Little Fishes Nursery School

St. James' Church
Rowledge
Farnham
GU10 4EN
01252 794617
manager@littlefishesrowledge.org.uk
admin@littlefishesrowledge.org.uk

06 Safeguarding Children, Young People and Adults Policy and Procedures (Includes Absence and Attendance Policy) 2026-27

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Early Years Designated Safeguarding Lead (includes lead for Looked After Childre)	Amber Delves	manager@littlefishesrowledge.org.uk
Early Years Deputy Designated Safeguarding Lead	Lucy Burrage	deputy@littlefishesrowledge.org.uk
Designated Safeguarding Officer	Vicar: Rev Dr Stephen Green	vicar@stjamesrowledge.org.uk
Parish safeguarding officer	Jo Chipperfield	safeguarding@stjamesrowledge.org.uk
Diocesan Safeguarding Advisor.	Vicki Boxall	safeguarding@cofeguildford.org.uk 01483 790379

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06 Safeguarding and Child Protection Statement and Policy

Safeguarding Statement

At Little Fishes we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children, young people and vulnerable adults. It is **everyone's responsibility** to ensure that children's safety and welfare are protected, and be alert to any issues of concern in the child's life at home or anywhere else. All staff are expected to share this commitment and follow the policy and procedures to continuously promote a culture of safety. All adults, including visitors have a role to play.

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 the procedures section of this document.

Safeguarding Commitment and Aims

At Little Fishes, we are committed to providing a safe, welcoming and nurturing environment underpinned by a culture of openness, where children and adults feel secure, able to speak openly and confident that they will be listened to and taken seriously.
Safeguarding is everyone's responsibility. All staff have a duty to remain alert and aware, identify and share concerns appropriately, and take prompt and proportionate action. We always act in the best interests of the child and maintain a professional attitude of **"it could happen here"** in relation to safeguarding.
Our safeguarding arrangements aim to:

- Provide all staff with a clear framework for promoting and safeguarding the wellbeing of children and meeting their statutory responsibilities.
- Ensure consistent, effective and good safeguarding practice across the setting.
- Demonstrate our commitment to protecting children from abuse, neglect and harm and promoting their welfare.

- Put children's rights, voices, needs and best interests at the heart of our safeguarding practice.
- Build and maintain a strong **culture of safety**, where children are protected from abuse and harm and safeguarding is embedded throughout all aspects of nursery life.
- Respond promptly, appropriately and proportionately to all safeguarding concerns, incidents and allegations, working with parents, carers and relevant statutory agencies where appropriate to achieve the best possible outcomes for children.
- Develop and maintain staff confidence, knowledge and competence through effective safeguarding training, supervision, reflection and ongoing professional learning.
- Empower children, where developmentally appropriate, to express their views, recognise when something does not feel right, seek help and understand that their voice matters.
- Ensure safeguarding policies, procedures and practice work together to provide a consistent and coherent approach to protecting and promoting the welfare of every child in our care.

Definition of safeguarding and child protection

Safeguarding means:
Providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection means:
Activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. Significant harm is defined in Section 47 of the Children Act

How we keep children young people and vulnerable adults safe

Safeguarding is of paramount importance in Little Fishes and is embedded in our culture.

- We actively listen to and observe babies and children and through our curriculum promote their right to be strong, resilient, listened to and heard.
- We increase children's understanding of how to stay safe and support parents / carers to increase their knowledge by sharing information and resources.
- There are clear policies and procedures in place for reporting, recording, and managing any concerns about children, young people, or vulnerable adults. All of which adhere to the Early Years Foundation Stage Safeguarding and Welfare Requirements and relevant legislation.
- Every service has a Designated Safeguarding Lead (DSL) responsible for safeguarding and child protection. This includes ensuring that staff, volunteers, agency workers, and students know the signs and signals of abuse, are trained, understand, and follow our policy and procedures.
- All staff are trained in line with the criteria set out Early Years Foundation Stage.

Safeguarding training is refreshed annually and renewed every two years. Safeguarding updates are shared regularly. The DSL ensures support, advice and guidance for all staff to meet their safeguarding responsibilities.

- All staff understand their safeguarding responsibilities.
- There are procedures in place for working in partnership with agencies involving a child, young person, or vulnerable adult. These procedures take account of working with families with a 'child in need' and with families in need of early help.
- There is a robust Health and Safety Policy supported by clear procedures.
- Staff and volunteers are recruited following the Safer Recruitment Policy. This includes robust recruitment checks including obtaining at least one written references, carrying out enhanced DBS checks and receiving certification before commencing employment / volunteering, and a probationary period.
- All staff and prospective employees know that they must disclose any information which may affect their suitability to work with children as set out in the EYFS
- 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.
- Families are encouraged to raise concerns through a clear complaints policy and procedure.
- There are robust whistleblowing procedures in place for all staff, volunteers, and students and the organisation ensures that all staff know how to use it.
- Safeguarding incidents are reviewed and reflected upon so that learning can be shared across the organisation.

Scope of the policy

This policy and associated procedures apply to all staff, agency staff, apprentices, students and volunteers working at Little Fishes. Throughout the policy we use the term staff to refer to all these groups unless stated otherwise.

This policy and associated procedures apply to our work with children, young people, and vulnerable adults as defined here:

- A child is anyone aged 0-18.
- A young person is defined as aged 16 to 19 and may work in the settings as a student or volunteer or be a parent / carer of a child..
- A vulnerable adult is defined as a person aged 18 years or over, who is in receipt of or may need community care services by reason of mental or other disability, age, or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation (Care Act 2014). In early years this may be a parent / carer of a child, or a volunteer.

We share information about health and safety and risk assessments through information displayed on noticeboards, and through regular discussions between staff and parents / carers.

Categories and other types of abuse

The four main categories of child abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse (incorporates child sexual exploitation)

- Neglect

Other kinds of abuse include, but are not limited to:

- Domestic abuse and coercive control
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession
- Child criminal exploitation and gangs
- Female genital mutilation
- Extremism / radicalisation
- Complex, multiple or organised abuse
- Forced marriage or honour-based violence
- Child victims of trafficking
- Bullying and cyberbullying
- Online harm and exploitation
- Children experiencing multiple harms at the same time

Signs and signals of abuse

Staff are always alert to indicators of abuse. All staff have received training which is renewed every two years, on signs and signals of abuse in line with the EYFS and all concerns are reported to the Designated Safeguarding Lead.

Children and young people with additional vulnerabilities

Children and young people may be at increased risk due to additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture. Staff fully consider these vulnerabilities when there is safeguarding, or child protection matters.
Staff must be aware of the needs of babies and very young children and exercise appropriate professional curiosity where concerns are raised.

Safeguarding and child protection roles and responsibilities

Safeguarding is everybody's responsibility. All staff must understand the safeguarding policy and procedures. Staff must understand the different types of abuse and recognise the indicators of abuse and know what to do if they are worried about a child or the behaviour of a member of staff.

Designated Safeguarding Lead

Little Fishes has a Designated Safeguarding Lead (DSL),., who is responsible for all safeguarding and child protection concerns in the setting. Their information and contact details are clearly displayed. The DSL must attend specific DSL training, retaken every two years.

The DSL is responsible for ensuring all staff are supported, trained, understand, and can follow the safeguarding policies and procedures. The DSL is responsible for liaison with local statutory children's services agencies, and with the local Safeguarding Children Partnership (HSCP).

The DSL understands local Safeguarding Children Partnership (HSCP) procedures and acts as the lead contact for local Multi Agency Safeguarding Hub (MASH) and Early Support Services and the Local Authority Designated Officer (LADO).

Safeguarding training

All staff are trained in line with the criteria set out in Annex C of the EYFS. Safeguarding training is refreshed annually and renewed every two years. The designated safeguarding lead ensures support, advice and guidance for all staff to meet their safeguarding responsibilities by:

- regular supervision
- 1:1 support
- team briefings,
- bulletins,
- group supervision,
- reviewing safeguarding cases (delete as appropriate)

Parental responsibility

When a child or young person is registered staff will ask who has parental responsibility for the child or young person. This is defined in the Children Act 1989 and defines who is responsible for the child or young person. If a person with parental responsibility is not to have contact with a child or young person, this will be discussed and a risk assessment put in place.

Mobile phones, cameras and other electronic devices with imaging and sharing capabilities

Personal mobile phones, smart watches, and AI glasses are not to be used or worn in the setting when children and young people are present. Parents / carers and visitors are asked to put all digital devices away on entering the setting. Staff are required to store all internet-enabled devices, including phones, smart watches and AI in a secure place designated by the manager and only access them in their personal time when they are not caring for children and there are no children or young people present. Any electronic devices which are used to manage medical needs must be agreed with the manager. A risk assessment for the storage and management of devices is completed by the manager.

Photographs and videos are only taken on setting devices and stored safely in line with our Data Protection policy. Parents, carers, and visitors are not allowed to take photographs or videos in the setting.

Online safety

The following online systems and devices are used within the settings:

- Tablets for promoting and recording children's learning and development
- Computers and tablets for children's use
- Electronic / online management software (if appropriate)

Children and young people never have unsupervised access to devices with online capability, and all devices are restricted to prevent access to inappropriate content. Educators give consistent messages about the safe use of technology and support children and young people to understand the risks posed in the real and virtual world. Only reputable sites with a focus on learning are used.

Online risks include:
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.

Educators seek to understand a child's or young person's context regarding technology within the home learning environment, including how much technology is used and for what purpose. Concerns that a child or young person is at risk or has been exposed to inappropriate online content must be reported to the Designated Safeguarding Lead as a safeguarding concern. If a child or young person has experienced cyber bullying, the DSL must be informed. All concerns must be recorded on the day the concern was raised.

Little Fishes will work with families to share messages about the risk of inappropriate digital content, and other associated risks.

Dangerous Dogs

Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type), must not be kept or present on the premises. This includes dogs with an exemption certificate. https://www.gov.uk/control-dog-public/banned-dogs
If the setting has reason to believe children under 12 years are left in close contact with a banned dog in a private place without adult supervision, this will be treated as a safeguarding concern and acted in line with our policy and procedures. All parents/carers are notified that banned dog breeds are not to be brought on to the premises.

Further advice may be sought and reports about dangerous dogs can be made to the local council dog warden or the police

Unexplained absence

Families are asked to always contact the setting if their child is going to be absent. If a child or young person does not attend at the expected time and there is no explanation for the absence, the key person will contact the parent/carer on the first day of absence. Where no contact can be made with the parent / carer or there is a safeguarding concern, the Designated Safeguarding Lead will follow the Absence Policy and local authority safeguarding procedures.

Accidents and injuries

When a child or young person arrives with a mark or injury, whether explained or unexplained, this is recorded. The child's parents/carers , the staff member who was informed of or noticed the injury, and the DSL must sign their confirmation.

If a child or young person is brought to the setting by someone who is not their parent / carer, the DSL will contact the parent / carer to confirm how the injury occurred.

The process of filling in a form does not override the need to follow the settings and Local Authority reporting procedures should there be concerns about an injury or mark.

The Prevent Duty

All early years settings have a duty to identify vulnerable children and young people and prevent them from being drawn into radicalisation and extremism as part of our overall safeguarding responsibilities. This is known as the Prevent duty. All staff are trained in the Prevent duty. This training is renewed every two years as a minimum. A Prevent duty Risk Assessment is in place and reviewed annually.
For very young children, the risk may be through their families and may be observed through conversation about extremist beliefs or behaviours. Children and young people may be at risk of radicalisation through online content. Online safety is a part of our curriculum, and all devices that children and young people use have restricted access.
All staff actively promote values such as democracy, rule of law, individual liberty and mutual respect and tolerance. These values are embedded in the curriculum.
If a member of staff is concerned about a child, or young person of their family must speak to the DSL immediately. Actions may include the prevent advice line being contacted and a report submitted through report extremism in education. Where there is a concern about a member of staff, the LADO (Local Authority Designated Officer) must be notified.

Information Sharing

When a parent / carer registers their child or young person, they are made aware of our Privacy Notice which explains the circumstances under which information about their child or young person will be shared with other agencies.
The consent of a parent / carer to share information with other professionals is always sought, unless doing so would put the child or young person at risk of significant harm. For concerns that do not meet this threshold, then consent must be obtained, e.g. Early Help.
If a parent / carer refuses to consent for information to be shared, then the DSL must seek the advice of local children's safeguarding team without giving any personal details. If not accessing support, this puts the child or young person at risk of significant harm, then information must be shared with the children's safeguarding team without parental consent.

If a child protection referral has been made without the consent of the parents / carers, the DSL will seek the agreement of the children's safeguarding team to inform the parents / carers that the referral has been made and agree the information that will be shared.

Parents / Carers are not informed prior to making a referral if:

- There is a possibility that a child or young person may be put at risk of harm by discussion with a parent / carer.
- If a serious offence may have been committed, 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 / carer puts another person at risk, for example, where there is domestic abuse.

The decision not to inform a parent / carer before sharing information and the reason for not doing so must be recorded. .

What to do if you are worried about a child

If a child or young person is believed to be at risk of immediate harm, staff must contact the police by dialing 999.

If a member of staff has a concern about a child, young person, or parent / carer they must:

- Immediately speak to the DSL
- Record their concern within one working day

Incapacitated parent or carer

If on arrival or collection of a child or young person, a member of staff has a concern about the adult that is bringing or collecting the child, they must conduct a dynamic risk assessment and take steps to keep all children safe, for example, if an adult appears to be drunk or under the influence of drugs or demonstrating angry or threatening behaviour.

The staff member may refuse the adult entry if it is safe to do so. If the adult has entered the building, they are asked to stay in an area away from children and the DSL is immediately notified. The DSL will speak with the parent / carer and if necessary, arrange for one of the child's or young person's emergency contacts to collect the child. If there is no one suitable to collect the child before the end of the session, children's social care will be informed.

If there is a risk of immediate harm to a child or staff, then staff must contact the police by dialing 999. The DSL is informed of the situation, and the concern is recorded on the day of the incident.

Responding to a disclosure by a child or young person

When responding to a disclosure from a child or young person, the aim is to get just enough information to take appropriate action.

- Listen calmly and carefully, allowing the child or young person time to express what they want to say.
- If you are not sure what the child or young person said or meant, you may prompt them further by saying 'tell me more or show me again.'
- If there are visible signs such as bruising, or injury, ask the child or young person how it happened if appropriate to do so.
- As soon as the child or young person is settled, report the information to the DSL.
- Record the disclosure using the child's or young person's exact words and your exact words.
- Record any visible signs such as bruising or injury on a body map.

Responding to information from a parent / carer or another adult

When responding to information from an adult the aim is to get just enough information to take appropriate action. It is important to explain to the person disclosing that you may have to share the information.

- Listen calmly and carefully, allowing the person time to express what they want to say.
- Check that you have understood the information correctly.
- If there is a sequence of events, check you have understood the order of events.
- Reassure the person that they have done the right thing to share the information.
- Inform the DSL as soon as possible.
- Record the information for the child or young person that the information refers to, keeping the information factual and clear.

Professional curiosity

- Staff should be 'professionally curious' if something doesn't feel right. Staff should avoid making assumptions and ask respectful questions to gain a deeper understanding of the situation. Concerns should be escalated as necessary.

Decision making

Once information has been shared with the DSL, they will decide what to do next. The DSL must seek the advice and guidance of the local Safeguarding Children Partnership if they are unclear of the next steps or it is a significant concern, likely to meet the threshold for referral. The decision and agreed actions must be recorded.

The DSL will use the local Safeguarding Children Partnership threshold/levels of need document to support their decision making.

Levels of need

Working Together to Safeguard Children requires local Safeguarding Children Partnerships to publish a threshold document which sets out the local criteria for action when a response is needed to a concern about a child. This document is widely known as the Levels of Need document. It is essential for DSLs to access their LSCP Levels of Need or Threshold document and understand the thresholds in their area.

1. Universal: represents children with no identified additional needs and support can be offered through routine services such as GP or Health Visitor.
2. Early Help: low level concern requiring input from a minimum of one professional
3. Child in need wider professional involvement
4. Child in need of protection

Making a referral to Children's Social Care

The DSL takes responsibility for making a referral to Children's Social Care. This must be completed as soon as possible, and always on the day the disclosure or concern was raised. If the DSL is not on site, then the most senior person on site takes responsibility. -

If the DSL is concerned about the immediate safety of a child or young person, for example if they are due to go home and it is not thought to be safe, then the police must be contacted immediately and then Children's Social Care.

Escalating a concern

Where a DSL's assessment of the risk to the child or young person differs from that of Children's Social Care and they remain concerned about the safety of a child, they must escalate the concern following local Hampshire Safeguarding Children Partnership procedures.

A concern may be escalated where it is believed that:

- The local authority has not responded appropriately to a safeguarding referral to safeguard a child or young person.
- There are recurrent concerns about a child or young person, and there is an on-going inappropriate/insufficient response from the local authority.
- A child protection plan, child in need plan or social work assessment is not of sufficient quality to enable a child or young person to be safeguarded.
- Agreed actions to protect a child or young person have not happened, or have not happened within a reasonable timeframe, such as a parenting assessment or a risk assessment of a new partner with an offending history of violence.
- There is a concern about the quality, frequency, or process of safeguarding meetings, such as core groups or child in need meetings.

Professional disagreement

- If a member of staff disagrees with a decision by the DSL not to make a referral to Children's Social Care, they must initially discuss and try to resolve it with them.
- If the member of staff is still in disagreement, then they should contact the local children's safeguarding team to seek further advice.
- All discussions and agreed actions must be recorded.

Children or young people on Child Protection or Child in Need Plans

When the parent/carer completes the registration for their child, we will ask if they have a social worker and if they are on a Child Protection or Child in Need Plan, which is recorded.

The DSL and the key person will work with the family to ensure appropriate support is put in place.

The DSL will contact the named social worker and provide updates and attend meetings as required, including submitting reports. Reports will be shared with parents / carers prior to the meeting.

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Allegations against a member of staff

All allegations of harm, abuse and concerns raised about a member of staff will be acted immediately, ensuring that the child or young person is safe whilst also giving support to the person who is the subject of the allegation. An allegation or concern about a member of staff

may be reported by a child, young person, parent, carer, member of staff, volunteer or member of the public. All allegations and concerns must be reported immediately to the DSL.

Identifying

An allegation against a member of staff, constitutes serious harm or abuse if they;

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates 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.

(Working Together to Safeguard Children)

Actions

Concerns are reported to the DSL who will then decide, whether the concerns meet the criteria for a referral to the Local Authority Designated Officer (LADO).
The concern must be reported to the LADO by the DSL on the day the concern was raised, and the DSL will agree with the next steps with the LADO. A copy of the referral and all actions must be recorded within one working day.

If the concern is about the DSL, then this must be reported to (insert name of senior person).

Allegations against agency staff

Allegations or concerns about agency staff are responded to as detailed in this procedure. In addition, the DSL must contact the Agency following advice from the LADO.

Notifying Ofsted

Where there is an allegation of harm or abuse as defined in Working Together to Safeguard Children, Ofsted must be notified as soon as possible but always within 14 days. The DSL will discuss the concern with the Service Manager before the notification is made by the Service Manager.

Behaviours that may cause concerns

Staff are required to raise all concerns about a colleague's behaviour or actions with the DSL.
A concern is one that can cause a sense of unease or leave staff with a sense of doubt surrounding the practice of another member of staff. These behaviours may breach the code of conduct but not meet the threshold for making a LADO referral.

Examples of l concerns could include:

- Being overfriendly with children, including the use of nicknames
- Showing favouritism towards children or family
- Making disparaging comments or laughing at a child

- Having contact with families outside of the setting which breaches the Code of Conduct.
- Carrying out actions which have the potential to cause others to become at risk of harm.
- Using inappropriate language in the workplace with potential to offend or intimidate others.
- Behaving in a way that has the potential to bring the setting into disrepute.

This list is not exhaustive. Any concern must be reported to the DSL and recorded.

Recording

All safeguarding concerns must be recorded. Concerns should be recorded by the person receiving the information. If the concern relates to more than one child or young person, then a record is completed for each child.

If a child protection or early help referral is completed, this is uploaded onto the individual's record. All records must be factual. Where someone's direct words are recorded, this must be indicated clearly using speech marks.

Full guidance on recording information is available in the record keeping procedures.

Whistleblowing

What is whistleblowing?
Whistleblowing refers to the action someone takes to report wrongdoing in the workplace that impacts others such as the public or the staff team. Employees are protected by law for reporting concerns of a criminal, fraudulent or health & safety nature. This process differs from personal grievances which will be dealt in line with the Grievance Disputes Procedure.
The whistleblowing procedure must be followed if, poor or unsafe practice is observed such as:
A criminal offence has been committed, is being committed, or is likely to be committed.
A person who 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 have been, is being or is likely to be endangered.
The working environment has been, is being or is likely to be damaged; or,
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.

If staff wish to raise or discuss any issues which might fall into the above categories, they should raise this issue with the DSL. Staff who are unable to raise the issue with their DSL should raise the issue with (insert name of senior person)
If an issue cannot be resolved and the member of staff believes a child remains at risk, the NSPCC have introduced a whistle- blowing helpline 0800 0280285 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 haven't responded

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.

Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

General guidance on whistleblowing can be found via: Whistleblowing for employees.

The Department for Education offers an online service for staff or service users who wish to make a disclosure in the interest of the public – this includes whistleblowing concerns.

Disclosure and Barring Service

All staff must obtain enhanced criminal record and barred list checks for every person living and/or working on the premises including volunteers (unless there is no access to the part of the premises when and where children are cared for) and/or they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

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, the DSL will inform DBS as required.

Working with children or young people on a one-to-one basis

Working on a one-to-one basis out of sight and hearing with a child or young person is kept to a minimum due to the increased risk to children and members of staff. To work on a one-to-one basis, a risk assessment must be completed.

- A risk assessment is completed prior to any one-to-one working. Thie risk assessment must include how the individual needs of the child will be met, location and reason for working alone with the child. The completed risk assessment must be signed off by the setting manager
- There must be a reason for the one-to-one work.
- No member of staff should undertake lone working with a child without being aware of this procedure and a completed risk assessment.
- All one-to-one work is reviewed in supervision meetings, to ensure its relevance and effectiveness.
- Parental consent is sought for the one-to-one work to take place, and professional boundaries of the work made clear to the parent / carer and to the child.
- A record of the work and the risk assessment is kept and stored securely.

Close circuit television

We have chosen not to use CCTV within the setting. We believe that effective safeguarding is best achieved through robust recruitment practices, appropriate staff-to-child ratios, active

supervision, regular training, strong leadership oversight, open communication with families, and an embedded safeguarding culture.

Safeguarding reviews

An annual safeguarding audit will be completed by the DSL and submitted to Hampshire Services for Young Children.. This is to ensure that the setting is compliant with the Safeguarding Policy and Procedures.

Where there has been significant safeguarding concern, a formal review will be undertaken and reported to and reviewed by the DSL.

Supporting Documents

Early Years Foundation Stage statutory framework (EYFS)
Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers
Keeping Children Safe in Education
What to do if you're worried a child is being abused: Advice for practitioners'
Working Together to Safeguard Children

Linked Policies and Procedures

The Child Protection and Safeguarding Policy and procedure and must be used in conjunction with all other policies and procedures including but not limited to:
Absence Policy
Accidents and Incidents Policy
Code of Conduct
Collection of Children Policy
Data Protection Policy
Employee Supervision Policy
Health and Safety Policy
Information Sharing Procedure
Missing Child Policy
Record Keeping Policy
Recruitment Policy
Sleep Policy
Staff code of conduct
Trips and Outings Policy
Visitors Policy
Whistle Blowing Policy

06 LF Safeguarding Procedures

06.01 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 – The four main categories of child abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse (incorporates child sexual exploitation)
- Neglect

Other kinds of abuse include, but are not limited to:

- Domestic abuse
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession.
- Child criminal exploitation
- Female genital mutilation
- Extremism/radicalisation
- Online abuse

Complex, multiple, or organised abuse

- Children and young people with additional vulnerabilities
- Children and young people may be at increased risk due to additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture. Staff fully consider these vulnerabilities when there is safeguarding, or child protection matters.
- 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 2026: September 2026All 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.

Safeguarding 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 2026 and the Prevent Duty for England and Wales. We have regard Keeping children safe in education 2026: September 2026 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.

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 a child or young person is believed to be at risk of immediate harm staff must contact the police by dialling 999.
- 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

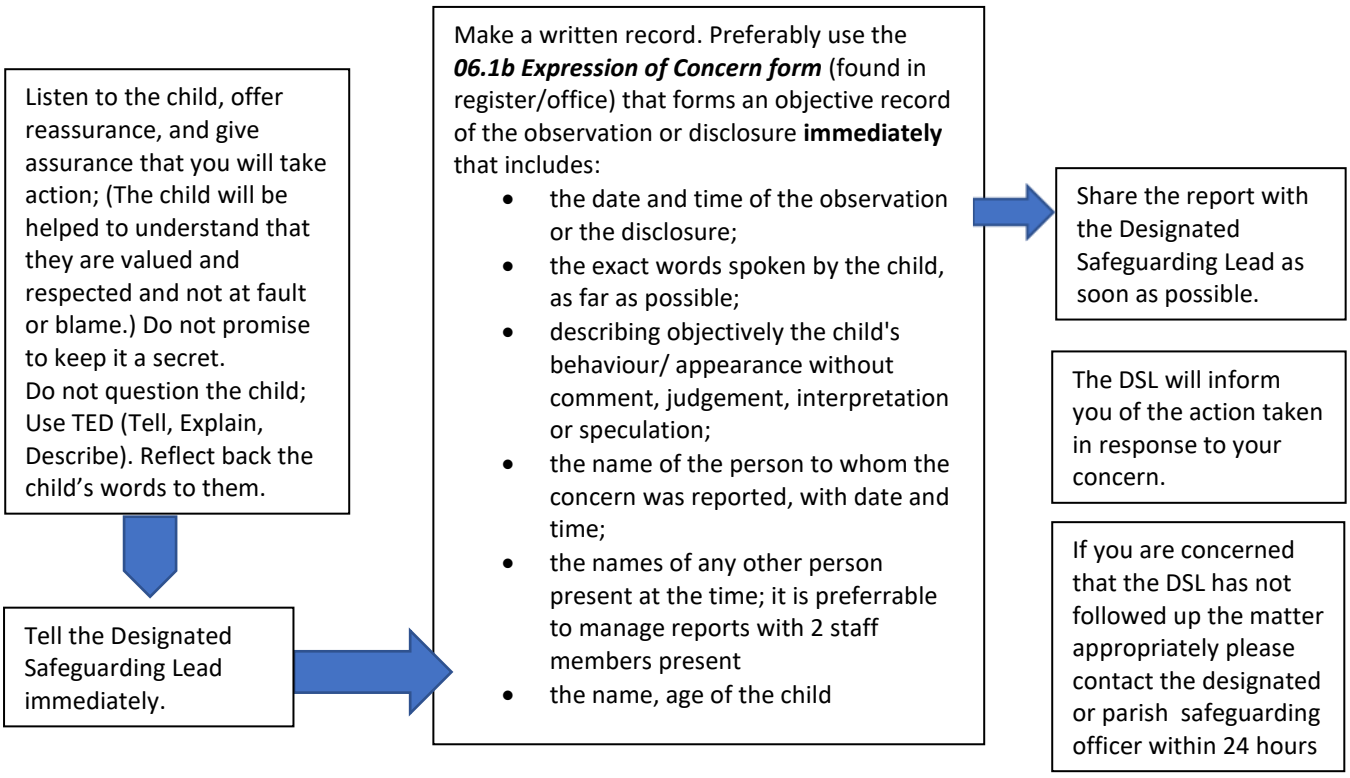
- If a child or young person is believed to be at risk of immediate harm, staff must contact the police by dialling 999.
- If a member of staff has a concern about a child, young person, parent or carer, they must speak to the DSL immediately
- ***06.01b Safeguarding expression of concern reporting form*** 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.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
- We adhere to the HSCP stipulations for recording and sharing concerns.

Process for responding to disclosure by a child

- 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. Reassure the child e.g. by saying 'thank you for telling me'
- 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.

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.

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

- Parents are made aware of our privacy policy which explains the circumstances in which we share information.
- When a referral for early help is necessary, we will work in partnership with parents and carers and seek consent to share information whenever appropriate. However, where information may be required to safeguard a child, promote their welfare, fulfil a statutory duty or support effective multi-agency working, information must be shared without consent where there is a lawful basis to do so. The welfare and safety of the child will always be our paramount consideration, and all information-sharing decisions will be proportionate, justified and recorded.

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.

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

If a child resides at a Hampshire address:
The DSL follows HSCP procedures for making an Inter-Agency Referral Form (IARF) referral Hampshire IARF form for a child living in Hampshire.

If you think a child might be in immediate danger ring 999. If you have an immediate or urgent concern contact **Hampshire Social Services** as soon as possible. **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	**Professionals:** **Professional's Line**: 01329 225379 A direct line to Social workers 8.30am – 5.00pm for urgent child protection. (Level 3 support) (Or call public line if can't get through) Professionals/ DSL should report all other concerns through the interagency form using the link below. **Interagency referral form** Hampshire IARF

If the concern is urgent the safeguarding lead will ring Hampshire Social Services Professional line on 01329 225379 as soon as possible to discuss the situation.

If a child resides at a Surrey address:
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. Email: cspa@surreycc.gov.uk or complete a **EFR Request for Support Form**. Phone: 0300 470 9100 (Monday – Friday 9am – 5pm)
Out of hours phone: 01483 517898 to speak to our emergency duty team**.**

- 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 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 digital 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.

Professional disagreement/escalation process

- If a member of staff at [name of setting] disagrees with a decision made by the designated safeguarding lead not to make a referral to social care they must initially discuss and try to resolve, it with them.
- If the disagreement cannot be resolved with the designated safeguarding lead and the member of staff continues to feel a safeguarding referral is required, then they discuss this with the designated officer.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns, but this must not delay making safeguarding referrals.
- If there is a concern over the response or action (including recurrent concerns, timescales of responses or quality or process concerns) taken by the local authority, the HSCPs escalation procedure should be followed.

Whistleblowing procedure

Little Fishes will ensure that all staff are familiar with the whistleblowing procedure. We have clear whistleblowing procedures and will ensure everyone working with children knows how to raise concerns and that all concerns will be taken seriously and prompt action taken.
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 whistle blowing 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

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 the 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. 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 helpline is 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 or 0300 123 1231

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

- NSPCC 24-hour FGM helpline: 0800 028 3550 or email fgmhelp@nspcc.org.uk
- Further information can be found in the Female genital mutilation: resource pack - GOV.UK (www.gov.uk) 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 likes, 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.
Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: fmu@fco.gov.uk
- Email for outreach work: fmuoutreach@fco.gov.uk

Reporting and liaison with other agencies

- ***Appendix 2*** contains contact details, including phone numbers and email addresses of agencies including Hampshire County Council, Surrey County Council, Ofsted, LADO and NSPCC.

06.02 Concerns and allegations of harm or abuse, poor or unsafe practice 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.

What may cause a concern?

- Examples of 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'

Responding to concerns

- Any concerns about the conduct of staff, students or volunteers must be shared with the DSL and recorded on ***06.02a Concern or allegation form***. The DSL should be informed of all 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.
- This includes ensuring the immediate safety of the children, parents or staff in the setting and level of acceptable 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.
- The Local Area Designated Officer (LADO) is contacted as soon as possible on using the LADO initial enquiry form LADO inital 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.
- 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.
- Notification to Ofsted is required for **any** allegations made against a member of staff, therefore the designated safeguarding lead will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated safeguarding lead will liaise with the designated officer/line manager about notifying Ofsted.
- 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.

- 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,
- 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 and DBS should be informed.
  - 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.
Supervised volunteers working in early years settings require an enhanced Disclosure and Barring Service (DBS) check with children's barred list information before they start volunteering.
Staff and any students over 16 require full suitability checks including a DBS to be completed prior to commencing employment.

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 HSCP.
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.

06.03 Child safety and security

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.

Impaired capacity of a parent/carer

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.
- Staff are offered appropriate support and advice regarding their wellbeing.

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.

06.04 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 ***06.04a: 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 termly.

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

An E-safety audit is included in these procedures (see 06.05a) 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 practioners 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
- Screen based assistive technologies may be used to support staff or children in the setting on a case by case basis
    - The setting manager will regularly spot check devices to ensure they are being used safely and securely.
    - Families should be informed of how the setting is supporting children's use of technology.

Content

- Children should not be alone when using devices. Screen time should be with the co-engagement of an adult
- Screen time for under 2s should be avoided and children 2-5 years should be limited to less than one hour per day – this includes time spent on screens at home.
- Any content should be slow, repetitive and predictable to support children's learning. It should be free of adverts, scrolling and autoplay features.
- Staff should use their professional judgement when assessing educational tools, software and apps.

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 with families 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- staff and visitors

- At Little Fishes we do not allow the use of personal electronic devices with image or sharing capabilities, including personal mobile phones, smart watches, meta glasses 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. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day phones still should be stored away from any

areas that children access and setting phone number given to visitors so that they are still contactable. Visitors are advised of a private space where they can use their mobile.

- Medical evidence is required for an exemption such as diabetes where the phone is used to alert the staff member of reduction in sugar levels. Any electronic devices which are used to manage medical needs must be agreed with the manager. A risk assessment for the storage and management of devices is completed by the manager
- 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.
- A poster explaining our policy on use of mobile phones and cameras is displayed on the parent information board and included in the welcome pack at induction.

Photographing children-use of cameras and video

- Camera and video use is regularly monitored by the setting manager or designated safeguarding lead.
- Photographs and recordings must only be taken for valid reasons e.g. to record learning and this is monitored by the manager.
- Staff do not use personal equipment to take photographs of the children
- With permission from the setting manager, a named member of staff may use their personal phone to take high quality photos of an event under the supervision of the manager 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.
- 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.
- Children are given the opportunity to consent to their photograph being taken, even if a parent or carer has given permission.
- All photographs at Little Fishes are printed on setting equipment and **should not** be outsourced for printing to an external company.
- Photographs/recordings of children are only made if relevant permissions are in place by parents or guardians. We will advise parents of why we are capturing the image, the security measures that are in place to safely store the image and devices used, how long it will be kept for and how it complies with GDPR legislation and a data protection impact assessment is completed.
- 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.

Image scraping

Little Fishes recognises that although some apps and websites provide the option of covering children's faces with emojis and stickers, with the development of AI tools, these can be reconstructed with highly accurate facial likeness. Any photographs used for publicity, will have parent consent and safeguarding risks minimised by ensuring that children are not able to be identified.

Using stickers and emojis, to protect children's privacy, can be removed or bypassed using editing tools and technology such as image scraping. This means a child's face can still be identifiable or recoverable.

For reference Image guidance for education settings - UK Safer Internet Centre

CCTV choices

- Little Fishes has chosen not to use CCTV within its setting. The nursery believes that effective safeguarding is best achieved through robust recruitment practices, appropriate staff-to-child ratios, active supervision, regular training, strong leadership oversight, open communication with families, and an embedded safeguarding culture.
- The nursery recognises that CCTV can provide additional security benefits; however, we have concluded that the potential impact on the privacy of children, staff and visitors outweighs the benefits in this particular environment. The nursery is committed to creating a warm, safe and nurturing atmosphere where children can learn and develop without routine surveillance.
- To ensure safeguarding remains effective, the nursery maintains comprehensive safeguarding policies and procedures, regular risk assessments, clear reporting mechanisms for concerns, and ongoing monitoring of practice by managers and leaders. These measures provide assurance that children's welfare remains the highest priority while respecting the dignity, privacy and rights of all members of the nursery community.
- The decision not to use CCTV is reviewed periodically to ensure it continues to reflect the nursery's safeguarding needs, legal responsibilities, and the best interests of children, families and staff.

For further information, refer to

- https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use
- https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings
- Help for early years providers : Internet safety

06.06 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.
- If a member of staff becomes disqualified because they live in the same household as another person who is disqualified or they live in the same household where the disqualified person is employed, they must apply to Ofsted for a waiver.

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.

06.07 LF Child Absence and Attendance Policy 2026-2027

This policy sits within **06 Safeguarding Children, Young People and Vulnerable Adults**, but may also be used and shared as a standalone policy.
The procedures arising from this policy are also available in **09.02 EYP** Child Attendance and Absence and are shared with parents and carers through the welcome pack, settling-in process and Little Fishes website.
Policy adopted on 18/09/2026

Statement

Little Fishes takes steps to ensure that children are kept safe, their wellbeing is promoted, and they do not miss their entitlements and opportunities. Good attendance supports positive outcomes for children and, in a small minority of cases, patterns of absence may assist in the early identification of more serious concerns relating to a child or family.
We recognise that there are many legitimate reasons why a child may be absent from nursery. In most cases, parents and carers are expected to inform the setting as soon as possible and provide adequate notice for planned absences such as appointments and holidays.
The setting will follow up unexplained, unexpected and prolonged absences to ensure that children are safe and well and to identify any safeguarding or welfare concerns at the earliest opportunity.

Aims

Little Fishes aims to:

- Ensure all unexplained, unexpected and prolonged absences are followed up appropriately to help keep children and families safe.
- Maintain accurate and up-to-date attendance records.
- Promote regular attendance and ensure children are able to access their education and opportunities.
- Identify patterns or changes in attendance that may indicate safeguarding or welfare concerns.
- Work positively with parents and carers to identify and address barriers to regular attendance.
- Ensure appropriate safeguarding action is taken where concerns arise.

Scope

This policy and associated procedures apply to all staff, agency staff, apprentices, students and volunteers working at Little Fishes. Throughout this policy, the term **staff** refers to all of these groups unless otherwise stated.

The policy applies to children attending Little Fishes and recognises that young people and vulnerable adults may also be involved with the setting as students, volunteers or parents/carers.
Staff must follow the relevant Local Authority, **HSCP** requirements, procedures and contact protocols relating to children who are absent or missing from childcare.

Communicating expectations to parents and carers

Little Fishes clearly communicates expectations regarding attendance and absence reporting when families begin using the setting, during the settling-in process.
The **06.07 Child Attendance and Absence Policy** is shared with parents and carers through the welcome pack and is available on the Little Fishes website.

Procedure to support children who are absent

Parents and carers are asked to:

- Telephone the setting **within 30 minutes of the child's expected arrival time** if their child is going to be absent due to illness or another unexpected reason.
- Provide adequate notice for planned absences, including holidays and appointments, by emailing deputy@littlefishesrowledge.org.uk
- Provide information about the reason for absence and, where possible, the expected duration.

The DSL has specific Local Authority requirements regarding absence notification and protocols for children who are absent or missing from education, these will also be communicated to families.

Recording attendance and absence

All absences are recorded on **Tapestry** via the child's name on the registration page.
Staff should record:

- The reason given for the absence.
- The method by which the setting was informed.
- The name of the adult who provided the information.
- The expected duration of the absence, where known.
- Any follow-up action taken or required.
- Relevant timescales for further action.

Where an absence is unexplained, attempted contact and any subsequent actions must be recorded in the child's welfare/safeguarding records.
A paper copy of the register will be available for use during trips and events and in the event that Tapestry is unavailable or during an emergency. Where a paper register is used, it will be retained digitally within the **Children's Confidential** digital file.
If a child is collected or removed from the setting during a session, including during a trip or event, the time and reason for collection will be recorded on Tapestry alongside the child's name in the register. Parents and carers will be reminded that they must speak to a member of staff before removing their child during an event or trip.
Absence records will be retained for **at least three years, or until the next Ofsted inspection following the cohort of children moving on to school**, in accordance with the setting's record-retention requirements.

Responding to unexplained absence

If a child who normally attends fails to arrive and no contact has been received from their parent or carer within the designated notification period:

1. The session leader or key person will take immediate action to contact the child's parent or carer to establish the reason for the absence and ensure that the child is safe and well.

2. Attempts to contact the child's parents/carers and, where necessary, alternative emergency contacts will continue throughout the first day of absence.
3. Where possible, Little Fishes will hold more than two emergency contact numbers, in addition to parents/carers numbers, for each child.
4. If contact cannot be made and there is no means of verifying the reason for the absence, the absence will be recorded as **unexplained** on the register.
5. The manager/DSL will continue to follow up the unexplained absence each day until contact is established. Contact attempts may be made by telephone or email, as appropriate.
6. All contact attempts, information received and actions taken will be recorded in the child's welfare/safeguarding records.
7. If contact has not been established within **three working days,t**he DSL will contact Children's Social Care for advice regarding whether a referral is appropriate. Other relevant agencies will be contacted where required by HSCP procedures.
8. If any information comes to light at any stage that raises a safeguarding or welfare concern, the setting's safeguarding procedures will be followed immediately.

Prolonged absence

A prolonged absence may arise for a range of reasons and does not automatically indicate a safeguarding concern.
When considering whether an absence should be regarded as prolonged, the setting will consider:

- The child's individual circumstances.
- The child's previous attendance pattern.
- Patterns and trends in the child's absences.
- The reason given for the absence.
- The expected duration of the absence.
- The child's vulnerability.
- The vulnerability of the parent/carer.
- Relevant information about the child's home circumstances.
- Any existing safeguarding or welfare concerns.
- Any involvement from Children's Social Care or other professionals.

Professional judgement will be used to determine the appropriate response.
Where a child has been absent for a prolonged period, the DSL or manager will contact the parent/carer to establish the reason for the absence and ensure that the child is safe and well.
Where the absence is unexplained, the **Responding to Unexplained Absence** procedure above will be followed.

Safeguarding and vulnerable children

Children who are already known to be vulnerable require particular consideration when they are absent without explanation.
This includes children:

- Subject to a Child Protection Plan or other safeguarding plan.
- Who have current involvement with Children's Social Care.
- For whom there have been previous safeguarding or welfare concerns.
- Where there are concerns regarding the vulnerability of the child or their parent/carer.
- Where information about the child's home circumstances gives cause for concern.

Where a child for whom there are existing safeguarding or welfare concerns fails to attend and no contact has been received within the designated notification period:

1. The DSL will attempt to contact the parent/carer immediately.

2. If contact is made and a valid reason is provided, this will be recorded in the child's records.
3. If contact is made but the DSL has concerns that the child may be at risk, relevant professionals will be contacted immediately.
4. If contact cannot be made, the DSL will contact the relevant professionals and inform them of the situation.
5. Where the child is currently involved with Children's Social Care, their social worker will be notified **on the day of the unexplained absence**.
6. Where appropriate, the absence will be recorded on the relevant safeguarding incident reporting form.
7. Any further safeguarding concerns identified will be managed in accordance with **06 Safeguarding Children, Young People and Vulnerable Adults** procedures.

Where there are concerns about a child's immediate safety and welfare, the setting may contact Children's Social Care and/or request a police welfare check, in accordance with local procedures and professional advice.

Three consecutive sessions without contact

Where a child misses **three consecutive sessions** and the setting has been unable to establish contact with the parent/carer or emergency contacts, the DSL will contact Children's Social Care for advice regarding whether a referral is required.

This timeframe does not prevent earlier action being taken. Where there are existing safeguarding concerns, concerns regarding vulnerability, or information suggesting that the child may be at risk, the DSL will escalate the matter immediately rather than waiting for three consecutive sessions.

Encouraging good attendance

Although attendance at an early years setting is not mandatory, Little Fishes recognises the importance of regular attendance in supporting children's learning, development, wellbeing and relationships.

Expectations regarding good attendance are communicated through the welcome pack and settling-in process.

Where a child is experiencing difficulties attending regularly, staff will work in partnership with parents/carers to understand the reasons and identify appropriate support. This may include providing information, resources or signposting to relevant services.

Conversations relating to attendance may be recorded in the child's welfare file where appropriate.

Poor or irregular attendance

Regular poor or irregular attendance may indicate safeguarding, welfare or family support needs and should therefore be appropriately followed up.

Little Fishes manually tracks attendance to identify patterns, trends or potential causes for concern. Attendance tracking records are retained in the children's welfare file where appropriate and may be discussed at staff meetings to ensure concerns are identified and responded to appropriately.

Where poor or irregular attendance is identified:

1. The manager/key person will discuss the child's attendance with the parent/carer to understand the reasons and identify any potential barriers, such as transport difficulties, working patterns, family circumstances or other practical challenges.
2. The setting will work with the parent/carer to offer appropriate support wherever possible.

3. Attendance will continue to be monitored to establish whether agreed strategies are having an impact.
4. If poor attendance continues and support strategies are not effective, the setting manager will review the circumstances and consider whether a referral to a multi-agency service is appropriate.
5. Where there are existing safeguarding or welfare concerns, or a Child Protection Plan is in place, irregular attendance will be reported to the relevant social care professional without delay.

Any information that gives rise to safeguarding concerns will be managed in accordance with the setting's safeguarding procedures, regardless of the child's attendance pattern.

Funded places

For children accessing funded provision, the Local Authority may exercise discretion where absence is recurring or for extended periods, taking into account the reason for the absence and the impact on the setting.
The setting manager will remain aware of the relevant Local Authority requirements and procedures regarding funded hours and the reclaiming of funding where a child is absent.

Professional judgement and safeguarding

The procedures within this policy provide a framework for responding to absence but do not replace professional judgement.
Staff should consider the **whole picture**, including the child's attendance pattern, individual circumstances, family circumstances, vulnerability and any previous or current safeguarding concerns.
Where staff have any concern that a child's absence may indicate that they are at risk of harm, the setting's safeguarding procedures must be followed immediately. Staff must not wait for the usual absence timescales where immediate safeguarding action is required.
All staff have a responsibility to report concerns promptly to the DSL or, where appropriate, directly to the relevant safeguarding or statutory agency in accordance with Little Fishes safeguarding procedures.

Review

This policy will be reviewed annually and following any significant incident, change in legislation, Local Authority/HSCP guidance or relevant safeguarding learning.

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). 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

Staff and professionals:		
For Parents and carers:	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**	Email: childrens.services@hants.gov.uk
Prevent	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	Counter.extremism@education.gsi.gov.uk non-emergency situations
National Society for Prevention of Cruelty to	Text: 88858 Tel:0808 800 5000 Can seek advice at any time	help@nspcc.org.uk

Children (NSPCC).		
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

Appendix 3 – Specific safeguarding issues

Early Years Foundation Stage statutory framework (EYFS)
Information Sharing Duty
Keeping Children Safe in Education
What to do if you're worried a child is being abused: Advice for practitioners'
Working Together to Safeguard Children

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

Early Years Foundation Stage statutory framework (EYFS)
Information Sharing Duty
Keeping Children Safe in Education
What to do if you're worried a child is being abused: Advice for practitioners'
Working Together to Safeguard Children

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) 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)
Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk) Advice following concerns
Keeping children safe in education - GOV.UK (www.gov.uk) 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

• General guidance on whistleblowing can be found via: Whistleblowing for Employees Whistleblowing for employees: What is a whistleblower - GOV.UK

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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Name of Manager:	Amber Delves
Signature:	