



06. Safeguarding Children, Young People and Adults 2025-2026 V2

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Associated risk assessments: Suitable adults / Arrivals, departures, visitors and intruders / Intimate care / Record keeping and GDPR

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06.01 Safeguarding Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. It is **everyone's responsibility** to ensure that children's safety and welfare are protected, and all staff and visitors have a role to play.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We are all responsible for being alert, aware, identifying concerns, sharing the information and taking prompt action. We always act in the best interest of the child.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and trustees with the framework they need in order to keep children safe and secure in our setting, and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within this document.

Aims

- To provide all staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the setting
- To demonstrate our commitment to protecting and safeguarding children.

Our key commitments to safeguarding children in our care

We make 'four key commitments' against which all policies and procedures will be drawn; thus providing a consistent and coherent strategy for safeguarding children in our care.

1. We are committed to safeguarding children, young people and vulnerable adults and do this by putting their rights to be '*strong, resilient and listened to*' at the heart of all our activities.
2. A commitment to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm across the curriculum and within our service delivery.
3. A commitment to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies to achieve the best outcome for every child.
4. A commitment to increasing safeguarding confidence, knowledge and good practise, throughout our staff training and learning programmes and a commitment to empower children, young people and vulnerable adults.

Commitment 1

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Hampshire Safeguarding Partnership (HSCP) .
- All staff have adequate information on issues affecting **vulnerability in families** such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient, and listened to and heard*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.
- We have a zero tolerance to child on child-on child abuse, including bullying and physical abuse.
- We actively protect children and teach them British Values by recognising and valuing the universal uniqueness of all individuals and we are mindful to instil early, appropriate learning and resilience to protect children against the development of extremist and radicalised thinking and behaviour.

Commitment 2

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of Little Fishes' in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the S17 definition of a **child in need** (Children Act 1989) and/or where a child may be **at risk of significant harm**, and to enable staff to make decisions about appropriate referrals using Hampshire threshold documents.
- We recognise that providing early help and support may prevent a more serious situation escalating and will refer, seek advice and work with other services as appropriate.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to **whistleblowing**, escalating concerns and professional challenge **for staff to raise concerns about poor or unsafe practise in the settings safeguarding provision. This includes when to report concerns and the process that staff will follow after staff report concerns.**
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These

procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.

- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements
- We follow government and Hampshire Safeguarding Childrens Partnership (HSCP) guidance in relation to extremism.
- The procedures of the HSCP must be followed.

Commitment 3

- We have a Designated Safeguarding Lead **DSL**, who is responsible for carrying out child, young person, or adult protection procedures. The deputy Designated Safeguarding Lead (**deputy DSL**) takes over the responsibility for safeguarding in the absence of the Early Years Designated Safeguarding Lead **DSL**.
- There is always a Designated Safeguarding Lead **DSL** available during the school day.
- The Designated Safeguarding Lead **DSL** reports to a Designated Safeguarding Officer **DSO** responsible for overseeing all child, young person or adult protection matters
- The Designated Safeguarding Leads **DSL** and the Designated Safeguarding Officer **DSO** ensure the following:
 - - They provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.
 - They have links with statutory and voluntary organisations regarding safeguarding children.
 - They have received appropriate training on child protection matters, **consistent with the criteria set out in Annex C of the EYFS guidance September 2025 (See Appendix 4)**. This must be renewed every two years.
 - That all practitioners are trained in line with the criteria set out in Annex C (See Appendix 4). Providers must ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis by:
 - Regular supervision
 - Team briefings after staff attend training or DSL's attend network meetings
 - Bulletins and blogs
 - Annual review of safeguarding policy as a whole staff
 - Annually read 'What to do if you're worried about a child' and KCSIE Part 1 by all staff
 - FGM and prevent training every 3 years
 - High focus on safeguarding with question of the month
 - Training must be renewed every two years. We may consider whether any staff need to undertake annual refresher training during any two-year period to help

maintain basic skills, any issues identified and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.

- Practitioners read annually 'What to do if you're worried a child is being abused: Advice for practitioners' and Keeping Children Safe in Education Part 1.
- That all staff are adequately informed and trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
- That staff should be alert to the need for early help for a child or young person who:
 - Has a special educational need (SEN), disability or another health need
 - Is frequently absent/ missing/goes missing from education, home or care
 - Has mental health needs
 - Is privately fostered/has been in care previously
 - Has a parent or carer in custody or affected by parent offending
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - Is a young carer
 - Is LGBTQ+
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - Is at risk of being radicalised or exploited
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing alcohol and other drugs themselves
 - Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- All staff are aware of the additional vulnerabilities that affect children, young people and adults that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- That staff are aware and receive training in social factors affecting children and young people's vulnerability including, **but not limited to:**
 - social exclusion
 - domestic abuse or violence and controlling or coercive behaviour
 - mental illness
 - drug and alcohol abuse (substance misuse)
 - parental learning disability
 - radicalisation
- That staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
 - abuse of disabled children
 - fabricated or induced illness
 - child on child abuse
 - child abuse linked to spirit possession

- Child Sexual Exploitation (CSE): sexually exploited children
- Modern slavery: children who are trafficked and/or exploited
- Female Genital Mutilation
- extra-familial abuse and threats
- radicalisation and extremism
- digital or online abuse
- Child Criminal Exploitation (CCE): children involved in violent offending, with gangs and county lines
- They are adequately informed in vulnerable adult protection matters.
- Whilst we are aware some of these threats may not directly affect the children in our care they may impact their siblings, families or young people we come into contact with.

Commitment 4

- There are procedures in place to ensure staff recognise children and families who may benefit from **early help** and can respond appropriately using local early help processes. The Designated Safeguarding lead **DSL** should ensure all staff understand how to identify and respond to families who may need early help.
- Staff are supported to enable timely and appropriate action to be taken

Definitions (within this document)

- **Child protection** is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure documents.
- A '**young person**' is defined as 16–19-year-old. In an early years setting, they may be a student, worker, or parent.
- A **vulnerable adult** (as defined by the Care Act 2014) -a person aged 18 or over, who is in receipt or need of community social care services by reason of mental or other disability and who is unable to take care of themselves or unable to protect themselves against significant harm or exploitation. In Early Years this may be a service user, parents of a service user or volunteer.

Since the Covid pandemic staff remain vigilant and alert to the signs of neglect that may be a result of the measures implemented to curb the virus spread e.g. self isolation.

We complete the SfYC safeguarding audit annually, to ensure we are compliant with EYFS requirements and identify any areas that need strengthening.

This policy includes safer recruitment of staff and volunteers, child protection, managing allegations of abuse against a member of staff and our Prevent Duty (Extremism, Radicalism and British Values).

06.02 Roles and responsibilities

- **All staff** recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- **All concerns** about the welfare of children in the setting, **at home or elsewhere** should be reported to the **Designated Safeguarding Lead (DSL)** or **Deputy Designated Safeguarding Lead** **in their absence**. These will be referred to as DSL's for clarity in this document.
- The **Designated Safeguarding Lead (DSL)** who co-ordinates actions and has lead responsibility on child protection and the whistle safeguarding issues, including Looked After Children is **Amber Delves, Nursery Manager**. The **deputy Designated Safeguarding Lead** is **Lucy Burrage** who is responsible in the managers absence. There will always be a contactable safeguarding lead on site during term time and school hours.
- The line manager of the DSL **Rev Dr Stephen Green**.
- The safeguarding leads are also accountable to **Guildford Diocese Safeguarding Team**. The **Parish Safeguarding Officer; Becky Porter**, who informs the **Diocese Safeguarding Advisor** of any safeguarding concerns within the setting.
- The **DSL** informs the **Designated Safeguarding Officer (DSO)** of any serious concerns and agrees further actions. Clarification will be sought if there are any doubts. If the designated officer is unavailable, advice is sought from the **Parish Safeguarding Officer** or **Diocese Safeguarding Advisor**,
- If it is not possible to contact the **DSO**, action to safeguard the child is taken first and the **Designated Safeguarding Officer** is informed as soon as possible.
- The **Designated Safeguarding Lead (DSL)** ensures that **all practitioners** are alert to the indicators of abuse and neglect and understand how to identify and respond to these promptly.
- The **DSL** ensures **all staff** receive annual training in safeguarding issues and their responsibilities.
- The **DSL** is also responsible for liaising with local statutory children's services and with the Local Safeguarding Partnership.
- Issues that require notifying to Ofsted are notified to the **Designated Safeguarding Officer** to make the decision regarding notification. The **DSL** and **Designated Safeguarding Officer** must remain up to date with Ofsted reporting and notification requirements.
- If the incident requires reporting to RIDDOR the **DSL** and **Designated Safeguarding Officer** will work with the **St. James' Health and Safety Officer**, Peter Ivermee, as outlined in the 01: Health and Safety Policy.
- We take into account the guidance from [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children) and the Prevent Duty for England and Wales. We have regard to [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024)
- We follow **Hampshire Safeguarding Children's Partnership (HSCP)** for safeguarding, specific procedures and responding to concerns, such as radicalisation/extremism. Procedures are followed for managing allegations against staff, responding to complaints and concerns, whistle blowing and escalation
- The **DSL** must ensure that **safeguarding records** are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school, including in-year transfers.

06.03 Responding to Safeguarding and Child protection concerns

Identifying safeguarding concerns and issues

- We know that abuse, neglect or exploitation of children can take different forms – physical, emotional and sexual, and neglect. Please see: [What to do if you're worried a child is being abused.pdf](#)
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through different indicators or behaviours. See [Appendix 1](#) for indicator signs of potential abuse
- Harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects
- For further advice and guidance on specific safeguarding issues please see **What school and college staff should look out for** in: [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)
- All staff are aware that children may not be ready and/ or know how to tell someone about abuse, neglect or exploitation and/ or may not recognise that their experience is harmful.
- Staff have professional curiosity and build trusted relationships with children to be best position to recognise any signs or change in children's play, actions and behaviour.
- If staff have any concerns they must speak to a DSL immediately.

Process for responding to marks or injuries observed

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer on **6.01d Pre-existing injury form** which is signed and dated by the parent/carer, counter signed by a DSL and stored in the confidential **welfare file**. This includes a body map.
- The member of staff advises the DSL **immediately** if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the DSL decides the course of action to be taken. This includes a review of a **06.01a Child welfare and Protection Summary** (if child has one) and then completion of **06.01b Safeguarding expression of concern reporting form**.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the DSL.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated person decides the course of action required and completes **6.01d Pre-existing injury form** as above, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the DSL.
- If there is no cause for further concern, a record is made using the Tapestry online care diary **accident record**, with a note that the circumstances of the injury are not known.
- The parent/carer is advised at the earliest opportunity.
- If the parent believes that the injury was caused at the setting this is still recorded in the using the Tapestry online care diary **accident record** and an accurate record made of the discussion is made on the child's personal file.

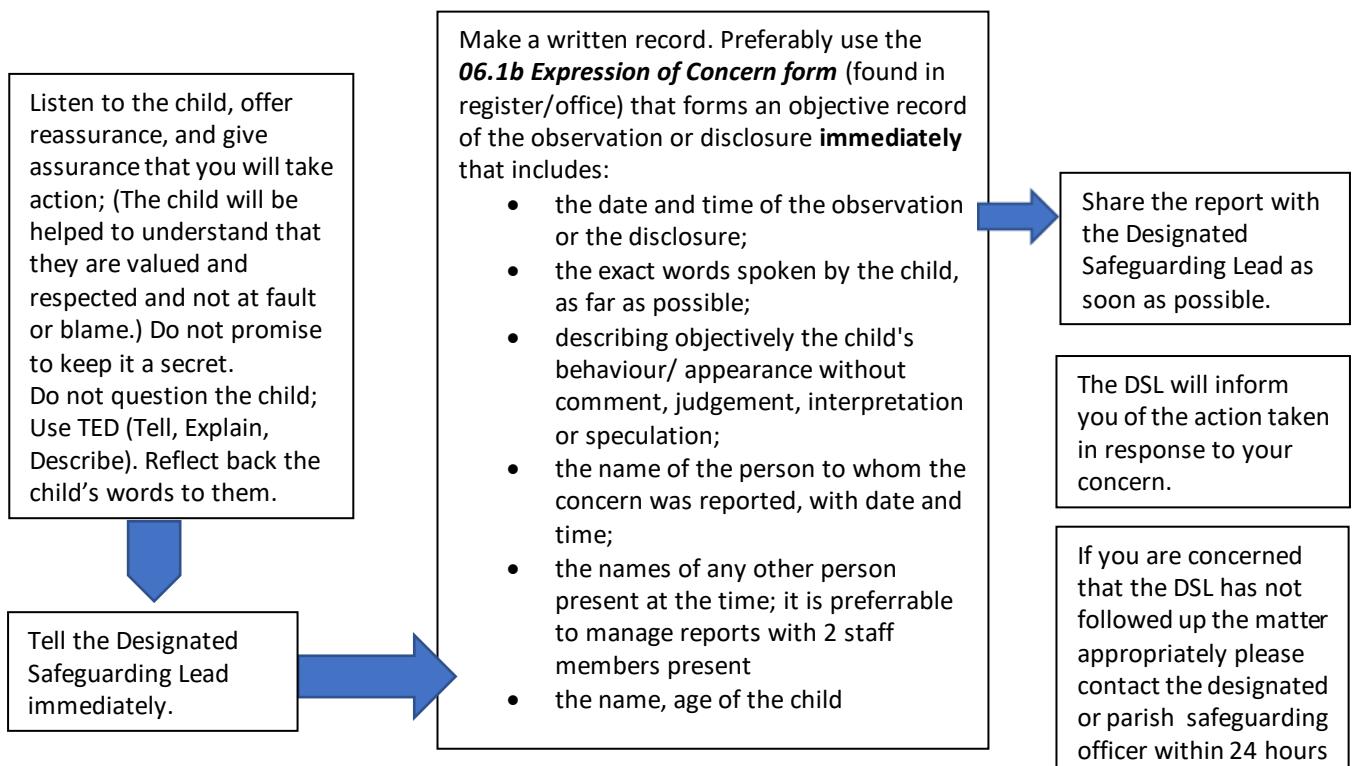
Process for responding to signs and symptoms of abuse

- Concerns about the welfare of a child are **discussed with the DSL** without delay.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
- **06.01b Safeguarding expression of concern reporting form** is completed as soon as possible. Records are signed and dated and kept in a separate child protection file for each child, which is kept confidential, and stored securely with restricted access for Designated Safeguarding Leads only.
- Concerns that a child is in **immediate danger or at risk of significant harm** are responded to immediately and if a referral is necessary this is made on the same working day.
- We adhere to the HSCP stipulations for recording and sharing concerns.

Process for responding to disclosures

- Where a child makes comments to a member of staff that gives cause for concern (**a disclosure**), that member of staff follows a precise procedure to record their concerns.
- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.
- The adult **listens carefully** and calmly, allowing the child time to express what they want to say. We take care not to influence the child through the way we speak. Staff **do not** attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying 'tell me more about that' or 'show me again'. We use the strategy **TED** (Tell, Explain, Describe).
- Staff reassure the victim that we will take them seriously and that they will be supported and kept safe.
- After the initial disclosure, staff speak **immediately** to the DSL. They **do not** further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened,
- When recording a child's disclosure on **06.01b Safeguarding expression of concern reporting form**, their exact words are used as well as the exact words with which the member of staff responded.
- Marks and injuries can be recorded using the body map on **6.01d Pre-existing injury form**
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on **06.01b Safeguarding expression of concern reporting form** as above.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Adult to whom disclosure is made/ or observed



Decision making response by DSL (all categories of abuse)

- The DSL makes a professional judgement about referring to other agencies, including Social Care using the Hampshire Safeguarding Children Partnership (HSCP) threshold document:
 - Level 1: Universal: Child's needs are being met. Universal support and may need limited intervention.
 - Level 2: Early Help. Additional professional support is needed to meet child's needs. This may be through single agency response or partnership working.
 - Level 3: Targeted Early Help. Coordinated response needed to address multiple or complex problems. Requires a multi-agency coordinated response.
 - Level 4: Children's social care: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm. Need protection.

The rationale for making this decision is recorded on **06.01b Safeguarding expression of concern reporting form**.

Early help

- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the DSL
- The DSL may seek advice from East Hants Family Support Services on 01730 235244 or Easthants.fss@hants.gov.uk
- A referral may be made to [Family Help referral process for professionals | Children and Families | Hampshire County Council](#)

- The DSL will take the lead on liaising with other agencies and setting up an IARF if appropriate.
- We are aware of other factors that affect children's vulnerability such as having a disability or special educational needs or another health need, being in care, experienced a traumatic childhood event, children in need and young carers, being privately fostered, frequently absent/ missing/goes missing from education, home or care, is LGBTQ+, has mental health needs, has experienced multiple exclusions
- We are aware of social factors such as domestic abuse, mental illness, drug and alcohol abuse, parents with learning difficulties, parent or carer in custody or affected by parent offending and risk of radicalisation within families increasing the potential need for early help.

Informing and seeking consent from parents

- Parents are made aware of our privacy policy which explains the circumstances in which we share information.
- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We recognise that early sharing of information is vital and use [Information_sharing_advice_practitioners_safeguarding_services.pdf](#) to support us in making a decision around information sharing.
- We inform parents where we make a record of concerns in their child's file. We also make a note of any discussion we have with them regarding a concern. Parents may be asked to sign and date this record. It should be noted what action was taken, the outcome and any follow up.

Seeking consent from parents/carers for making an Early Help referral (Level 2/3)

- The DSL must always seek consent to share information before a referral is made for early help (Level 2/3 on the Hampshire threshold charts).
- If consent is sought and withheld but the child may be at risk without early intervention, then there may be grounds to override a parental decision. This would be noted on the referral and the parent would still be informed that a referral was being made beforehand, unless this places the child at risk.

Level 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met.

Level 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.

Informing parents when making a child protection referral (Level 3/4)

- In most circumstances consent will not be required to make a child protection referral because even if consent is refused the DSL has a professional duty to act on the concern and make a referral.

- The DSL contacts parents (in agreement with social care) indicating that concerns have been raised unless the guidance of the HSCP does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where:
 - there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
 - there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
 - contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made.
- In these cases, the social workers will inform parents.
- The designated person makes a professional judgment regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the designated officer.

Level 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.

Level 4: Children in acute need, who are suffering or are likely to suffer significant harm.

Making a referral to the local authority Social Care Team (Hampshire or Surrey)

- The DSL follows HSCP procedures for making an Inter-Agency Referral Form (IARF) referral [Hampshire IARF form](#) for a child living in Hampshire. See [Appendix 2](#) for links
- The DSL follows Surrey Safer Children's Partnership procedures for making a referral (request for support form) to C-SPA for children living in Surrey. See [Appendix 2](#) for links
- The DSL is responsible for reporting to the designated officer and seeking advice (if required) prior to referral.
- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately. If the child is in immediate danger ring 999.
- If the concern is urgent the safeguarding lead will ring Hampshire Social Services Professional line as soon as possible to discuss the situation.
- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's designated officer for support
- The designated officer is to be kept briefed of any updates.
- There is always a DSL on duty during the school day. In an exceptional circumstance, if neither DSL were available, the most senior member of staff would liaise with the designated safeguarding officer for support and take responsibility for making a referral to social care. This would be clearly communicated with staff

Record keeping

- The referral is recorded on the form: **06.1a Child's welfare and protection summary** and **06.01b Safeguarding expression of concern**

- Follow up phone calls to and from social care are recorded in the child's file. Details to be included are date, time, name of social worker and summary of conversations and a short summary entered on **06.1a Child welfare and protection summary**
- Further discussions with parents are recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents may be asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- Where a referral was made, copies of all documents are kept and stored securely and confidentially in the child's CP safeguarding file.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

Reporting a serious child protection incident (Level 3&4)

- For child protection concerns at Level 3 and 4 it will be necessary for the DSL to complete **06.01c Confidential safeguarding incident report form** and send it to the designated officer and Parish Safeguarding Officer.
- The designated person is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above.
- Further briefings are sent to the designated officer when updates are received until the issue is concluded.

Whistleblowing procedure

All staff are trained at induction, safeguarding training and reminded in regular training briefings that there is a whistleblowing procedure in place for raising concerns about poor or unsafe practise in our safeguarding provision or if they disagree with a decision made by the DSL.

The whistleblowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

Whistleblowing and escalation

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, or if they have any concerns regarding safeguarding practise or if a member of staff disagrees with a decision made by the DSL not to make a referral to social care they should normally raise this issue with the manager/DSL.
2. If the disagreement cannot be resolved with the manager/DSL and the practitioner continues to feel a safeguarding referral is required or they are unable able to raise the issue with their manager/DSL should raise the issue with the Designated Safeguarding Officer.

3. Ultimately, if an issue cannot be resolved and/or the member of staff believes a child remains at risk and /or staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with a line manager, they should contact the LADO by completing a online initial enquiry form [LADO initial enquiry form](#)

After a concern has been raised, the manager/line manager will decide how to respond in a reasonable and appropriate manner. Normally this will involve making internal enquires first, but it may be necessary to carry out an investigation.

Whilst it is hoped that such disclosures will never be necessary, the setting management recognises that it may find itself in circumstances which are new to it. Each case will be treated on its own merits.

Managers' responsibilities

Managers/line managers notified of concerns under this policy are expected to:

- ensure that all staff and volunteers are familiar with the policy
- ensure that concerns raised are taken seriously;
- treat the matter in confidence, within the parameters of the case;
- where appropriate, investigate properly and make an objective assessment of the concern;
- keep the person raising the concern updated with progress, without breaching confidentiality;
- ensure that the action necessary to resolve a concern is taken;
- take appropriate steps to ensure that the employee's working environment and/or working relationship is/are not prejudiced by the fact of disclosure.

NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally **with their employer** or have concerns about the way a concern is being handled by their nursery. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk. The NSPCC introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded
- General guidance on whistleblowing can be found via: [Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

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

Specific safeguarding Issues

- All staff should have an awareness of the following specific safeguarding issues that can put children at harm.
- Staff should also have an awareness of the specific safeguarding issues relating to children including child abuse, domestic abuse and mental health. Please see [Appendix 3](#) for more information. Further guidance can be found at [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)

FGM

Staff should be **alert to symptoms** that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated persons should **contact the**

police immediately as well as **refer to children's services local authority social work** if they believe that FGM may be about to occur.

- There is a statutory duty for practitioners to report this to the police
- It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas.
- The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. HSCP guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.
- Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday
- Further information can be found in the [Female genital mutilation: resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack) particularly section 13.

Prevent: Children and young people vulnerable to extremism or radicalisation

- Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- **Little Fishes** has a **duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism**.
- HSCP has procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.
- There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.
- The **DSL** is required **to familiarise themselves with HSCP procedures**, as well as online guidance including:
- Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
- Prevent Strategy (HMG 2011) www.gov.uk/government/publications/prevent-strategy-2011
- The prevent duty: for schools and childcare providers www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

- The **DSL** should follow HSCP guidance in relation to **how to respond to concerns regarding extremism** and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The **DSL** must know **how to refer concerns about risks of extremism/radicalisation** to HSCP or the Channel panel, as appropriate.
- The **DSL** should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The **DSL** also ensures that all staff complete *The Prevent Duty in an Early Years Environment* at Induction
- The DSL ensures that staff are aware of their responsibilities with regards to equality, inclusion and children's rights, including identifying staff to complete *Understanding Children's Rights and Equality and Inclusion in Early Years Settings* training course as part of professional development.
- The **DSL** should understand the perceived terrorism risks in relation to the area that they deliver services in.

Parental consent for radicalisation referrals

- HSCP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed.
- Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. Designated persons should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.
- Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.
- If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

Concerns about children affected by gang activity/serious youth violence/ Child Criminal Exploitation (CCE)/ Child Sexual Exploitation (CSE)

- **Staff are** aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer.
- Designated persons should be familiar with HSCP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.
- Both CCE and CSE are forms of abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in a criminal or sexual activity.
- See [Appendix 3](#) for more guidance

Forced marriage/Honour based violence

Staff are aware that forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that educators ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Reporting and liaison with other agencies

- Little Fishes notify Ofsted of any incident or accident and any changes in our arrangements which may affect the wellbeing of the children or where an allegation of abuse is made against a member of staff as soon as reasonably possible, but within 14 days.
- The National Society for the Prevention of Cruelty to Children (NSPCC) may be contacted for further advice or support.
- [Appendix 2](#) contains contact details, including phone numbers and email addresses of agencies including Hampshire County Council, Surrey County Council, Ofsted, LADO and NSPCC.
- We also inform our local diocese, via the Parish safeguarding officer of the alleged incident or allegation within 24 hours.

Working with and providing support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the setting. We work with parents for the best interests of each child.
- Little Fishes does not allow staff who are currently employed to babysit privately for families that attend the preschool, as this can lead to safeguarding issues. The exception to this is where the staff have children who also attend the preschool. This must be discussed with the manager to mitigate any safeguarding issues.

- We make this policy available to all parents via our website.
- We have a copy of “What to do if you’re worried a child is being abused” for parents to refer to.
- We make clear to parents our role and responsibilities during the child protection process such as for the reporting of concerns, providing information, monitoring of the child and liaising at all times with the local children’s social care team.
- We will continue to welcome and care for the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child’s social care worker in relation to Little Fishes designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child’s parents or those who have parental responsibility for the child in accordance with **07.03 Procedure: Client access to records** and only if appropriate under the guidance of the HSCP

06.04 Staffing and safer recruitment

- Little Fishes provides adequate and appropriate staffing resources to meet the needs of the children and meet the EYFS requirements.
- At Little Fishes, we abide by EYFS requirements in respect of references and Disclosure and Barring Service (DBS) checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at Little Fishes or has access to the children.
- We do not allow anyone whose suitability has not been checked to have unsupervised contact with children.
- There are procedures to follow to check the suitability of new recruits, including employed staff, students and volunteers. These are outlined in **08 LF Staffing, Students & Volunteers Policy**. Volunteers, supply staff and students do not work unsupervised.
- The process for obtaining, receiving and recording the information regarding references and DBS checks can be found in **Procedure 08.01 Safer recruitment**.
- A nominated person, has their suitability checked by Ofsted on behalf of the provider.
- The PCC members of St James Church Rowledge, as the provider, are automatically nursery trustees. They are undergo a safer recruitment process, monitored by Guildford diocese that includes DBS checks, suitability monitoring by the vicar and have undertaken safeguarding training.
- Applicants for posts at Little Fishes are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed that “enhanced disclosure” checks with the Disclosure and Barring Service (DBS) must be carried out before posts can be confirmed or employment commenced.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- All **employees applying to work within the pre-school** will be required to complete an application form, interviewed before an appointment is made and will be asked to provide two references. They will also need to provide confirmation of their right to work in the UK, evidence of required qualification and confirm their identity. These are kept in their personnel file.

- All students and volunteers applying to work within the pre-school will be required to complete an application form, and will be asked to provide two references. These are kept in their personnel file.
- All employment appointments will be subject to a probationary period of half a term and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with the children. **Details of the probationary/ induction period can be found in 11. Employment and HR policy.**
- We abide by the Protection of Vulnerable Groups Act requirements with regards to any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children, whether received before or during their employment with us.
- We **must** record information about staff qualifications and the identity checks and vetting processes that have been completed including:
 - Full name and role
 - The Disclosure and Barring Service **check reference** number
 - The date the disclosure was obtained; and
 - The level of check/workforce
 - The renewal date
 - Details of who obtained and checked it
- New staff sign to verify they have read and understand 06 Safeguarding children, young people and adults, What to do if you're worried a child is being abused", "Keeping children safe in education-part1". There is a summary document of this information kept in the office for staff to access.
- Temporary staff and volunteers are asked to read and sign a 06.4aSafeguarding briefing sheet.

06.05 Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff

Allegations against staff

- All staff and volunteers at Little Fishes should feel able to raise concerns about poor or unsafe practice and potential failures in the nursery's safeguarding provision and know that such concerns will be taken seriously by the safeguarding team. Concerns may come from a parent, child, colleague or member of the public.
- Allegations or concerns must be referred to the DSL without delay - even if the person making the allegation later withdraws it.
- We always respond to any disclosure by children, parents or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place
- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within Little Fishes, which may include an allegation of abuse or serious harm.
- A copy of the complaints procedure (within policy *10. Working in partnership with parents and other agencies policy*) is available on our website.

What is a low-level concern?

- The NSPCC defines a low-level concern as '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
 - doesn't meet the threshold of harm or is not considered serious enough...to refer to the local authority.
- Low-level concerns are part of a spectrum of behaviour. This includes:
 - inadvertent or thoughtless behaviour
 - behaviour that might be considered inappropriate depending on the circumstances
 - behaviour which is intended to enable abuse
- Examples of such behaviour could include:
 - being over friendly with children
 - having favourites
 - adults taking photographs of children on their mobile phone engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language'
- Please refer to NSPCC Responding to low-level concerns about adults working in education for more information.

Responding to low-level concerns

- Any low-level concerns about the conduct of staff, students or volunteers must be shared with the DSL and recorded on **06.05a Low level concerns form**. The DSL should be informed of all low-level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the Designated safeguarding officer (or Parish safeguarding officer if unavailable).
- Reporting low-level concerns about the conduct of a colleague, student or volunteer contributes towards a safeguarding culture of openness and trust. It helps ensure that adults consistently model the setting's values and helps keep children safe. It protects adults working in the setting from potential false allegations or misunderstandings.
- If it is not clear that a low-level concern meets the local authority threshold, the designated person should contact the LADO for clarification.
- In most instances, low-level concerns about staff conduct can be addressed through supervision, training, or disciplinary processes where an internal investigation may take place.

Identifying a serious allegation (serious harm or abuse)

- An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:
 - behaved in a way that has harmed, or may have harmed a child
 - possibly committed a criminal offence against, or related to, a child
 - behaved towards a child in a way that indicates they may pose a risk of harm to children

- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Responding and reporting a serious allegation

- All staff must report allegations to the DSL.
- The designated safeguarding lead alerts the safeguarding officer for their setting. If the designated safeguarding officer is unavailable the DSL contacts their equivalent until they get a response- which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.
- No investigation is to occur until and unless the LADO has given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what is being alleged.
- This includes ensuring the immediate safety of the children, parents or staff in the setting and level of acceptable fact finding.
- The Local Area Designated Officer (ADO) is contacted as soon as possible on using the LADO initial enquiry form [ADO initial enquiry form](#) . If it is not possible to contact the LADO the DSL will contact the relevant local authority (Hampshire or Surrey) on child.protection@hants.gov.uk
- A child protection referral is made by the DSL if required. The LADO can advise on this.
- The DSL gets clarification on actions to be taken:
 - The next steps for the DSL
 - when and how parents are informed,
 - whether the LADO believes a criminal offence has occurred (who will inform the police if so),
 - whether the LADO is happy for the setting to conduct an internal investigation without input from the LADO or how the LADO wants to proceed.
 - what action should be taken concerning the person (e.g. suspension, working from office, not working unsupervised).
 - Whether the LADO has any other suggestions to ensure the safety of the children and staff at the setting
- The DSL records details of this discussion on the child's CP file (dates, type of contact, advice given, agreed actions, updates).
- Parents are usually informed after discussion with LADO, unless circumstances mean they need to be informed straight away e.g. child is injured and needs medical attention.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether or not suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- The DSL ensures staff fill in **06.1b Safeguarding incident reporting form**.
- If after discussion with the DSL, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.

- If notification to Ofsted is required the DSL will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The DSL will liaise with the designated safeguarding officer about notifying Ofsted.
- The matter is kept confidential. The designated safeguarding lead ensures that the **06.1c Confidential safeguarding incident report form** is completed and sent to designated safeguarding officer and to the parish safeguarding officer
- If the allegation is found to be false after investigation by the LADO the member of staff would be offered extra support and coaching, through performance management.
- If an allegation is upheld against a member of staff the DSL would seek the advice of the LADO as to a proportionate response,
- The nominated person, in liaison with the designated Safeguarding Officer, will also report any serious alleged incident or significant event likely to affect suitability to Ofsted, within 14 days and inform them what measures we have taken. We are aware that it is an offence not to do this. **Ofsted must be updated of the actions taken by the setting, even if the LADO decides the allegation does not meet their threshold for investigation.**
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- We still identify and respond to allegations even if the person resigns or ceases to be a volunteer.
- We would follow the same procedures for **agency staff and volunteers**. In addition, the DSL must contact the agency following advice from the LADO

Further actions

- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- Where the Manager and children's social care agree it is appropriate in the circumstances, the Manager may suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. We will have regard for the employer duty of care while this process is ongoing.
- The designated safeguarding lead must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents and staff are coming and going and doors are left open.

Allegations against the Designated Safeguarding Lead

- If the allegation is made against the DSL, it must be reported to the designated safeguarding officer immediately (or the parish safeguarding officer if the safeguarding officer is unavailable), **following the procedure for whistleblowing**.
- The designated safeguarding officer or parish safeguarding officer will be required to immediately record details of the allegation and liaise with the LADO. The deputy DSL would take over the role of DSL.

- If an allegation is made against the designated safeguarding officer, the Diocesan Safeguarding Advisor would be informed.

Recording

- A record of the allegation/concern is also recorded in the child's CP file and recorded on ***06.01a Child welfare and protection summary***
- If the allegation involved more than one child, this is recorded in each child's file.
- If relevant a child protection referral is made and the recording process followed accordingly, including a record in the child's CP file.

Disclosure and Barring Service

If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

Further advise is found at: [Making barring referrals to DBS - GOV.UK](#) including the Harm test in section 35.

Escalating and whistleblowing concerns

If staff believe a child is still in danger due to a member of staff or volunteer then they must discuss immediately with to a DSL, if they believe appropriate action has not been taken, they must speak to the designated safeguarding officer. If concerns remain then the whistle blowing procedure must be followed.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. The people most commonly involved will be the member of staff/key person and Manager.

Any information is shared under the guidance of the Local Safeguarding Children Board. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the [Information_sharing_advice_practitioners_safeguarding_services.pdf](#) guidance.

06.06 Staff Training in child protection (Also see 08.03 Staff training, supervision and appraisal)

- All staff receive appropriate safeguarding and child protection training (including online safety).
- At induction new staff complete: 1. Guildford Diocese Basic Safeguarding training and 2. Guildford Foundations Safeguarding training course, 3. Hampshire County Council Safeguarding for Early Years Practitioners course, 4. FGM and 5. Prevent Duty as part of their training.
- **All staff renew their safeguarding training every two years, completing the Hampshire County Council Annual Certificate in Safeguarding & Child Protection for Early Years.**

- All staff read 06 LF Safeguarding & CP Policy, What to do if you are worried about a child and Keeping Children Safe In Education annually and this is recorded.
- The Designated Safeguarding Leads receive enhanced training every two years, in accordance with that recommended by the HSCP, through Hampshire County Council. The Designated Safeguarding Leads also carry out further training, domestic abuse, and safer recruitment and keep updated on current issues by receiving blogs, updates and attending the SFYC DSL network termly.
- All staff receive training to refresh their knowledge of one aspect of safeguarding training (using Annex C) at each staff meeting, including FGM and Prevent. This is recorded on the training log.
- In addition, general safeguarding issues and practises are discussed at staff meetings and supervisions.
- We ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, neglect and exploitation.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting and that they are aware of the local authority guidelines for making referrals.
- Safeguarding practise and knowledge is monitored by the DSL and by the steering group.
- A member of staff may be asked to complete the training annually if there are concerns around their application or understanding of safeguarding procedures.
- Members of staff are not permitted to provide intimate care unless DBS checked and completed the safeguarding induction training courses.
- More details about staff training and supervision are found in 08.03 Staff training, supervision and appraisal

06.07 Child safety and security

Child Absences (also see 09.02 Child Attendance and Absence)

LF attendance and absence procedures, that are found in **09.02 Procedure: Child Attendance and Absence**, are shared with parents at settling in the welcome pack and through our website. The policy includes expectations for reporting child absences and the actions we will take, in a timely manner, if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, we will attempt to contact the child's parents and/or carers and alternative emergency contacts. Where possible, we hold more than two emergency contact numbers for each child.

We have a procedure to follow if there are safeguarding concerns around the child.

We consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if their absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life.

Any concerns must be referred to local children's social care services and/or a police welfare check requested.

Security

We take security steps to ensure that we have control over who comes into the setting, so that no unauthorised person has unsupervised access to the children. The front door remains double locked during the session, with the top key easily accessible to staff, but not children. The back door is locked when the garden is not being used. The garden gates are kept locked, and the outside area is always supervised, when there are children outside. When children arrive or leave, there is a member of staff on duty at the door to prevent children leaving unaccompanied and unauthorised people entering the premises.

We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Visitor or intruder on the premises

The safety and security of the premises at Little Fishes is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

Visitors with legitimate business (generally a visitor will have made a prior appointment):

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign into the visitor book (including contact details if we do not have them) and explain the procedures for the use of mobile phones and emergency evacuation. The visitor name, time of entry and exit will be recorded in the register.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder - An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lock-down' of the setting and will be managed by the responding emergency service (see 01.19 Health and safety procedure: Terrorist threat/attack and lock-down).
- The designated person informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the manager/DSL completes a **06.1c:Confidential safeguarding incident** report form and copies in their line manager on the day of the incident. The trustees ensure a robust organisational response and ensure that learning is shared.

- Staff may also need to have regard to the procedure 'Threats and abuse towards staff and volunteers' in 01: Health and Safety policy

Uncollected child

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent, or there are concerns about the child's welfare then this procedure is followed.

- The DSL is informed of the uncollected child as soon as possible and attempts to contact the parents/carers by phone.
- If the parents cannot be contacted, the DSL uses the emergency contacts to inform a known carer of the situation and arrange collection of the child. Little Fishes endeavours to hold 4 contact numbers per child.
- After one hour, the DSL contacts the local social care out-of-hours duty officer if the parents or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents.
- The DSL should arrange for the collection of the child by social care.
- Two members of staff remain until child is collected.
- Where appropriate the designated person should also notify police.

Members of staff do not: go off the premises to look for the parents or carers/ leave the premises to take the child home or to a carer / offer to take the child home with them to care for them in their own home until contact with the parent is made.

- Staff make a record of the incident in the child's file. A record of conversations with parents should be made, with parents being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. An **06.01b: Safeguarding Expression of concern form** should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- If there are recurring incidents of late collection, a meeting is arranged with the parents to agree a plan to improve time-keeping and identify any further support that may be required.

Missing child

In the building:

- As soon as it is noticed that a child is missing, the member of staff informs the manager/ DSL who initiates a search within the setting.
- If the child is found on-site, the designated person checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately.
- The parents are then called and informed.
- The designated person contacts their designated officer, to inform them of the situation and seek assistance.

Off-site (outing or walk)

- Regular headcounts are carried out.
- As soon as it is noticed that a child is missing, the senior staff present carries out a headcount.

- One member of staff searches the immediate vicinity.
- If the child is not found, the senior staff calls the police and then contacts the DSL.
- The DSL informs the parents.
- Members of staff return the children to the setting as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- The DSL contacts the designated officer, who attends the setting.

Recording and reporting:

- A record is made on: **06.01a Child welfare and protection summary** and **06.01b Safeguarding Expression of concern form**. The DSL completes and circulates 06.1c: Confidential safeguarding incident report form to the designated safeguarding officer on the same day that the incident occurred.
- Inform SfYC office for support. See contacts.

The investigation:

- Ofsted are informed as soon as possible (and at least within 14 days).
- The designated officer carries out a full investigation.
- The DSL and the designated officer speak with the parents together and explain the process of the investigation
- Each member of staff present during the incident writes a full report using **06.01b Safeguarding Expression of concern form**, which is filed in the child's file. Staff do not discuss any missing child incident with the press.

Incapacitated parent

Incapacitated refers to a condition which renders a parent unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include appearing drunk, appearing under the influence of drugs, demonstrating angry and threatening behaviour to the child / members of staff / others, and appearing erratic or manic.

Informing

- If a member of staff at Little Fishes is concerned that a parent displays any of the above characteristics, they inform the DSL as soon as possible.
- The DSL assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made using the **06.01b Safeguarding Expression of concern form**.
- If intervention is required, the DSL speaks to the parent in an appropriate, confidential manner.
- The DSL will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child. The emergency contact is informed of the situation by the DSL and of the setting's requirement to inform social care of their contact details. If there is no one suitable to collect the child social care are informed.
- The designated safeguarding officer is informed of the situation as soon as possible and provides advice and assistance as appropriate.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from Little Fishes while incapacitated the police are called immediately and a referral is made to social care.

Recording

- The designated person completes an **06.01b Safeguarding Expression of concern form**. If social care were contacted, a **06.01c Confidential safeguarding incident report form** is completed by the designated officer. If police were contacted, a **06.01c Confidential safeguarding incident report form** should also be copied to the trustees.
- Further updates/notes/conversations/ telephone calls are recorded.

Death of a child on-site

Identifying

- If it is suspected that a child has died in Little Fishes, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

Informing

- The DSL ensures emergency services have been contacted; ambulance and police.
- The parents are contacted informing them that there has been an incident involving their child and that an ambulance has been called and asking them to come straight to the setting or hospital as appropriate.
- The DSL calls the designated officer and informs them of what has happened.
- The trustees are contacted and a **06.01c confidential safeguarding incident report form** prepared by the designated person and designated officer.
- One member of staff is delegated to phone all parents to collect their children. The reason given must be agreed by the designated officer and the information given should be the same to each parent.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

Responding

- The trustees will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The trustees will coordinate support for staff and children to ensure their mental health and well-being.

06.08 Looked after children

Identification

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives.

Services provided to Looked after Children

Two-year-olds

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

Three- and four-year-olds

- Places will be offered for funded three- and four-year-olds who are looked after; where the placement in the setting will normally last a minimum of six weeks.
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

Additional Support

- The DSL and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- Staff will undertake training and seek advice from the Hampshire Virtual School (or Surrey counterpart).
- A meeting of professionals involved with the child is convened by the setting at the start of a placement.
- A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, a **06.8a: Care plan for looked after children form** is completed. The care plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained by Little Fishes with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.

06.09 E-safety (including all electronic devices with imaging, sharing or internet capacity)

An E-safety audit is included in these procedures (see 6.9a) to assist with compliance to the revised EYFS 2025.

Online Safety

It is important that children and young people at Little Fishes receive consistent messages about the safe use of technology and can recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks.

The issues are:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being subjected to harmful online interaction with other users
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm

The DSL takes lead responsibility to ensure a safe approach to IT and technology, including monitoring safety, practise within the setting that could pose issues and has an awareness of filtering systems

I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used by practitioners for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are always stored securely when not in use.
- Staff follow the additional guidance provided with the system

Internet access

- Children do not have access to the internet, unless part of an adult led activity.
- The setting manager ensures that risk assessments in relation to e-safety are completed, if used.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- The setting only uses advert free, curated and child appropriate video sharing sites , such as YouTube kids.
- Children are taught the following stay safe principles in an age-appropriate way:
 - PROTECT: only go online with a grown up and keep information about me safe
 - PLAY: be kind online
 - ASK: only press buttons on the internet to things I understand
 - SAY: tell a grown up if something makes me unhappy on the internet
- Staff at Little Fishes support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if

unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.

- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely, if required. Strategies to minimise risk include:
 - Check apps, websites and search results before using them with children.
 - Children in Early Years should always be supervised when accessing the internet.
 - Ensure safety modes and filters are applied - default settings tend not to ensure a high level of privacy or security. But remember you still need to supervise children closely.
 - Role model safe behaviour and privacy awareness. Talk to children about safe use, for example ask permission before taking a child's picture even if parental consent has been given.
 - Make use of parent meetings and conversations to inform your understanding of how technology is used within the home and the context of the child with regards to technology.
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately. (source: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>)
- We provide information and a workshop for parents to promote E-safety.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff at Little Fishes are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- be aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- be aware that images may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users / children / parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated person in their setting

- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague at Little Fishes is behaving inappropriately, staff advise the DSL who follow procedures in this policy: Allegations against staff, volunteers or agency staff.

Use of personal mobile phones, cameras and other electronic devices with imaging and sharing capabilities

- At Little Fishes we do not allow the use of personal electronic devices with image or sharing capabilities, including personal mobile phones, smart watches, cameras or video recorders on the premises, when and where children are present during working hours. This excludes breaks when personal phones can be used in the office, away from the children.
- Staff electronic devices, phones, and photographic devices must be kept in the office. **Staff must give the Little Fishes phone number if they need to be contactable.** Staff will take their phones on outings and visits in case of emergency. These should be switched off.
- Visitors are asked to keep electronic devices with image recording and sharing capacity, such as phones in their pocket / bag or stored in the office for the duration of the visit. They may not be used on the premises when and where children are present.
- Staff do not use personal equipment to take photographs of the children.
- **Children are given the opportunity to consent to their photograph being taken, even if a parent or carer has given permission.**
- With permission from the setting manager, a member of staff may use their personal phone to take high quality photos of an event e.g. nativity play. Where this is the case, photos are downloaded and stored on a secure internet-based cloud storage platform (iPhoto or OneDrive) and deleted from the personal phone within 48 hours of the event.
- If staff, parents or visitors need to make a phone call they are required to use their device in the office/ or a room without children present, with permission.
- Photographs and recordings must only be taken for valid reasons e.g. to record learning and this is monitored by the manager.
- Permission may be given to parents to take photos of their own children at special events, such as sports day and Christmas services. Parents are told this is for personal use only and not to be shared on social media. They do not have the right to photograph or upload photographs of other children.
- Permission is asked and reviewed annually as to whether we can take photos for recording development and learning and share pictures of children on displays, our website, Facebook page and publicity. Children's names are not published when used on publicity. Little Fishes devices are used for this purpose.
- A poster explaining our policy on use of mobile phones and cameras is displayed on the parent information board.

06.10 Key person supervision

Staff taking on the role of key person must have supervision meetings in line with this procedure.

Structure

- Supervision meetings are held every 6 weeks for key persons. For part-time staff this may be less frequent.
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task
- Key persons should prepare for supervision by having the relevant information to hand.

Content

- The child focused element of supervision meetings must include discussion about:
 - the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. Safeguarding concerns must always be reported to the designated person immediately and not delayed until a scheduled supervision meeting
 - reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
 - promoting the interests of children
 - coaching to improve professional effectiveness based on a review of observed practice/teaching
 - reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated safeguarding officer.

Recording

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 2 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated person) should ensure the recording is made and the designated person is notified.

Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly and / or at the beginning of every new period of work.
- Regarding the use of agency staff / support workers / self-employed persons there is an expectation that, as part of the agreement with agencies, they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff

Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

06.11 Planning and provision for a culture of safe practice

- We strive to create a culture of safety, equality and protection.
- Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and learning ways to express their own feelings. This will enable children to have the self-confidence and the vocabulary to resist/reject inappropriate approaches.
- The layout of the rooms allows for constant supervision. Children are within sight or hearing of an adult at all times, preferably both.
- Where possible, no child is left alone with staff in a one-to-one situation without being visible to others.
- No child is left alone with a volunteer, in a one-to-one situation without being visible to others.
- We introduce the key elements of keeping safe into our curriculum to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- Within Little Fishes, we create a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this practice is carried out in a way that is developmentally appropriate for the children.

LIST OF APPENDICES

Appendix 1 – Indicator signs of potential abuse

This is not an exhaustive list. Please read '[Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-abuse-concerns-guide-for-practitioners)'. Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

Appendix 2 – Important Contact Numbers and emails

Safeguarding lead (Tuesday to Friday): Amber Delves 01252 794617 manager@littlefishesrowledge.org.uk	Deputy safeguarding lead (Monday / managers absence) Lucy Burrage 01252 794617 deputy@littlefishesrowledge.org.uk
Designated Safeguarding Officer Rev. Stephen Green vicar@stjamesrowledge.org.uk	Parish safeguarding officer Becky Porter 07726 903380 safeguarding@stjamesrowledge.org.uk

Staff and professionals:	If you think a child might be in immediate danger ring 999 .	Professionals: Professional's Line: 01329 225379 A direct line to Social workers
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	<p>If you have an immediate or urgent concern contact Hampshire Social Services as soon as possible.</p> <p>Public: For general help and advice from Hampshire Social Services Phone 0300 555 1384 (or 0300 555 1373 for out of hours) or childrens.services@hants.gov.uk</p>	<p>8.30am – 5.00pm for urgent child protection. (Level 3 support) (Or call public line if can't get through)</p> <p>Professionals/ DSL should report all other concerns through the interagency form using the link below.</p> <p>Interagency referral form Hampshire IARF</p>
	<p>Surrey Phone: 0300 470 9100 (Monday – Friday 9am – 5pm) Out of hours phone: 01483 517898 to speak to our emergency duty team.</p>	<p>Email: cspa@surreycc.gov.uk</p> <p>Please complete a EFR Request for Support Form</p>
For Parents and carers:	<p>Contact Hantsdirect on 0300 535 1384 (8.30am – 5.00pm) At all other times (all through the night, at weekends and over Bank Holidays), contact the out of hours Emergency Service on 0300 555 1373 If this line is engaged leave name and number on answer phone and they will call back as quickly as possible</p>	<p>Email: childrens.services@hants.gov.uk</p>
Prevent	<p>Ring 101- non-emergency police line to talk in confidence and get advice and support 020 7340 7264 D Of E helpline to raise concerns directly</p>	<p>Counter.extremism@education.gsi.gov.uk non-emergency situations</p>
National Society for Prevention of Cruelty to Children (NSPCC).	<p>Text: 88858 Tel:0808 800 5000 Can seek advice at any time</p>	<p>help@nspcc.org.uk</p>
OFSTED:	0300 123 1231	enquires@ofsted.gov.uk
NSPCC whistleblowing advise line	NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends	. The email address is: help@nspcc.org.uk . Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Hampshire children's services	01730 235244 The DSL may seek advice from East Hants Family Support Services on 01730 235244 or Easthants.fss@hants.gov.uk	A referral may be made to Family Help referral process for professionals Children and Families Hampshire County Council
LADO	To report an allegation of abuse against an adult in a position of authority, by contacting Local Area Designated Officer (LADO) (Hampshire social care unit) use online initial enquiry form LADO initial enquiry form	LADO may ask us to complete a LADO notification form https://documents.hants.gov.uk/chidrens-services/LADO-notification-form.docx Email: Child.protection@hants.gov.uk
DBS services	We will contact the DBS service to inform them of an incident or dismissal of a staff member DBS helpline: 03000 200 190	https://www.gov.uk/government/organisations/disclosure-and-barring-service Email: customerservices@dbs.gsi.gov.uk
Guildford Diocese	Diocesan Safeguarding Advisor Jackie Broadfoot 07918 559387	jackie.broadfoot@cofeguildford.org.uk.
FGM	NSPCC 24-hour FGM helpline: 0800 028 3550 or email fgmhelp@nspcc.org.uk	Government help and advice: www.gov.uk/female-genital-mutilation
Forced Marriage Unit	professionals or by potential victims seeking advice in relation to their concerns. Tel: +44 (0) 20 7008 0151	Email: fmu@fco.gov.uk
Terrorist activity	must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539.	Police can be contacted on 101.

Appendix 3 – Specific safeguarding issues

Indicators of abuse and neglect

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm

may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child on child abuse

If staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal – whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education. Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced 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.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

Preventing radicalisation

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Appendix 4: Annex C: Criteria for effective safeguarding training

1. Training is designed for staff caring for 0 – 5 year olds and is appropriate to the age of the children being cared for.
2. The safeguarding training for all [practitioners/childminders and assistants] must cover the following areas:
 - What is meant by the term safeguarding.
 - The main categories of abuse, harm and neglect.
 - The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
 - How to work in ways that safeguard children from abuse, harm and neglect.
 - How to identify signs of possible abuse, harm and neglect at the earliest opportunity. These may include:
 - Significant changes in children's behaviour.
 - A decline in children's general well-being.
 - Unexplained bruising, marks or signs of possible abuse or neglect.
 - Concerning comments or behaviour from children.
 - Inappropriate behaviour from [practitioners/childminders and assistants or household members], or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
 - Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
 - How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.

- The setting's safeguarding policy and procedures.
- Legislation, national policies, codes of conduct and professional practice in relation to safeguarding. 22
- Roles and responsibilities of [practitioners/childminders and assistants] and other relevant professionals involved in safeguarding. 3. Training for the DSL should take account of any advice from the local safeguarding partners or local authority on appropriate training courses. In addition to the areas set out in paragraph 2, training for the DSL must cover the elements listed below:
 - How to build a safer organisational culture.
 - How to ensure safer recruitment.
 - How to develop and implement safeguarding policies and procedures.
 - If applicable, how to support and work with [other practitioners/assistants] to safeguard children.
 - Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
 - How to refer and escalate concerns (including as described at paragraph [3.8/3.9] of the EYFS).
 - How to manage and monitor allegations of abuse against other staff.
 - How to ensure internet safety.

Appendix 5 – Resources

www.hampshirescp.org.uk/toolkits/ Useful advice and toolkits for professionals

<https://hipsprocedures.org.uk/> More information for professionals regarding referrals and process

<https://hipsprocedures.org.uk/page/glossary> Interactive glossary of all safeguarding terms

<https://www.hampshirescp.org.uk/wp-content/uploads/2019/08/Hampshire-IOW-Thresholds-Chart-July-2019-1.pdf> Hampshire- Information for professionals to help identify risks and support a family may need

[Effective-family-resilience-SSCP-Dec-2020-v7.pdf \(surreyscp.org.uk\)](https://www.surreyscp.org.uk/Effective-family-resilience-SSCP-Dec-2020-v7.pdf) Surrey thresholds

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page> Hampshire families information hub

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)

[Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-abuse-concerns-guide-for-practitioners) Advice following concerns

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) Section 1 particularly useful for practitioners. Relates to schools but helpful information

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Ofsted provides guidance on how to make complaints about a childcare provider:

Complaints procedure - [Start Page - Ofsted](https://www.ofsted.gov.uk/complaints-procedure)

- General guidance on whistleblowing can be found via: Whistleblowing for Employees [Whistleblowing for employees: What is a whistleblower - GOV.UK](https://www.gov.uk/government/publications/whistleblowing-for-employees-what-is-a-whistleblower)

Appendix 5– Legal Framework

Legal references

Primary legislation

- Children Act 1989 – s 47
- Protection of Children Act 1999
- Care Act 2014
- Children Act 2004 s11
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015
- General Data Protection Regulation 2018
- Data Protection Act 2018
- Modern Slavery Act 2015
- Sexual Offences Act 2003
- Serious Crime Act 2015
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1998)
- Equalities Act (2006)
- Equalities Act (2010)
- Disability Discrimination Act (1995)
- Data Protection Act (2018)
- Freedom of Information Act (2000)

Legal references

- Working Together to Safeguard Children (HMG 2023)
- Statutory Framework for the Early Years Foundation Stage 2023
- What to Do if You're Worried a Child is Being Abused (HMG 2015)
- Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)
- [Keeping children safe in education 2025](#)

Further guidance

- Education Inspection Framework (Ofsted 2023)
- The framework for the assessment of children in need and their families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on inter-agency working to safeguard & promote the welfare of children (DfE 2015)
- Information sharing advice for safeguarding practitioners (DfE 2018)
- The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)
- The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)
- The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

- Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)
- Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)
- Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 2010)
- Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)
- Safeguarding Disabled Children: Practice Guidance (DfE 2009)
- Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)
- Child sexual exploitation: definition and guide for practitioners (DfE 2017)
- Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

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Signature:

