
Reviewer phone	Click here to enter text.
Reviewer email	Click here to enter text.
Relevant background / experience	Click here to enter text.

LADO	Click here to enter text.
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Adult subject of allegation	Click here to enter text.
Job Title / Role	Click here to enter text.
DOB	Click here to enter text.
Ethnicity	Click here to enter text.
Gender	Click here to enter text.
Address	Click here to enter text.
Email	Click here to enter text.
Phone	Click here to enter text.

Child/ren	Click here to enter text.
DOB	Click here to enter text.
Address	Click here to enter text.
Gender	Click here to enter text.
Ethnicity	Click here to enter text.

Context of Concerns

Organisational context

Includes a description of the organisation, its function, management arrangements in the areas of the organisation involved in the case, policies, procedures/guidance relevant to any actions taken, any factors that might have affected the operation of the service at the time covered by the chronology.

Click here to enter text.

Factual & contextual summary

Provide a brief factual and contextual summary of your agency's involvement with the child and the worker

Click here to enter text.

Adult subject to allegation

Consider the adult who is subject to the allegation. What is their experience of working? How long have they been employed; what are their key relationships and supports in their roles. How do they usually present at work? Have there been past concerns or allegations relating to them and what were these, including outcomes. Do they have a second job? Do they have children of their own or access to children outside of work? How have they responded to the process of investigation? Who has been allocated to support and update them? What other support do they have access to (e.g., unions, employee assistance programmes, etc).

[Click here to enter text.](#)

Child / Children's allegedly harmed

Consider the child's experience and living situation, including what life is like for them at this time, how they feel and think, behavioural and personality descriptions, important relationships in their life, key strengths and difficulties, any past events that may have bearing on current experience, and any additional emotional, physical, medical and psychological needs that the child may have. Use genograms to demonstrate family relationships if appropriate. Consider whether the child has made previous allegations, and if so in what context, and what were the outcomes.

[Click here to enter text.](#)

Chronology

A chronology should be organised in date order any notable events relating to this incident, the child and the worker, showing key interventions, actions taken and decisions made.

Overall time period

The overall time period under investigation is between [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#) and [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#)

Location(s)

During the above-listed time period, note the locations under investigation.

- [Click here to enter text. \(location\)](#) Between [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#) and [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#)
- [Click here to enter text. \(location\)](#) Between [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#) and [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#)
- [Click here to enter text. \(location\)](#) Between [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#) and [Click here to enter text. \(date\)](#) [Click here to enter text. \(time\)](#)

Construct the chronology showing date & time of contact. If abbreviations are used, please add a glossary to the back of the SMR and explain them.

Date	Time	What happened	Decisions / Actions / Rationale	Whose records	Who was involved / present	Child's views
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Key Professionals and Agencies

List any key professionals and agencies who may be able to share information relating to this concern, dates contacted and information gained. Any interview documentation should be appended to this document.

Name	Role	Agency	Contacted	Evidence
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Source documentation

List all documents looked at, where it was accessed, and name/position of any staff spoken to, and dates.

Click here to enter text.

Analysis

Rigorously analyse the evidence gathered. Consider the events that are alleged to have occurred against this evidence. Consider decisions made, and the actions taken and not taken.

Click here to enter text.

Learning

Demonstrate good practice, as well as areas for improvement. What would need to happen to prevent this happening again?

Click here to enter text.

Recommendations & Action Plan

Recommendations should be concise, focussed and specific and capable of being implemented (SMARTR).

Action Number	Lead Officer	Action Details	Identifiers that Action is Met	Deadline
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Proposed Follow-up

What is the plan to review changes recommended in action plan?

Click here to enter text.

Recommendation

In light of the investigation and SMR you have completed, and bearing in mind that the burden of proof is the 'balance of probabilities', what is your view of the allegation and recommendation to the LADO?

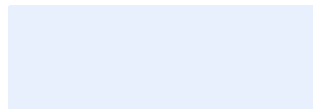
- Substantiated:** Sufficient evidence, on balance of probabilities, to prove the allegation
- Unsubstantiated:** Insufficient evidence to prove or disprove; does not imply guilt or innocence
- False:** Sufficient evidence, on balance of probabilities, to disprove allegation
- Malicious:** Clear evidence to prove deliberate act to deceive & allegation is false
- Unfounded:** No evidence to support allegation despite being made in good faith; may involve misinterpretation of facts or new information coming to light.

Please include your reasoning to be considered by LADO:

Click here to enter text.

Signed by Reviewer

Click here to enter text.



Click here to enter text.

Reviewer Name

Signature

Date

Appendices

Please list all appendices to this document, and include the documents listed alongside this report.

Click here to enter text.

Appendix 13

Investigation Report - Guidance

This template report format is for guidance purposes only and may be changed to reflect the individual circumstances/needs of a case.

Allegation/Issue	Here give the details of the complaint/allegation. If appropriate you can split into the different categories
Type of Investigation e.g. Disciplinary/Grievance etc.	
Name of employee(s) subject to investigation	
Job Title of the Post Holder	It may be helpful to put here some of their duties as well.
Name of complainant (if appropriate)	
Investigator (s)	
HR Support Link	

Background	<p>This may cover:</p> <ul style="list-style-type: none"> • How did the issue come to light? • Have any other actions been taken prior to the investigation? <p>When we are thinking about an allegation context is very important. There may be a history of complaints; a staff member you already have concerns about; a client group where complaints may be more likely due to the nature of the work</p>
Remit Of The Investigation	<p>This may cover:</p> <ul style="list-style-type: none"> • What specific allegations/concerns (by bullet points) were investigated?
Investigation Process	<p>This may cover:</p> <ul style="list-style-type: none"> • A brief description of method(s) used to gather information • Policies and Procedures you referred to • A record of what interviews/statements were undertaken and documents reviewed <p>Think about here – what reports/ evidence you used. Safeguarding record sheets; staff and child interviews; CCTV</p>

Witnesses	
<ul style="list-style-type: none"> List of witnesses interviewed; dates and who by 	
Findings	
<p>This should cover:</p> <ul style="list-style-type: none"> A summary of findings and observations for each specific allegation/issue of concern investigated, cross-referencing any documentation where needed. 	
Conclusions	
<p>This may cover:</p> <ul style="list-style-type: none"> For each concern/allegation investigated an overall opinion based 'on the balance of probabilities' on whether there is evidence to support allegations made If the allegations/complaints are upheld – substantiated; not substantiated malicious, unfounded; Recommendations on whether further actions under the relevant employment procedure should be taken 	
Appendices	
<ul style="list-style-type: none"> These should be attached and may include witness statements, investigatory interview notes, chronology of events etc. 	
Signed by Investigating Officer	
Date	

If applicable

Date sent to the LADO	
Date feedback received from the LADO and copy of feedback	
Close date to the LADO	

Further actions -	This may include – date of further referrals such as to DBS, regulatory bodies etc
Conclusion of additional actions	Such as Disciplinary panel outcomes