Safeguarding Children and Child Protection Policy and Procedures 2025/26

Name of Setting……*Shine Bright Nursery*…….

Name of Designated Safeguarding Lead (DSL)
Katie Sopp/Angela Jesson
……..

Name of Deputy Designated Safeguarding Lead (DDSL)
Sue Allen
……

Name of person responsible for reviewing the policy
Angela Jesson
……

Date of policy …23/09/2025……

Date next review is due…23/09/2026……

Date of any amendments ……..

- *This is a statutory policy and it forms part of the induction procedure for all new staff, volunteers and parents. This can be accessed via our website*
- *All staff and volunteers sign to say they have read and understood the content of the policy and any updates. By signing a copy of the policy to say that they have read and understood it.*
- *This policy will be reviewed and ratified at least annually and/or following any updates.*

Content-

Introduction

"The welfare of the child is paramount" – Children Act 1989

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. (Statutory Framework for the EYFS).

Principles of this Policy

We aim to provide a high-quality setting which is welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence. We will take all necessary steps to safeguard and promote the welfare of children and ensure the suitability of adults who have contact with them. We will promote good health, manage behaviour and maintain records, policies and procedures.
We understand that safeguarding and promoting the welfare of children is of paramount importance and that it is everyone's responsibility. We will be alert to any issues or concerns in the child's life at home or elsewhere and maintain a child-centred approach at all times.
We are aware that children with special educational needs or disability are particularly vulnerable to abuse. We will maintain an attitude of "it could happen here" where safeguarding is concerned and always act in the best interest of the child.

For the purpose of this policy, the following definition of safeguarding and promoting the welfare of children is used and defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing 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.
- Taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education 2025)

At this setting we are committed to;

- Maintaining a child-centred approach to safeguarding, this means we will always consider what is in the best interests of the child.
- Ensuring that safer recruitment practices for checking the suitability of staff and volunteers are in line with the South West Child Protection Procedures (SWCPP).
- Ensuring that all staff and volunteers follow the settings Code of Conduct/Behaviour Policy in line with the Guidance for Safer Working Practice for Adults who Work with Children
- Establishing and maintaining a safe and secure environment.
- Providing a curriculum and experiences that will enable children to develop the skills they need to stay safe from abuse, including online abuse.
- Ensuring staff and volunteers are able to identify children with potential emerging problems or concerns and implement strategies early on to avoid escalation (Early Help).
- Ensuring that staff and volunteers are aware of the signs and symptoms of abuse and know the correct procedure for reporting and referring concerns. (Swindon Safeguarding Partnership).
- Providing support for children who have been abused.
- Ensuring that all staff are aware of the procedures to follow if they have a concern about another adult or a member of staff (refer to Whistleblowing Policy).
- Working in partnership with other agencies, this includes sharing information effectively, attending child protection conferences, core groups and other relevant meetings.
- Working in partnership with parents/carers to keep children safe and well.

Legislation and Guidance

Our safeguarding and child protection procedures have been developed using guidance from the Swindon Safeguarding Partnership (SSP), the South West Child Protection Procedures (SWCPP) and with regard to the following legislation:

- The Statutory Framework for the Early Years Foundation Stage – 2025
- The Children Act 1989, 2004 and the Childcare Act 2006

- Working Together to Safeguard Children 2023
- What to do if you're worried a child is being abused: advice for practitioners 2015
- Information Sharing: advice for practitioners providing safeguarding services 2018
- The Prevent Duty-departmental advice for schools and childcare providers 2023
- Keeping Children Safe in Education 2025
- Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (Published 4 February 2019)

This Safeguarding Children and Child Protection Policy applies to all staff, managers, committee members, students and volunteers in the setting.
Other policies that should be read alongside this policy include:

- Health and Safety
- Intimate Care/toileting
- First Aid
- Medicines
- Behaviour Management
- Staff Behaviour Policy (guidance for safer working practice/code of conduct)
- Missing Child
- Child Attendance/Absence
- Failure to Collect Child
- Online Safety
- Site Safety
- Risk Assessments
- Equal Opportunities
- Special Educational Needs and Disability
- Outings/Visits
- Emergency Evacuation and Lockdown Procedures
- Concerns/Complaints
- Safer Eating
- Sleeping children
- Data protection and retention of records policy

The Role of the Designated Safeguarding Lead (DSL) and Deputy (DDSL)

- An appropriately qualified and experienced DSL and deputy have been appointed to fulfil the role and time and resources have been allocated in order that this role can be carried out effectively.
- The DSL or deputy will be available at all times when children are present for staff to discuss safeguarding concerns.
- The DSL and deputy attend appropriate training to equip them to fulfil their role in line with the requirements of the EYFS safeguarding training annexe. Training is refreshed at least, every 2 years.
- The DSL has overall responsibility for the day-to-day safeguarding and child protection systems in the setting. These responsibilities include;
  - Liaising with other professionals in all agencies, including social services, police, health colleagues and other education settings.
  - Liaising with other staff within the setting to ensure information is shared on a "need to know" basis.
  - Keeping staff and themselves up to date with any changes to national and local policy or legislation.
  - Being a source of support, advice and guidance to staff, both paid and voluntary, on an ongoing basis and on any specific safeguarding issue as required.
  - Co-ordinating safeguarding and child protection action within the setting, including making referrals as necessary.
  - Maintaining a confidential recording system for safeguarding and child protection concerns.
  - Ensuring all staff, visitors and volunteers are aware of the setting's policies and procedures and their responsibilities in relation to safeguarding children.
  - Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training (see section below).

- Representing the setting at inter-agency meetings, in particular, strategy discussions, child protection conferences and core groups.
- Managing and monitoring the setting's role in early help, child in need and child protection plans.
- Sharing information with staff about safeguarding and child protection issues that children in their setting have experienced with a view to understanding how to best support these children in the setting.
- Understanding the views of children and ensuring there is a culture of listening to children.

Staff Training

- All staff complete Safeguarding Basic Awareness training every 2 years and annual refresher/update training may also be considered if necessary. All staff are required to do online training. However, our DSL and DDSL attend further SSP training provided by the borough. All staff receive any safeguarding updates in staff meetings.
- All staff are trained in line with the criteria set out in Annex C of the EYFS and they are supported to confidently implement our safeguarding policy and procedures on an ongoing basis. We will re-visit policies during staff meetings, do regular safeguarding quizzes to test the knowledge of staff.
- Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. The following may be indicators of abuse:
  - Significant changes in children's behaviour.
  - Deterioration in children's well-being.
  - Unexplained bruising, marks or outward signs that a child's needs aren't being met.
  - Children's comments which give cause for concern.
  - Inappropriate behaviour displayed by other members of staff, or any other person working with children.
- PFA training will be delivered by a competent provider as referenced in the EYFS Annex A. At least one person who has a current paediatric first aid (PFA) certificate will be on the premises at all times when children are present, in the same room as children who are eating and will accompany children on outings.
- Staff involved in preparing and handling food will have appropriate food hygiene training and will follow procedures as specified in our **Safer Eating Policy**.
- All staff will have a sufficient understanding and use of English to ensure the well-being of children in their care.

Staff Induction

- All new starters will receive induction training to help them understand their roles and responsibilities.
- Induction will always include a period of close supervision by a suitably qualified member of staff.
- Safeguarding induction will include sharing the setting's safeguarding and child protection policy and procedures.
- As part of the induction procedure staff will be directed to read the, What to do if you're worried a child is being abused guidance and Guidance for safer working practice for adults who work with children and young people.
- The DSL will keep a record of the induction process for all new starters.

Staff Supervision

- Arrangements are in place for the supervision of staff. Uninterrupted time will be set aside to ensure supervision sessions are effective for all involved.
- Supervision will be a two-way process, which supports and develops the knowledge, skills and values of an individual, group or team and will support staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.
- Supervision will also provide an opportunity to discuss sensitive issues, including the safeguarding of children and concerns about an individual or colleague's practice.

Safer Working Practice

- Staff work within clear behavioural guidelines as outlined in the Guidance for safer working practice for adults who work with children and young people. and the setting's adults behaviour policy/code of conduct.
- Physical intervention is only ever used if the child is endangering themselves or others. Such events are recorded and signed by a witness. We follow the settings **Behaviour Management Policy** and physical interventions will be in line with the procedures laid out in the policy.
- Staff are aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and we follow the guidance in the setting's **Online Safety Policy** and **Acceptable Use Policy.**
- Staff will not work under the influence of alcohol or other substances.
- Staff taking medication will only work with children if medical advice confirms that it is unlikely to affect their ability to look after children

Whistleblowing Procedures

- In this setting we foster a culture of openness and staff are aware of the need to report concerns about the conduct of a colleague or another professional that could place a child at risk.
- Staff are aware that concerns can be reported and dealt with internally, through the DSL and management or externally to Ofsted, Contact Swindon or the NSPCC.
- Whistle-blowers may choose to remain anonymous and their confidentiality will be protected.
- If an allegation is reported internally appropriate action will be taken, such as, policy changes, disciplinary measures or referral to LADO and Ofsted.
- Feedback will be given to the whistle-blower.
- The NSPCC has a dedicated whistleblowing helpline on **0800 028 0285 or can be contacted by email** help@nspcc.org.uk

Parental/carer Involvement

We are committed to working in close partnership with parents/carers, keeping them fully informed about staffing and other matters and helping them to understand our responsibility for the safety and welfare of all children.

- Parents/carers are made aware of the setting's Safeguarding and Child Protection Policy during their induction meeting and will be asked to sign a statement to say they understand the setting's child protection responsibilities.
- Child protection or welfare concerns will be openly discussed with parents/carers. Where a referral to Contact Swindon is needed, the agreement of parents/carers will be sought before making the referral. The only time concerns will not be discussed with parents is if staff believe that sharing concerns may place the child at increased risk of harm, then advice would be sought first.
- A lack of agreement from a parent/carer would not stop a referral to statutory services from going ahead.

Key Person

All children will be allocated a key person and parents will be informed. It will be the key person's role to build a close relationship with the child and their family, they will be the child's trusted adult with whom the child can build strong attachments and have emotional security and they are responsible for tailoring opportunities to the individual needs of each child. A child's key person is in a good position to identify emerging safeguarding concerns and to signpost families to further support if deemed appropriate.

Recognising Abuse

Abuse is a form of maltreatment of a child and can be caused through either inflicting harm, witnessing harm to others or failing to prevent harm. Working Together lists four categories of abuse:

- Physical,
- Emotional,
- Sexual and
- Neglect.

(See appendix 1 for Working Together definitions and possible indicators of abuse).

We are aware that;

- Abuse, neglect, exploitation and safeguarding concerns are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- Child welfare concerns may arise in many different contexts and can vary greatly in terms of nature and seriousness. Children may be abused by their peers, family members, in an institutional or community setting, by those known to them, by a stranger or via the internet.
- In the case of honour-based abuse, including child marriage and female genital mutilation, children may be taken out of the country to be abused.
- Abuse and neglect can happen over a period of time or be a one-off event and can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for one child might be normal for another child.
- Parental behaviours may indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours, such as, parents who are under the influence of drugs or alcohol or sudden changes in mental health.
- A child's absence, without notification from the parent/carer, can sometimes be an indicator of abuse. We will always follow-up on absences in line with our **child-attendance policy**.
- It is important to respond to problems as early as possible and provide the right support and services for the child and their family at the right time.

Other Safeguarding Concerns to be Aware of: (see appendix 2)

- Child on Child Abuse (sexual violence and sexual harassment).
- Radicalisation and extremism.
- Female genital mutilation (FGM).
- Child sexual exploitation (CSE).
- Child criminal exploitation (CE).
- Domestic abuse (DA).
- Children missing education (CME).
- Children with family members in prison.
- Homelessness.
- Private Fostering.
- Bruising or non-explained injury in non-mobile children.
- Mental Health.

Children with Special Educational Needs and Disabilities (SEND)

- Arrangements are in place to provide support for children with SEND
- We acknowledge that children with SEND can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse and also their speech, language and communication needs may make it difficult to tell others what is happening to them.
- We are aware that children with SEND can be disproportionally impacted by safeguarding concerns such as bullying.
- We are alert to indicators of abuse such as behaviour/mood change or injuries and we are aware that children with SEND may not always outwardly display indicators of abuse.

Responding to a Disclosure

We are aware that children may not be ready or know how to disclose abuse and that they may also be afraid to tell. It is important that we build relationships with children and display professional curiosity. If a child discloses abuse, we will respond appropriately by:

- Listening to the child and avoiding interruption except to clarify.
- Allowing the child to make the disclosure at their own pace and in their own way.
- Not interrogating the child but asking open-ended questions to clarify the situation. Children will only be interviewed by trained Social Workers or Police Officers.
- Not making any promises to the child about not passing on information. Information may need to be shared to get help in place.
- Recording information accurately, including the timing, setting and those present, as well as what was said.

- Informing the DSL as soon as possible (within the same working day).
- Providing appropriate support for the child.

Visitors to the setting will be informed that if they receive a disclosure of abuse, suspect that abuse may have occurred or are concerned for the safety or welfare of a child they **must** report immediately to the DSL or if unavailable to the deputy.

Recording Concerns

Anyone receiving a disclosure of abuse, noticing possible abuse or with a concern about a child, will make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated, signed, and discussed with the DSL.

- All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- Written records of concerns will be kept, even where there is no need to make a referral immediately. Parents/guardians will be notified of all recorded concerns.
- Injuries will be marked on a body map; **photographs will never be taken** (Appendix 5).
- Where concerns do not meet the threshold for a referral to Contact Swindon, consideration will be given to the appropriateness of having an Early Help Conversation.
- All records relating to child protection concerns will be kept in a secure place and will remain confidential. They will not form part of the child's developmental records and they will be kept separate from other records.
- A chronology will be kept at the front of each individual child protection file. It will be reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting any action taken.
- The DSL and management will regularly monitor the quality of child protection records.
- Where a child transfers to school or moves to a new setting, child protection documentation will be transferred to the receiving school/setting within 14 days, preferably by hand. If it is not possible to do a face-to-face handover, records will be sent by recorded delivery in a sealed envelope, separate from any developmental records**.** Postal delivery will always be followed up with a telephone conversation.

- Records will be retained in line with the setting's **Data protection and retention of records policy**.
- SBC Templates and guidance for keeping child protection records are available on Swindon Hub for Early years.

Procedures for Referral

We will refer to the Swindon Safeguarding Partnership's (SSP's) Thresholds Document The Right Help at the Right Time when assessing a child's level of need. (see appendix 3)

We will always take appropriate action when we have concerns about a child's welfare, we will never assume that a colleague or another professional will act and share information that might be critical in keeping children safe.

The Thresholds document identifies four levels:

1. **Universal** – Children with no additional needs.
2. **Early Help Additional needs** – Emerging concerns/vulnerability.
3. **Early Help Complex needs** – Children with complex and multiple needs that need unpicking. Co-ordinated support from professionals is needed to stop things from escalating
4. **Specialist Statutory Support** – Statutory intervention is needed to keep children safe

We understand that we have a responsibility to refer a child to Children's Social Care (Contact Swindon) if we believe or suspect;

- The child is suffering or likely to suffer significant harm (Section 47, Child Protection)
- This also includes children where there are significant welfare concerns whose development would be likely to be impaired without provision of services (Section 17, Child in Need).

Early Help

- Where there are emerging concerns about a child we will follow the Early Help process (Level 2 and Level 3 The Right Help at the Right Time). We will alert the DSL to emerging problems and the DSL will co-ordinate an appropriate response with the support of other professionals, this may involve undertaking an Early Help Conversation (EHC) and Plan (EHAP).

Completed Early Help Conversations and reviews will be sent securely to Children's services as indicated on the form.

- **Early Help Additional Needs (Level 2)**
  With parents' consent, we will coordinate an Early Help conversation and plan with the aim of achieving positive outcomes and preventing the need for a higher level of support. Professionals will work together, in a coordinated way, to provide additional support. A Lead Professional (possibly the DSL) will be identified. The Lead Professional will be responsible for coordinating a Family Plan of support that will be kept under constant review through regular meetings with parents, sometimes called Team around the child/family (TAC/F) meetings.
- **Early Help Complex Needs (Level 3)**
  With parents' consent, support will be sought from other professionals due to child's multiple and complex needs. This includes where a child may have special educational need and/or disability. The support required may only be short term, but if not addressed, these issues could escalate to require statutory intervention. The child's needs will be discussed at a Locality Panel where a multi-agency response will be required and a lead practitioner will be identified to co-ordinate support. It is expected that when Level 3 support is requested, professionals will be able to outline the support that is already in place through an Early Help Plan or other documentation.
- **Specialist/Statutory services – (Level 4)** support is for children, young people, and families with a high level of unmet or complex needs and will include; children in need (Section 17), children with significant developmental needs or disability, children in need of protection (Section 47), children looked after and privately fostered, young people who have committed an offence, children with acute mental health needs, children who may need an Education Health and Care Needs Assessment, children who are unaccompanied asylum seekers and children subject to an Emergency Protection Order, Interim Care Order or a full Care Order.

Making a referral to Children's Services

Contact Swindon Details:

Referrals to Contact Swindon are made by completing a **Request for Help and Support Form** (RHS) or by calling **Contact Swindon on 01793 464646** or emailing **contactchildrenandfamilies@swindon.gov.uk**
The Emergency Duty Team can be contacted out of office hours on **01793 436699**
If there is a concern that a child is immediately at risk (health or welfare) we will dial 999 for the Police.

Consent

We will seek consent from parents to share information for all referrals except where this would place the child at potential risk of harm, or compromise a police investigation (for example; allegations of parental sexual abuse, or suspicions of fabricated or induced illness). If consent is withheld for a Level 4 referral, we will consider whether we have grounds to override consent in order to protect the child and we may seek advice from Contact Swindon. Rationale for not pursuing consent will be recorded. We are aware that where a referral is necessary to protect the child, we have a legal basis to share information without parental consent.

Professional challenge and resolution

Differences of professional opinion can arise in a safeguarding case. In order to reach a satisfactory resolution professionals will follow the SSP Swindon Multi-Agency Process for the Resolution of Professional Disagreements Relating to Safeguarding & Protection of Children, this ensures that professionals have a quick and straightforward means of resolving professional differences.
It is expected that most disagreements can be resolved by professionals discussing the concerns and agreeing a way forward to meet the child's needs but if professional agreement cannot be reached, then the concern should be escalated following the 5 stages
Stage 1: Internal discussion (within 2 working days).
Stage 2: Inter-agency discussion (within 5 working days).
Stage 3: Line managers (within 5 working days).
Stage 4: Managers, Heads, Directors of Services (within 5 working days**).**
Stage 5: Swindon Safeguarding Partnership (within 5 working days)

Safer recruitment/suitable people

We endeavour to create a culture of safer recruitment and as part of this, we adopt recruitment procedures that help to deter, reject and identify people who might abuse children.

We adhere to our statutory responsibilities to check staff who work with children, this includes enhanced DBS checks on all staff and on any other person who is likely to have regular contact with children (including those living or working on the premises).

When employing new staff, we follow Safer Recruitment procedures as set out in the South West Child Protection Procedures:

- Interview panels will have at least one person who has completed Safer Recruitment Training.
- There will be a safeguarding statement in all job advertisements and job descriptions.
- Any gaps in employment history or unaccounted for periods will be fully investigated.
- Online searches will be conducted for all short-listed candidates and anything that causes concern will be followed up at interview. Candidates will be asked the reason for leaving their previous employment
- References will be requested prior to employment; open references will not be accepted, nor will references from family members and applicants will not be asked to obtain their own reference.
- A reference will be requested from the candidate's current employer, training provider or education setting and will have been completed by a senior person with appropriate authority.
- At least one reference will be from the candidates most recent childcare placement (if there is one)
- Where references are vague or there are discrepancies, further clarity will be sought by contacting the referee.
- We will record information about staff qualifications, identity checks, disqualification and vetting processes (including the Disclosure and Barring Service reference number, the date a disclosure was obtained and details of who obtained it) on a central register.
- Copies of identification documents will be kept securely in personnel files.
- An appointment will not be confirmed until all checks have been completed.
- We will not allow people, whose suitability has not been checked to have unsupervised contact with children.

Disqualification under the Childcare Act

- Staff, students and volunteers are informed during their induction that under the Childcare Act 2006, they are expected to provide up to date information in relation to any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children, whether received before or during their employment at the setting.
- There is also an expectation that the setting will be informed, if staff relationships and associations, both within and outside the workplace (including online), may have implications for the safety of children in the setting.

Volunteers

A risk assessment will be undertaken for volunteers to determine whether an enhanced DBS check should be applied for. This will depend on the level of activity the volunteer is engaged in and whether they are ever left unsupervised with children.

Managing Allegations

We recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and we take seriously any allegation received.

An allegation may indicate that a member of staff, a volunteer or a member of bank/agency staff has;

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against a child.
- Behaved towards a child that indicates he/she would 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.

All allegations will be reported to the Local Authority Designated Officer (LADO).

LADO Team – 01793 463854

Lado@swindon.gov.uk

The following steps will be taken into consideration;

- An Allegations Management referral form will be completed within one day of an allegation being made and before any investigation has started.
- Ofsted will be informed of the allegation within 14 days.
- Allegations against a staff member will be reported to the owner/manager. The owner/manager will then proceed as above.
- Where the allegation is against the owner/manager, the person receiving the allegation will contact the LADO as above.
- Where the allegation is against an adult from another agency, for example, bank staff, the setting will ensure the allegation is dealt with in conjunction with the other agency.
- An allegation will not be discussed with the alleged perpetrator or other members of staff/committee, unless advised to do so by the LADO.
- In exceptional circumstances, it may be necessary to protect the child, by contacting the police, before contacting the LADO.
- The setting will make a referral to the Disclosure and Barring Service if at the end of the allegation process, a member of staff or volunteer is removed from their position or if they leave while under investigation.

Low-level concerns

We recognise that staff may display low-level concerns, such as, displaying behaviours that are inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
These concerns probably won't meet the threshold of harm and aren't serious enough to be referred to the LADO but they should always be reported to the DSL, recorded and dealt with appropriately.

The safeguarding curriculum

- We will provide a curriculum that encourages children to talk and be listened to. Children will be provided with opportunities to develop the skills they need to recognise and stay safe from abuse, across all areas of learning.
  - They will learn that their views are valued and respected.
  - They will be taught about healthy relationships.
  - They will be taught how to get support if they witness any discriminatory behaviours and how to treat others with respect.
  - They will be supported to develop emotional literacy and how to express their feelings appropriately.
  - They will learn about having clear boundaries and what is safe and acceptable behaviour.

Online Safety

- Children will be taught about keeping safe online by educating them about safe online behaviours and by educating their parents about the dangers of the internet through leaflets, posters, newsletters etc.
- Where children have access to the internet, we will ensure that they are protected from harmful and inappropriate online material by putting effective monitoring and filtering in place which is regularly monitored and reviewed to ensure effectiveness.
- We will follow advice in the government's guidance document; Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners

Use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities in the setting.

We have a written policy for the acceptable use of mobile phones, cameras and other digital media in our setting. The use of electronic equipment policy

- The only electronic devices to be used with children are those owned by the setting, this includes, mobile phones, cameras and iPads. Work devices will be open to scrutiny at all times
- Staff mobiles and other digital media will be kept in a designated area and will not be carried on a person when children are present. Staff may use personal appliances in a designated area, such as, a staff room, during staff breaks or before and after sessions when children aren't present.
- Visitors, parents, contractors etc. are made aware that phones and other digital media are not to be used in designated areas and that no photographs, videos or audio recordings are permitted in the setting without prior agreement with the manager.

- Photographs and videos will not be taken in sensitive areas such as toilets or nappy changing areas.
- Written permission will be obtained from parents/carers for appropriate use of photographs/digital images to record children's progress.
- Children's images will only be taken off site, with the prior permission of the manager, in line with the settings policy.

Confidentiality and Information Sharing

- We are aware of our professional responsibility to share information with other agencies in order to safeguard children. We will maintain records and obtain and share information with parents/carers, health professionals, the police, social services and Ofsted as appropriate and in line with "Information sharing advice for safeguarding practitioners" 2018
- We will enable a regular two-way flow of information with parents/carers, and between providers if a child is attending more than one setting.
- Confidential information and records about staff and children are held securely and only accessible to those who have a right or professional need to see them.
- We are aware of our responsibilities under the Data Protection Act 2018 and the General Data Protection Regulations (2018) and that this legislation does not limit the sharing of information in order to keep children safe and includes sharing information without consent.
- We will register with the Information Commissioner's Office as appropriate.
- All new staff will read the setting's **Confidentiality and Information Sharing Policy** as part of their induction procedure.
- Records relating to individual children will be retained for a reasonable period in line with the setting's **Data Protection and Retention of Records Policy**.
- We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a "need to know" basis.
- We are aware that we cannot promise a child to keep secrets that might compromise the child's safety or wellbeing.

Safety of Premises

- All staff are responsible for maintaining awareness of the safety and security of buildings and grounds and for reporting any concerns that become known.
- We ensure that indoor and outdoor spaces are fit for purpose and suitable for the age of children cared for.
- We take all reasonable steps to ensure staff and children are not exposed to risks during activities and where risks are identified, risk assessments are undertaken to safely manage the level of risk.
- We are aware of potential risk from terrorist attacks and appropriate action has been taken.
- We are familiar with site evacuation and lockdown procedures; regular practices take place and a log of practices is kept.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting. All visitors are signed into the setting and are no left unsupervised with the children. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- We will not accept the behaviour of any individual who threatens security or makes others (child or adult) feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.
- When children are taken on outings we assess the risks and hazards which may arise and complete risk assessments to safely manage the level of risk.
- We don't allow smoking, vaping or e cigarettes on site when children are present or about to be present.
- Dangerous/harmful substances or equipment are stored securely away from children.

Complaints

- We operate within a whole-setting community ethos and we welcome comments from children, parents/carers and others about areas that may need improvement as well as comments about what we are doing well.

- We have a **Complaints Procedure** available to parents/carers, children and members of staff who wish to report concerns. This can be found in the office or on the website.
- All reported concerns are taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Managing Allegations against Staff** procedures**.**

Monitoring and Review

This policy will be reviewed on an annual basis; however, amendments may be added throughout the year. Staff are always informed when there is an amendment.

Appendix 1 – Working Together Definitions of Abuse and Possible Indicators

Physical Abuse

A form of abuse that 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.

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts
- Injuries need to be accounted for; inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Failure to Thrive

- Child's weight/height falling below expected centile
- Skin dry and pale and hair thin and straw like
- Lack of energy, listless and lack of concentration
- Refuses food but drinks a lot of juice, vomiting and diarrhoea
- Failure to meet developmental milestones
- Behavioural problems

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), 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, though it may occur alone.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 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. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Neglect

Neglect is 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 because 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 care-givers);
- Ensure access to appropriate medical care or treatment;
- Respond to a child's basic emotional needs.

Signs that MAY INDICATE Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Forms of Abuse and Safeguarding Issues

Children absent from education (pre-school/nursery sessions)

Staff will be aware that children's non-attendance, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. Early intervention will be taken to identify the risk of any underlying safeguarding concerns and the settings policy for following up on non-attenders will be followed. The setting will have at least two, up to date, emergency contacts for a child.

Child Sexual Exploitation (CSE)

Staff at our setting identify that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities.

Staff recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. Staff are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.
This may apply to children, parents/carers, older siblings, staff or other members of the setting community. Further information here.

Child Criminal Exploitation (CCE)

Staff recognise that that criminal exploitation of children and vulnerable young adults is a form of harm, **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
These cases will be referred to children's social care through the usual channels. Boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information here.

'Honour Based' Violence (HBV), Female Genital Mutilation (FGM) and Child Marriage

Staff will be aware that HBV encompasses a range of crimes that have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing. It may also include non-violent forms of abuse. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Further information here.

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Further information here.

Child marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Settings can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Staff are alert to the risks and indicators of HBV/FGM and child Marriage and they are aware that they are all forms of abuse (regardless of the motivation) with long-lasting consequences and cases must be reported and escalated through the usual channels.
For further information, including details of training staff should visit the SSP website links below.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available at; https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims Further information here.

Radicalisation and Extremism

Staff realise that they have a duty to protect children from radicalisation and any form of violent extremism in line with the Prevent Duty. Any concerns will be reported to the DSL.
In fulfilling this duty, the setting will work closely with the SSP and will have regard to:

- Assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This will be based on an understanding, shared with partners, of the potential risk in the local area. The setting will protect children from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate;
- Staff training so that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff should know where and how to refer children for further help;
- Online safety policies will ensure children are safe from terrorist and extremist material when accessing the internet by establishing appropriate levels of filtering;
- Promoting fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. These values are already implicitly embedded in the Early Years Foundation Stage curriculum.

Additional information about responding to online radicalization and extremism can be found in the settings **Online Safety Policy.** Further information here.

Child on Child Abuse (sexual violence and sexual harassment)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of the setting. All staff need to be be familiar with the setting's policy and procedures around child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
It is essential that all staff understand the importance of challenging inappropriate behaviours between children 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.
Child on Child abuse includes, but is not limited to, 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; sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element), sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos(also known as sexting), upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and initiation/hazing type violence and rituals (this could include activities

involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
Staff will be alert to this form of abuse and aware that this form of abuse must be reported through the usual channels. Further information here.

Domestic Abuse (DA)
Staff recognise that all children who witness domestic abuse are being emotionally abused and this can cause "significant harm." Domestic abuse will always be referred to CONTACT Swindon.
DA is defined as any violent or abusive behaviour used by one person to dominate and control another within a close personal or family relationship. Children can witness DA in a variety of ways, they may be in the same room and get caught up in an incident, perhaps trying to defend the victim, they may be in a different room but able to hear abuse taking place and witness injuries caused by the abuse, or they may be asked to take part in verbally abusing the victim. Further information here.

Children with Family Members in Prison
Staff recognise that there are negative consequences for these children and they are at risk of poor outcomes so appropriate support will be put in place (https://www.nicco.org.uk/)

Homelessness
Staff will be aware that being homeless or being at risk of being homeless presents a real risk to a child's welfare. The DSL will direct families to the Local Housing Authority for support and a referral will be made to children's social care if deemed necessary.

Private Fostering
Staff will be aware that they have a mandatory duty to report any child in a "private fostering" arrangement, to the Local Authority.
Private fostering is defined as an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. Further information here.

Bruising and injuries to non-mobile children
Bruising is the most common injury in physical child abuse and a common injury in non-abused children, the exception to this being in non-mobile infants where accidental bruising is rare (<1%).
Any bruising, fractures, bleeding and other injuries such as burns in a non-mobile should be treated as a matter of concern. Further information here.

Mental Health
Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff need to be aware that 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, and education. Settings can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. Free resources to support the setting and parents can be found on the Anna Freud, Early Years in Mind website: https://www.annafreud.org/early-years/early-years-in-mind/resources/

Child abduction and community safety incidents
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is important they are given practical advice on how to keep themselves safe.

Cybercrime
Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as;
Cyber-enabled - crimes that can happen off-line but are enabled at scale and at speed on-line.

Cyber dependent - crimes that can be committed only by using a computer.
Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- Denial of Service' attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying or obtaining malware such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.
https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
Further information around online safety here.

Appendix 3 - The Right Help at the Right Time

Swindon Safeguarding Partnership

Levels of Need

Level 1 – Universal

Children and young people whose needs are met by universal services such as schools and healthcare services, alongside the love, care and protection from parents and carers.

Children and young people in this category are making good overall progress in all areas of their development. Some limited intervention from a universal service may be required to avoid needs arising or to meet a single identified need. The majority of children living in Swindon will fall into this category.

Level 2 - Early Help Additional Needs

Level 2 additional support relates to children, young people and their families with additional needs that can be met through a single agency response. This includes children who may have a special educational need and/or disability (SEND support). The single agency will coordinate the assessment and plan with the aim of achieving positive outcomes and preventing the need for a higher level of support. The support required may only be short term, but if ignored, these issues could escalate further.

Level 3 - Early Help Complex Needs

Level 3 applies to children and families who require support from more than one agency due to multiple and complex needs. This includes where a child may have special educational need and/or disability and is identified as SEND support by their school.

These families need services to work together in a co-ordinated way to assess, plan and work directly with the family to bring about change. The support required may only be short term, but if not addresses, these issues could escalate to require statutory intervention.

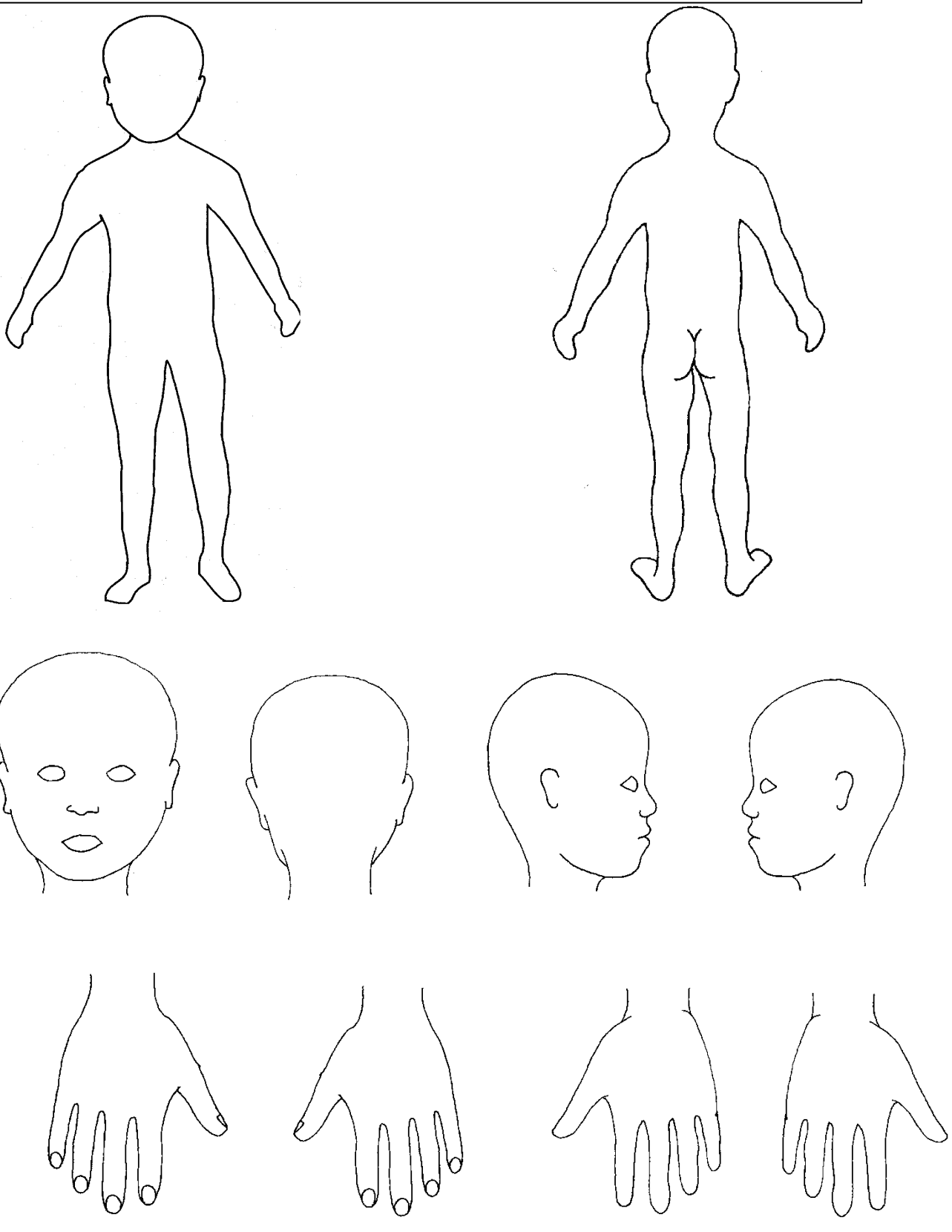
The child's needs will be discussed at the Locality Panel where a multi-agency response will be required. A lead practitioner will be identified to co-ordinate support.
It is expected when Level 3 support is requested; professionals will be able to outline the support that is already in place through an early help plan or other appropriate plans to meet a child's special educational need and disability.

Level 4 - Statutory Social Care, Specialist Support:

Level 4 specialist/statutory support is for children, young people, and families with a high level of unmet or complex needs including;

- Children in need; a child who has significant developmental or disability needs
- Child protection; a child who is suffering or likely to suffer significant harm
- Children looked after and privately fostered
- Young people who have committed an offence
- Children with acute mental health needs
- A child who may need an Education Health and Care Needs Assessment
- Children who are unaccompanied asylum seekers
- Children subject to an Emergency Protection Order
- Interim Care Order or a full Care Order.
- A child who is remanded by a court into local authority accommodation or youth detention accommodation will also be deemed as a Child Looked After.

Appendix 4 - Body map - recording physical injuries



Appendix 5: National Support Organisations

- Keeping Children Safe in Education – Additional support and guidance
- NSPCC: Provide advice and support if you're worried about a child
- Child Line:: Provide Information, advice and support for children
- Family Lives: Provide support for families that are struggling
- Victim Support: Support for victims of crime
- Kidscape: Parent Advice Line
- The Samaritans: 24 hours support helpline
- Children's Mental Health Network: Provide support with mental health
- NAPAC Support for People Abused in Childhood
- Mencap: Advice and support for people with learning disabilities
- Women's Aid: Help and support in relation to domestic abuse
- Men's Advice Line: Support for men who experience domestic abuse
- Forced Marriage Unit: Forced marriage guidance
- Lucy Faithfull Foundation: Advice and guidance around preventing child sexual abuse
- Stop it Now!: Advice and guidance around preventing child sexual abuse
- CEOP: Advice and guidance in relation to online sexual abuse or child exploitation
- Marie Collins Foundation: Support for children who suffer online abuse or exploitation
- Internet Watch Foundation (IWF): Report online crimes
- Child net International: Internet safety for children
- UK Safer Internet Centre: support for professionals, parents/carers and children to make the internet a safer place. Parents Info:
- Net Aware: NSPCC keeping children safe online
- Get safe Online: Free advice in relation to staying safe online
- Professional Online Safety Helpline: Help with any online safety issues
- Educate against Hate: Government advice in relation to safeguarding children against radicalisation
- Counter Terrorism Internet Referral Unit: Report online material promoting terrorism or extremism
- Anna Freud website: Early Years in Mind free online network for early years practitioners. It provides easy to read and easy to use guidance on supporting the mental health of babies, young children and their families.

Appendix 6: Contacts List - Please ensure a copy of this contact list is available at all times

Name	Role	Contact number
Ceri McAteer EYQITeam	Safeguarding support or advice.	Mobile – 07774178011 - Ceri cmcateer@swindon.gov.uk EYQITeam@swindon.gov.uk
Contact Swindon	Swindon Front Door Emerging concerns about a child, suspect a child is being abused or neglected, or concerned about a child's welfare or well-being.	Email: contactchildrenandfamilies@swindon.gov.uk Telephone: 01793 464646 (during normal office hours) Mon-Thurs - 8.30am to 4.40pm Friday – 8.30am to 4.00pm Emergency Duty Service (EDS) outside office hours on 01793 436699
LADO (Local Authority Designated Officer)	Contact when there is an allegation against a member of staff	LADO Team - 01793 463854 Lado@swindon.gov.uk
Ofsted	Notify of allegations, notifiable injuries or significant events. Ofsted can also be contacted for advice and guidance	0300 123 1231 https://contact.ofsted.gov.uk/contact-us enquiries@ofsted.gov.uk
NSPCC Whistleblowing helpline	Free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.	Call 0800 028 0285 Email -help@nspcc.org.uk