



Spinney Pre-School Safeguarding and Child Protection Policy 2023/2024

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This Policy was adopted at a meeting of the Pre-School held on (date) _____

Signed on behalf of the Pre-School _____

PART A – Operational Child Protection and Safeguarding Procedures

Purpose of Policy

The purpose of this safeguarding and child protection policy is to ensure every child who attends Spinney Pre School is safe and protected from harm. The Department for Education's (DfE) 'Keeping Children Safe in Education' (September 2023), defines safeguarding and promoting the welfare of children as:

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

The term 'children' includes everyone below the age of 18. The commitment to safeguarding and promoting the welfare of children, however, will extend to all children who visit our setting.

The Committee/Trustees and Management Team take seriously their responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our setting to identify, assess, and support those children who are suffering, or likely to suffer, harm. This includes child on child abuse and risks outside the home.

This policy will give clear direction to all stakeholders (including children, staff, parents, committee members/trustees, volunteers, and visitors), about our expectations and legal responsibility to safeguard and promote the welfare of all children at our setting in line with current legislation, guidance and best practice.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of our provision and policies are in place to enable children to feel safe and adopt safe practices.
- Staff, children, committee/trustees', visitors, volunteers and parents are aware of the expected behaviours' and the setting's legal responsibilities in relation to safeguarding and promoting the welfare of all of our children.

This policy has been written in line with the Department for Education (DfE) statutory guidance – [Keeping Children Safe in Education 2023](#), and is a requirement of the [Statutory Framework for the Early Years Foundation Stage 2023](#)

Appendix 2 and inspecting safeguarding in early years, education and skills (Ofsted 2021)

And with reference to the following key documents and statutory guidance:

- [Working Together to Safeguard Children](#)
- [What to do if you are worried a Child is being Abused](#)
- [Prevent Duty](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Halton Children and Young People Safeguarding Partnership – Pan-Cheshire Multi-Agency Safeguarding Children Procedures](#)
- [Guidance for Safer Working Practice 2022](#)

This policy should be read in conjunction with the following policies relevant to the safeguarding and welfare of children:

- Promoting Positive Behaviour Policy
- Low level Concerns Policy
- Promoting Inclusion, Equality and Valuing Diversity Policy
- Staff Code of Conduct
- E Safety including use of Computers and Electronic communication Devices Policy

- Whistle Blowing Policy
- Missing/Lost Child within Health and Safety Policy
- Physical Handling/Intervention Policy
- Intimate Care and Nappy Changing Procedure
- Attendance Policy
- Disciplinary and Grievance for Pre School-Employees Procedure
- Safer Recruitment, Appointing/Introduction of New Staff Policy
- First Aid within Health and Safety Policy
- Medications Policy
- Attendance / Children Missing Education Policy
- Health and Safety Policy

We will include our Safeguarding Policy in our settings prospectus/website and will display copies of our policy in the setting. We will arrange for our policy to be made available to parents whose first language is not English, on request. (If remotely possible with help from outside agencies)

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the setting. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those working directly with the children. Similarly, any member of staff may observe or suspect an incident of abuse. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Therefore, all adults, including volunteers, working in or on behalf of the setting will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mindset of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm
- Be fully aware of the importance of mental health in relation to safeguarding
- Be aware that 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
- Be clear that children can abuse other children, that it can happen both inside and outside of the setting and will have received training on recognising the indicators and signs of child-on-child abuse.
- Demonstrate an understanding of the importance of challenging all inappropriate behaviours between peers, such as those listed within Keeping Children Safe in Education 2023
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible
- Report lower-level concerns to the DSL
- Monitor all children, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the Supervisor (using the setting's agreed policy for managing allegations and low-level concerns policy)
- Be alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. Be aware of the Early Help process and their role in it. All staff should be reporting emerging problems that may warrant early help intervention
- All staff, if they have concerns, should act immediately and should always speak to the DSL or Deputy DSL, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances, staff will consider speaking to iCART to discuss safeguarding concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral.
- **All** staff should be aware of the process for making referrals to children's social care via iCART <https://hcypsp.haltonsafeguarding.co.uk/> and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Key Contacts

Supervisor	Mrs Anne Rix
Designated Safeguarding Lead	Mrs Anne Rix
Deputy Designated Safeguarding Lead	Mrs Susan McCormick/Miss Phoebe Culleton
Committee member/Trustee with responsibility for Safeguarding	Mrs Pat Evans

Halton Children and Young People Safeguarding Partnership's Integrated Contact and Referral Team (iCART):
<https://hcypsp.haltonsafeguarding.co.uk/> 0151 907 8305
 Out of hours emergency duty team: 0345 050 0148
 Local Authority Designated Officer: Michelle McPherson:
safeguarding.adminteam@halton.gov.uk 0151 511 5303.
 Ofsted: 0300 1231231 or email enquiries@Ofsted.gov.uk

Roles and responsibilities and training expectations

The Committee has responsibilities under section 11 of the Children Act and duties under Working Together to Safeguard children to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer significant harm. We recognise that all staff and management have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern at all times.

The *trustees/committee* will also ensure the following: -

- the setting prevents people who pose a risk of harm from working with children by following safer recruitment practices, ensuring the Supervisor as well as other Staff and Trustees/Committee members involved in recruitment and induction have completed 'Safer Recruitment' training.
- all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- the safe and appropriate use of cameras, mobile phones, cameras and other electronic devices with imaging and sharing capabilities used in the setting.
- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers "to have due regard to the need to prevent people from being drawn into terrorism" (The Prevent Duty) is implemented, taking into account the Local authorities 'Prevent' policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS (Early Years Foundation Stage).
- Our procedures will be annually reviewed and updated.
- the policies, procedures and training for all staff, committee members/trustees and volunteers are effective and comply with the law at all times, both at induction and throughout the duration of their time at the setting;
- safeguarding policies and procedures are followed by all staff, Trustees/Committee and volunteers
- they appoint a DSL and Deputy DSL and ensure that they are provided with appropriate support, training, resources and time to carry out their role
- they nominate a trustees/Committee member body to act as 'Designated Safeguarding member', who is sufficiently trained.
- the setting contributes to inter-agency working in line with statutory guidance **Working together to safeguard children 2018**
- safeguarding procedures take into account local guidance including Halton's Levels of Need Framework
- all staff members, Trustees/Committee and volunteers undergo safeguarding training (including online safety) at induction
- all staff, volunteers and committee members/trustees are aware of child-on-child abuse,
- DSLs (Designated Safeguarding Lead) and all staff, volunteers Trustees/Committee members are trained and updated regarding safeguarding regularly
- children are safe online by ensuring that appropriate filters and monitoring systems are in place.
- safeguarding is embedded within the curriculum
- there are procedures in place to manage allegations against staff, volunteers, committee members/trustees including supply staff, that may meet the harm threshold,
- there are procedures in place to manage low level concerns and allegations relating to adults in the setting, which do not meet the harm threshold.
- staff in the setting are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs
- all practice and procedures operate with the **best** interests of the child at their heart
- all staff are aware of safeguarding issues and vulnerabilities associated with Looked after children (LAC) and Post LAC

Designated Safeguarding Lead and Deputy

The EYFS 3. 4 states:

In every setting a practitioner must be designated to take lead responsibility for safeguarding children. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partnership. All practitioners must be alert to any issues of concern in the child's life at home or elsewhere'.

The EYFS 3.25 specifies that:

‘Providers must train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way’.

It is essential that all members of staff and any volunteers know who this designated practitioner is, and what to do if that person is not available when an urgent safeguarding concern arises.

The Role and Responsibilities of the designated lead practitioner include but are not limited to:

- To ensure all staff and volunteers are aware of what they should do and who they should go to if they are concerned that a child/young person may be subject to any form of abuse;
- To ensure any concerns about a child/young person are acted on promptly, clearly recorded, referred on where necessary and, followed up to ensure the issues are addressed;
- To record any reported incidents in relation to a child/young person or breach of Child Protection policies and procedures. This must be kept in a secure place and its contents must be confidential.
- To ensure any concerns about the actions of any member of staff, volunteer, working on the premises are acted on promptly, clearly recorded, referred on where necessary and followed up to ensure the issues are addressed.
- To liaise with the Registered Provider and ensure they are fully aware of any serious concerns within the setting.
- To ensure information is shared, when necessary, in line with Working Together to Safeguard Children guidance, and that information and records are passed on to the appropriate person if the child transfers to another setting or school.
- To take lead responsibility for online safety and understanding the filtering and monitoring systems which are in place.

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the DSL.

All adults working in this setting (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Refer to Halton continuum of Needs appendix B)

Arrangements are in place to ensure that the Designated Safeguarding Lead or their deputy is available at all times.

If a child is in immediate danger or is at risk of harm, a referral will be made to iCART and/or the police immediately.

- take lead responsibility for safeguarding and child protection
- act as a point of contact with the 3 safeguarding partners
- manage referrals to iCART (including Early Help referrals and the use of Halton’s Assessment Toolkit), Police (including PREVENT) and other relevant agencies
- work together with other agencies in order to improve outcomes for children, acting as navigator (formally lead professional) where best placed to do so on Multi Agency Plans (MAPs)
- attend (Level 3) Working Together training at least once every 2 years
- undertake Prevent awareness training - https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout the setting and act as a point of support for all staff
- ensure that this policy is reviewed annually and is available publicly
- ensure that parents are aware of the settings responsibilities regarding safeguarding and child protection, including child on child abuse and online safety
- maintain accurate safeguarding records that are stored securely
- be available during setting hours
- arrange cover of DSL role for any out of hours/out of term activities

- represent the setting in multi-agency meetings and submit relevant reports in a timely fashion
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding)
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them.
- be responsible for the sharing of child protection files when a child moves to a new setting, or school within 5 days, in line with Keeping Children Safe in Education and Halton's STAR Protocol (Appendix D)

Safeguarding Children & Early Help

Spinney Pre School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but ALL staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- may experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation;
- Has English as an additional language;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is in care, previously looked after or any child not growing up with their birth family;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- is an asylum seeker;
- any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or child may benefit from Early Help
- ALL staff and volunteers will use the setting's agreed format for letting the DSL know about Early Help requirements
- All staff and volunteers understand that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- At Spinney Pre School any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO.
- DSLs will undertake a MAP (Level 2) assessment, when appropriate, to identify what Early Help is required. A MAP is a Multi-Agency Plan (MAP). MAP has replaced CAF and is designed to be a family friendly, outcomes focused assessment tool. MAP is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. MAP is designed to be used when:
 - A member of staff is worried about how well a child is progressing (e.g., concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
 - A child or their parent/carer, raises a concern with a member of staff
 - A child's needs are unclear, or broader than the member of staff's service can address

In order to best support children and families, Spinney Pre School will participate fully in the Early Intervention/MAP process and will take on the role of 'Navigator', where appropriate. To support this, Spinney Pre School will ensure that a member of staff is fully trained to use an electronic MAP which sits within the Eclipse database.

The MAP process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. Spinney Pre School recognises that should a family not provide consent, this may require a review of the Level of Need, as refusal to provide consent may increase the risk to the child and subsequent consultation with iCART (Integrated Contact and Referral Team) would be required.

The Early Intervention Locality Teams in Halton develop and maintain strong links to universal services, offer named link workers to key services, direct family support and offer support advice and guidance to professionals. The Senior Early Help Officers and MAP Champions also offer oversight of MAPs to ensure the level of need is correct. The locality teams are located in Widnes and Runcorn.

Contact should be made with a Senior Early Help Officer, located within the Early Intervention Locality Teams or iCART team, for advice and support around the MAP process and for help to identify the most appropriate support services for a family's identified needs. If a MAP is already open and risks are increasing or the plan is not progressing, to request a step up to social care, the setting should contact iCART. The contact number is 0151 907 8305.

Child in Need and Child Protection Procedures

Spinney Pre School is committed to PREVENTING abuse, PROTECTING children from abuse, and SUPPORTING those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse, including child on child and domestic abuse.
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout the setting by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates and training, and Supervisions
- ALL staff and volunteers feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE and know that children can be at risk of harm inside and outside of the setting, inside and outside of the home and online. Staff exercising professional curiosity and knowing what to look for is vital in the early identification of abuse and neglect so they are able to identify cases of children who may be in need of help and protection

- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Child on Child Abuse, Online, Child Criminal Exploitation (Including through County Lines), Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Forced Marriage, Domestic Abuse (as either a direct victim or witness) and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse and staff understand that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
- ALL staff and volunteers, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. They know that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- All staff, if they have concerns, know these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of iCART to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are always child-centred in their practice and act in the best interests of the child
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse

Responding to Disclosures and Referrals to Children's Social Care

ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse. Staff, committee members/trustees, volunteers and other adults working in the setting know they must:

- Listen and keep calm. Do not interrupt
- NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e., any visible injuries including the position and description, the demeanour of the child i.e., crying, withdrawn etc.
- Clearly indicate whether fact, opinion, or third-party information
- Report the matter immediately to the Designated Safeguarding Lead
- If in doubt, seek advice from the Designated Safeguarding Lead

They will not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead
- Take photographs of any marks or bruises

In addition, though, all staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

All members of the setting community have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the setting community has a safeguarding concern regarding a child, they should contact the Designated Safeguarding Lead without delay. Staff and committee members/trustees should not investigate possible abuse or neglect themselves.

Injuries noted should be reported to the Designated Safeguarding Lead immediately and without delay as it is acknowledged that once an injury occurs, the body will start to heal and therefore evidence will start to diminish.

The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the setting. She will refer to the Halton Levels of Need framework to aid this decision making (see Appendix B). She must record the outcome of this decision-making process.

If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care, they should contact the Integrated Contact and Referral Team (iCART) for advice (See Appendix B for the referral flowchart).

Children's Social Care contact details are as follows:

- **iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 907 8305**
- **Out of hours Emergency Duty Team (EDT): 0345 050 0148**

If the Designated Safeguarding Lead feels that the concern should be addressed via the Multi Agency Level 2 (MAP) or Levels 3 or 4 (Child in Need and Child Protection), then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child. (If required, appropriate translation will be provided, avoiding the use of family or local community members.)

Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection (Level 4 – Section 47 only), they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm, for example:

- where sexual abuse involving a family member is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation

The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care multi-agency web based referral form which can be found at: www.hcypsp.haltonsafeguarding.co.uk) They will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested. Referral forms **must be accompanied by at least one of Halton's assessment toolkit and screening forms.** <https://hcypsp.haltonsafeguarding.co.uk/halton-assessment-tool-kit-and-screening-tools/>

If the setting does not receive an outcome to their referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact iCART immediately.

If the referral to iCART results in a Single Assessment and a period of Child in Need (Level 3) or Child Protection (Level 4), or a Multi-Agency (MAP – Level 2) assessment and plan, the Designated Safeguarding Lead and/or Deputy will engage thoroughly with the relevant assessment and resulting plan. This includes Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings, or any meeting linked to a child's plan of support, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes. If the referral to iCART results in level 2 support being requested and it is deemed that the setting is the best agency to navigate, then the DSL/DDSL will navigate a level 2 MAP offering support as identified in the assessment.

The DSL and Deputy meet regularly to ensure that decisions made about children who are subjects of Child Protection Plans are agreed and a clear rationale for the decision is documented.

A copy of the child's CP Plan is included in the Safeguarding folder.

Staff are offered appropriate support and/or Supervision that is relevant to their role or involvement in particular cases.

Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.

ALL staff understand that children who perpetrate abuse or display harmful behaviour (including harmful sexual behaviours) should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.

Specific programmes of intervention and support are offered to children and families who are vulnerable.

Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves, or the environment.

Professional Challenge, Escalation and Resolution

At Spinney Pre School we promote a culture which encourages constructive challenge within our organisation and between organisations; acknowledging the important role that challenge can play in safeguarding children.

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern.

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with Halton Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution. [The escalation policy can be located here](#)

Disclosure to a visiting staff member from another agency

Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely in the Child's safeguarding file.

Children who have special educational needs and/or disabilities

The setting understands that children with Special Educational Needs or Disability (SEND) can face additional safeguarding challenges. All children have the right to be safe, yet research shows that disabled children are three times more likely to be abused. A number of factors have been identified as to reasons why these children are more at risk (see bullet points) and as a setting we are aware of these and endeavour to protect all our children.

- a general reluctance of people to believe that disabled children are abused
- limited opportunities to seek help from someone else
- inadequate teaching about personal safety skills e.g., NSPCC pants campaign
- issues relating to the child's specific disability or special educational need, e.g., difficulties in communicating or an inability to understand what is happening

Incoming Injuries

If a staff member notices a mark or injury on a child, they must report the injury to the designated lead practitioner **immediately** and record that they have done so. Staff should use a body / face map to record the details of an injury/mark, and be as specific as possible about size, shape, location and colouration of any mark or injury.

If a staff member notices a mark or injury on a child **on arrival** at the setting, the staff member should complete an '**Incoming injuries**' form (detailing the time the injury was noticed). This should be done with the person who has brought the child to the setting present, the explanation of the injury should be recorded as described, and the form should be signed by the person bringing the child. The staff member should immediately report this to the designated lead practitioner. If a staff member does not notice the mark or injury on arrival but later into the session, then they must complete an 'Injuries on Arrival Form' retrospectively (detailing the time the injury was noticed). The staff member should immediately report this to the designated lead practitioner. The injury should be discussed with the parent when they return, explanation recorded, and the form signed retrospectively.

If the child with an injury has a Social Worker, then the designated lead practitioner must **immediately** report it to them (by telephone and then followed up in writing). If the Social Worker is unavailable by telephone concerns

should be discussed with a duty social worker or a team manager. **Please note:** it is not appropriate just to email the social worker in these cases; contact must be made with the social worker/duty worker/team manager by telephone, on the same day.

If the child with an injury does not have a Social Worker, then the designated lead practitioner would use their professional judgement to assess the situation. This may involve seeking advice from Social Care depending on the nature of the injury and any history of injuries, in most cases however the designated lead practitioner would usually ask the child's Key Person to speak to the child's parent and ask how the injury occurred. This information given by the parent must be immediately shared with the designated lead practitioner and accurately recorded. The lead practitioner will then assess using their professional judgement if the explanation is plausible and consistent with the children's development level or whether it is a safeguarding issue (if it is safeguarding a cause for concern will be actioned).

When noting explanations from parents/carers regarding injuries staff should record whether a parent/carer volunteered the information on arrival or whether the staff member had to ask for the explanation.

Where a staff member believes a parent/carer may be under the influence of alcohol or drugs

If a parent/carer presents at a setting and a member of staff feels the parent/carer maybe under the influence of Alcohol or Drugs the staff member should immediately alert the designated lead practitioner. If it is felt that the parent/carer is impaired to such an extent that they are not able to care for the child, and letting the child leave the setting with them would put them at risk, the practitioner should ask if there is another family member who could collect and care for the child. If there is no other suitable and responsible adult available, the setting should contact iCART, and if necessary to prevent the parent from taking the child, the Police. If the parent/carer is not presenting as impaired, the incident should be recorded and any repeat occurrences should be discussed with the parent, including undertaking an Early Help assessment and signposting to alcohol and substance misuse service where appropriate

Safer recruitment & Managing Allegations against Staff (including Low Level Concerns)

Spinney Pre School follow part 3 of 'Keeping Children Safe in Education 2023' and pay full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children, including an online search for shortlisted candidates.
- For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason they are unsuitable to teach where possible.

Evidence of staff member's identity (including a birth certificate where possible), required qualifications and the right to work in the UK will be kept in individual personnel files.

All recruitment materials will include reference to the setting's commitment to safeguarding and promoting the wellbeing of children.

Spinney Pre School will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments are undertaken for all volunteers **not** engaging in regulated activity.

The following staff have undertaken Safer Recruitment training:

- Mrs Anne Rix

The following members of the governing body have also been trained:

- Awaiting to fill this position

At least two of the persons named above will be involved in all staff recruitment processes and sit on the recruitment panel.

A Single Central Record (SCR) is kept of checks that are undertaken on all adults who regularly work at or visit the setting.

The SCR is stored securely, in the filing cabinet in the kitchen, and only accessed by designated staff.

Covering letters will be obtained from agencies and other employers that provide staff to work in setting to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix C Individual identity checks will be undertaken on these staff to ensure they are employees of the named agency/employer.

Induction

Our staff induction process will cover:

- The Safeguarding & Child Protection policy
- The Online Safety Policy (historically known as ‘e-safety’)
- The Behaviour Policy
- The Staff Behaviour Policy (sometimes called a Code of Conduct)
- The role of the DSL (including the identity of the DSL and any deputies)
- Whistleblowing Policy

Copies of all these policies and a copy of part one of KSCIE (Keeping Children Safe in Education) are provided to staff at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

Allegations or Concerns Raised Against Setting Staff, Supply Staff and Other Adults in the setting

All staff will be aware of and work within the settings **Code of Conduct** and other relevant policies and procedures. The **Staff Code of Conduct/acceptable use policy** will include guidance for staff regarding the expectations of the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities used in the setting.

Where allegations against a staff member, volunteer, committee member or supply staff are made, the Supervisor should be notified *immediately*. In the event that the Supervisor is not available, or the allegation concerns them, the Chair of the Committee of the setting should be contacted. No other members of staff will be asked to manage an allegation about another professional.

Spinney Pre School follows the guidance set out in Part 4 of ‘Keeping Children Safe in Education 2023’, covering both levels of allegations and concerns:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns.

Allegations that may meet the harm threshold are defined as when it is alleged the adult has:

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

In these instances, the setting will follow Halton’s LADO (Local Authority Designated Officer) Procedure, including consideration of the North West LADO Threshold Matrix

Where no further action is taken, the case manager (Chair of Committee/Trustees) and the LADO will:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

Responding to the allegation in a timely and fair manner is essential. The Supervisor will consider what immediate actions are required to reduce any risk to children within the setting. This may include the staff member being moved to a position in the setting where they have no contact with children or could include that the person is suspended from duty whilst an investigation is undertaken. Suspension will be the last resort and should be seen as a neutral act. Appropriate support will be offered to both the subject of the allegation and complainant. For setting staff this support should be a member of the committee who will not be involved in the actual LADO process with the staff member.

Contact should be made with the Local Authority Designated Officer (LADO) in Halton within 24 hours of receiving the allegation it must also be notified to Ofsted using the online notification form <https://www.gov.uk/guidance/report-a-serious-childcare-incident> or by emailing enquiries@ofsted.gov.uk The LADO will request that the setting complete a Consultation Form (available from the Halton Children and Young People Safeguarding Partnership website) in order to provide advice and guidance regarding the matter. The LADO will, where appropriate and where the threshold has been met, arrange for a Strategy Meeting to be undertaken. **The contact details for LADO in Halton are Michelle McPherson: 0151 511 5303, safeguarding.adminteam@halton.gov.uk**

Please note: *Working Together 2023* refers to LADO as the “Designated Officer”, but in line with the Northwest area, the full title in Halton remains Local Authority Designated Officer.

Where the details of the allegation also suggest that criminal offence may have been committed, the Police will also be contacted.

The Supervisor should record as much detail as possible about the initial disclosure but should not take statements from children or employees or investigate the matter further until a consultation has taken place with LADO. The Supervisor will not undertake an investigation prior to consulting with the LADO.

A registered provider must notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.

Low Level Concerns

As part of Spinney Pre School approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the setting (including supply staff, volunteers, and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. By doing so, it will encourage an open and transparent culture; enabling the setting to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our institution.

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of Spinney Pre School may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to justify a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- 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; or,
- using inappropriate sexualised, intimidating, or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns are shared responsibly and with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of our setting from potential false allegations or misunderstandings. It also ensures that the values and expected

behaviour which are set out in our staff code of conduct are constantly lived, monitored, and reinforced by all staff.

Through training, thorough induction, exit interviews and other opportunities we can:

- ensure our staff, volunteers and other adults in the setting are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns with the Supervisor
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsive, sensitive, and proportionate handling of such concerns when they are raised; and,
- help identify any weakness in our safeguarding systems.

The Supervisor will respond to any low-level concerns in line with the guidance set out within Keeping Children Safe in Education Part 4 Section 2, the settings Staff Code of Conduct, and our Low-Level Concerns Policy.

Whistleblowing

All staff at Spinney Pre School are aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The Whistleblowing Policy is there to support and aid them in these circumstances. The whistleblowing policy is shared with all staff, volunteers, and Committee members/Trustees at induction, and available to all in the foyer and on the Website.

Whistleblowing regarding the Supervisor should be made to the Chair of the Committee, whose contact details should be readily available to staff.

Should the situation arise where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, advice can be sought via the NSPCC helpline or through OFSTED's Whistleblowing helpline. The contact details are: -

NSPCC Telephone number - 0800 028 0285. Email – help@nspcc.org.uk

If you have an issue or concern about a children's social care service, you should contact the service first. It's usually the quickest option as it can address your concerns directly and most concerns can be resolved at this stage. However, if you are not satisfied with the service's response after you have followed its complaints procedure or you feel unable to contact the service concerned, then you should contact Ofsted on the number/email below:

OFSTED Whistleblowing helpline Telephone number - 0300 1233155
Email – whistleblowing@ofsted.gov.uk

Confidentiality

The setting has a Confidentiality Policy which should also be referred to

Spinney Pre School recognises that all matters relating to child protection are confidential.

The Supervisor, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a need-to-know basis only. Guidance about sharing information can be found in the 2018 document "[Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#)"

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise confidentiality to a child which might result in the child's safety or wellbeing being compromised.

Spinney Pre School will always share our intention to refer a child to Children's Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Spinney Pre School recognises that children's welfare is our paramount concern and therefore will use the principles set out in section 1 of the Children Act 1989 in order to inform some decisions regarding information sharing.

Spinney Pre School pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

Spinney Pre School is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as “special category personal data”. Where we would need to share special category personal data, we are aware that the Data Protection Act 2018 contains “safeguarding of children and individuals at risk” as a processing condition that allows us to share information. This includes allowing the setting to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

Staff Learning and Development

Spinney Pre School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- At induction, all staff and volunteers committee members/trustees will receive Safeguarding Training
- At induction, all new staff, volunteers, and committee members/trustees will be required to complete Halton Children and Young People Safeguarding Partnership Safeguarding Induction booklet
- At induction, the following policies/procedures are explained: Safeguarding Policy; Staff Code of Conduct; Staff Handbook; online safety policy, Whistleblowing Policy All policies can be found in the foyer and on the Pre School Website.
- All staff will complete the basic awareness level 2 safeguarding training at least every three years.
- ALL staff, Committee members/Trustees and volunteers will receive safeguarding training updates (at least) annually. This will be part of the AGM
- The DSL/s will provide ALL staff, volunteers, and Committee members/Trustees with regular safeguarding updates
- ALL staff, volunteers and Committee members/Trustees will read and show an understanding of any updates that are provided.
- DSLs and deputies will attend Working together to safeguard children multiagency training every 2 years
- DSLs and deputies will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis, such as via Halton’s Safeguarding Bulletins and DSL Leads Meetings
- DSLs and Staff will access relevant levels of [Prevent Awareness Training](#)
- Ideally two, but at least one member of any recruitment panel will complete Halton’s Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and Committee/Trustees will undertake any additional specialised training on matters such as, Prevent, Online Safety, FGM etc., as is deemed necessary by the Supervisor/DSL and that is particularly relevant to the context and needs of our setting.
- any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s and/or through the supervision process
- Detailed records will be held of staff safeguarding training within the staff files

A checklist is used as part of the induction process, and thereafter in the Supervisions to ensure all compulsory learning has taken place.

Safeguarding is re-visited in staff supervisions, to ensure staff are confident and competent in carrying out their safeguarding responsibilities.

Our safeguarding arrangements are reported on an annual basis to our **Trustees/Committee** and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation. A variety of training and learning materials on safeguarding are made available to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Online learning
- Posters in the staff room detailing referral processes and key topics
- Staff handbook
- Staff induction pack
- Safeguarding induction checklist
- Standing agenda item staff meetings

- Training
- Video
- NSPCC website
- Professional organisations e.g., NDNA, EYLA, PACEY

Health and safety, risk assessments and visitors

Day-to-day responsibility for health and safety issues in Spinney Pre School will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training.

Spinney Pre School is committed to keeping children safe by ensuring that visitors do not pose a risk to children at our setting. We therefore ensure that:

- Visitors to the setting must sign the visitor's book on arrival and record the time of arrival.
- Visitors must sign out and record the time when they leave the setting
- Visitors are made aware of who to speak to if they are worried about a child
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks, and these are accepted and verified by the Supervisor or DSL.
- Visitors will behave in a way that is compliant with the settings code of conduct
- Visitors will not use mobile phones, cameras and other electronic devices with imaging and sharing capabilities.
- When visitors are undertaking activities with children, content of the activity will be agreed with the Supervisor or DSL, prior to the visit.

Recording, Maintenance & Transfer of Records

All safeguarding concerns should be recorded. Staff should ensure when recording information that they clearly distinguish between fact and opinion and whether the information is 1st or 2nd hand. Records will clearly evidence the voice of the child and will always be written contemporaneously (at the time the incident happened). If for any reason this does not happen the records should clearly state the time of the incident, the time the records were written up and the reason for any delay.

Records will be maintained by the Designated Safeguarding Lead and Deputy in a Child Protection File separate to the child's main file. Records will be maintained by the Designated Safeguarding Lead and Deputy – including actions and decisions made/outcomes reached and the rationale behind these decisions.

Individual files should be clearly organised in chronological order and all entries should be signed and dated in a legible manner by the person making the entry. This should include their role at the setting. There should be a chronology of events kept on file to enable the Designated Safeguarding Lead and Deputy to have an immediate overview of the case.

Such records will be kept in a secure locked filing cabinet

Transfer of Records

If a child transfers between settings or between settings and a school, the Designated Safeguarding Lead will be responsible for transferring the child's Child Protection File to the new setting/school.

The Designated Safeguarding Lead will follow the Halton STAR Protocol for the transfer of child protection records. See appendix E

- A child's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action, within 5 days, in line with KCSIE 2023 and the Halton STAR Protocol.
- The safeguarding file will be sent securely to the DSL at the receiving setting/school
- A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving setting/school
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely
- Settings will seek advice if any staff are unclear about any aspects of safeguarding record keeping.

PART B – Specific Areas of Safeguarding

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues; reporting any concerns in the appropriate manner to the DSL. Part B of this policy explores some of these specific areas of safeguarding in more details. Further information on specific areas of safeguarding can be found within Part 1 of Keeping Children Safe in Education 2021 and Annex B.

Preventing Radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a setting's 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 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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 an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies 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 deputy) [making a Prevent referral](#). Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

The Prevent Duty

All settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Under duties imposed within the Prevent Duty Guidance 2023 as part of the Counter-Terrorism and Security Act 2015, Spinney Pre School will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and have completed the Home Office's Prevent Training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in setting.

Designated safeguarding leads (and deputies) should consider if it would be appropriate to share any information with the new setting in advance of a child leaving in relation to safeguarding concerns linked to Prevent.

The setting Lead (Single Point for Contact) for Prevent is Mrs Anne Rix .

The Channel and Prevent contacts within Cheshire Constabulary can be found here:

<https://www.cheshire.police.uk/advice/advice-and-information/t/prevent/prevent/>

Prevent co-ordinator: mark.blake@cheshire.pnn.police.uk

Team email: prevent@cheshire.pnn.police.uk

Alternatively, there are the following national contacts available:

<https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx>

Anti-Terrorist Hotline 0800 789 321

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the setting may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Statutory guidance on Channel is available at: [Channel guidance](#).

Children not attending

Even though it is not compulsory for a child to attend a Pre School, at the very least, good attendance practice promotes good outcomes for children and can lead to the early identification of more serious concerns for a child. Our setting has an Attendance Policy which will be followed if a child is absent with no known reason.

Online safety

Spinney Pre School is committed to keeping children safe online. We therefore ensure that:

- The setting's Online Safety Policy – **please see E Safety including use of computers and electronic communication devices Policy** details how we keep children safe when using the internet and mobile technology
- There is a clear and explicit procedure for dealing with mobile phones, cameras and other electronic devices with imaging and sharing capabilities
- The setting has appropriate filters and monitoring systems in place regarding use of internet as be detailed in the **E Safety including use of computers and electronic communication devices Policy**.
- The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2023.

As settings increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such our setting ensures that appropriate filters and monitoring systems are in place.

All staff recognise the additional risks that children with SEN (Special Education Needs) and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Committees/Trustees should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Additional information can be found within Keeping Children Safe in Education 2021

Use of electronic devices in the setting

Spinney Pre School is committed to keeping children safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. Spinney Pre School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the setting
- separate parental consent is obtained if any other agency requests to take photographs of any child
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at the setting if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other setting related purposes
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children
- the settings digital camera/s or memory cards must not leave the setting unless this is agreed by the Supervisor for official setting business
- photos are printed/uploaded in the setting by staff and once done images are immediately removed from the camera's memory
- parents are reminded frequently of the risks associated with posting images of children to social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own

- staff, volunteers and visitors will not use mobile phones, cameras and other electronic devices with imaging and sharing capabilities in toilet/bathroom areas
- The Code of Conduct policy outlines when and where staff, volunteers and visitors can use their mobile phones
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Supervisor and/or Committee/Trustees
- Children’s use of mobile phones and other devices will be managed under the settings **E Safety including use of computers and electronic communication devices Policy**

Operation Encompass

Spinney Pre School receives police notifications of children who have been involved in domestic abuse incidents via Operation Encompass. <https://www.operationencompass.org/>

The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the child should receive.

The definition of domestic violence and abuse is:

“Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.”

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. Exposure to domestic abuse and/or violence 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.

All staff understand the significant impact that Domestic Abuse can have on a child. The setting follows the guidance set out within this policy to ensure the safety and wellbeing of children. Children who have experienced or witnessed Domestic Violence will be monitored and supported by the setting

Other relevant policies

- **E Safety including computers and electronic and communication devices Policy**
- **Whistleblowing Policy**
- **Staff Code of Conduct**
- **Managing Allegations against Adults**
- **Safer Recruitment and Retention Policy**
- **Behaviour Policy/Anti-Bullying**
- **Use of Physical Intervention within Behaviour Management**
- **First Aid / Medications Policy / Intimate Care Policy**
- **Drugs and Substance Misuse Policy**
- **Attendance / Children Not Attending**
- **Online Safety and Acceptable Use Policies**
- **Off Site Visits Policy**
- **Health and Safety Policy**

APPENDICES

Appendix A - Definitions of Abuse

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 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 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

Neglect

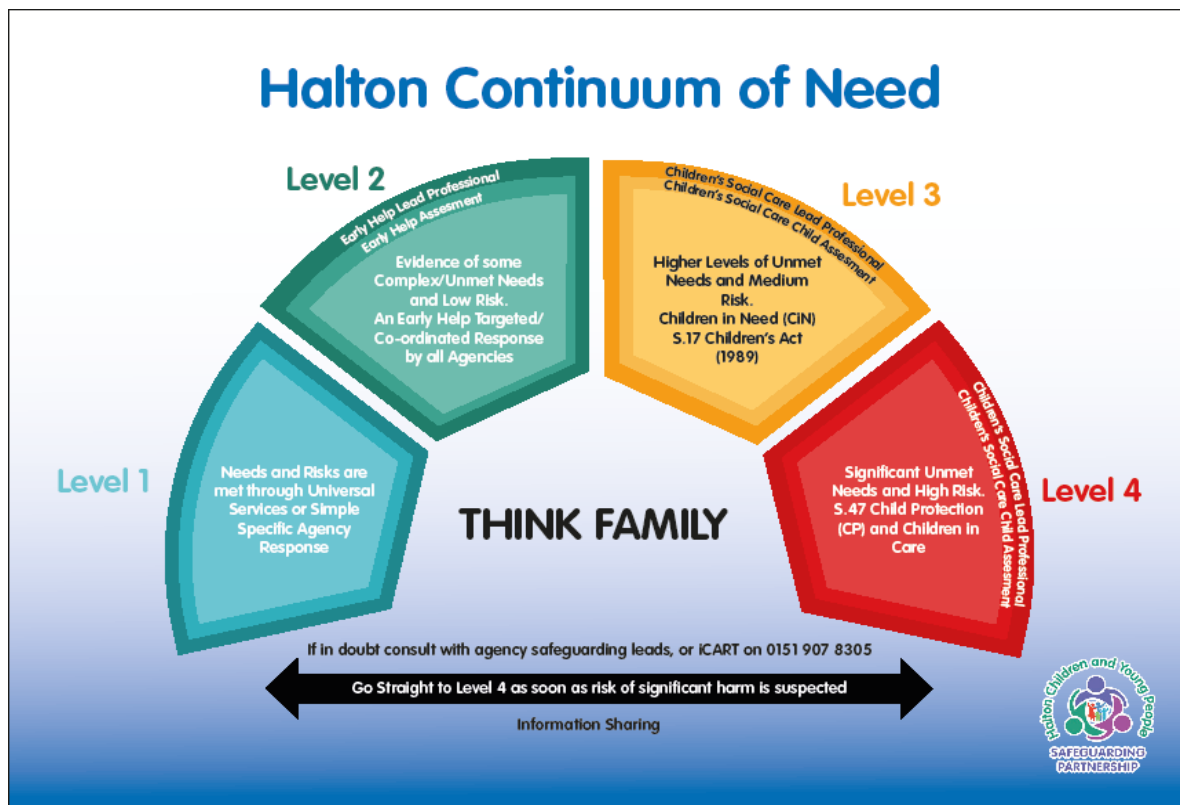
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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 care-givers)
- ensure access to appropriate medical care or treatment
- provide suitable education

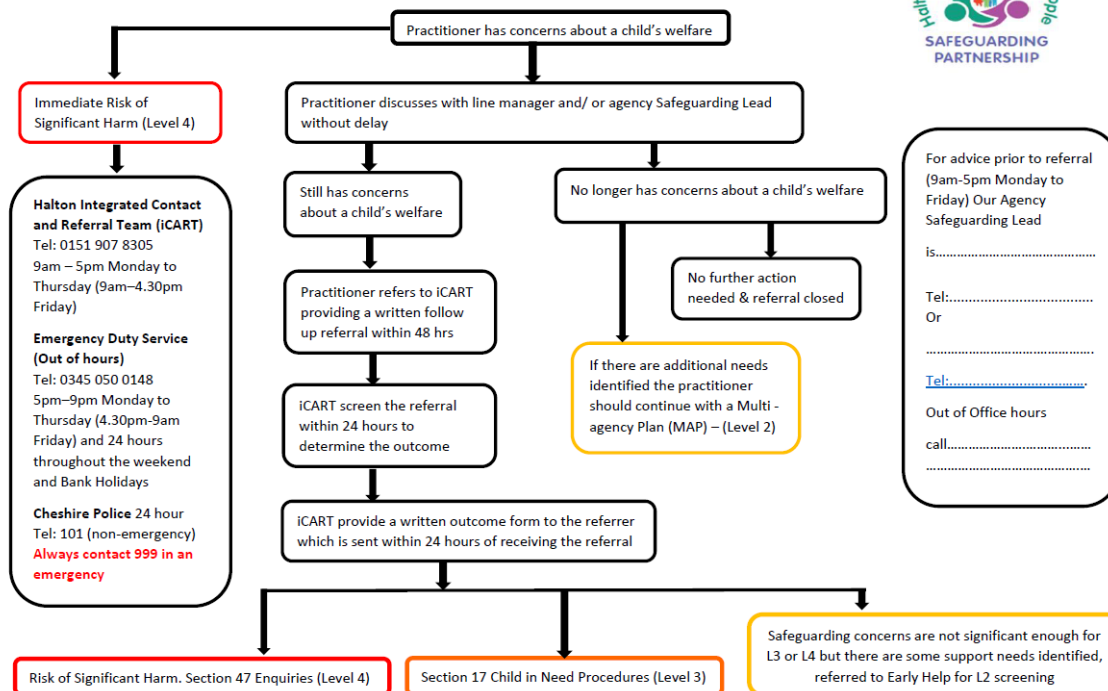
It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



What to do if you have a concern about a child's welfare



Appendix C – Glossary

[Halton’s Continuum of Need Framework can be found here.](#)

Appendix C - Glossary

A Child	A person who has not yet reached their 18 th birthday.
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 extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child Abuse Linked to Faith or Belief (CALFB)	Belief in concepts of: <ul style="list-style-type: none"> • witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • ritual or muti murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked <p>Read more at nationalfgmcentre.org.uk/calfb/ domestic slavery or sexual exploitation.</p>
Child sexual exploitation	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.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.

Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
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 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.
Fabricated Illness	This is a type of physical abuse; the adult will fabricate a child's illness in order to seek unnecessary medical treatment. Signs are exaggerating illness or symptoms, complete fabrication or inducing of symptoms. This may be presented through false allegations of abuse, encouraging a child to appear disabled or ill to obtain unnecessary treatment or support
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured, or changed, but where there is no medical reason for this to be done.
Forced Marriage	This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a setting or through a third party.
Gangs & Youth Violence	Defining a gang is difficult; They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: <ul style="list-style-type: none"> • Disability • Race • Religion • Transgender identity • Sexual orientation.
Honour-based Abuse	HBA (Honour Based Abuse) is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour . Violence or abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Incels (Extremist Ideologies)	Involuntary celibates or the Incel communities are radical, mainly online forums populated by disaffected young men and centred on violent misogyny. Some Incels believe that women's political empowerment and ability to select their sexual partners has severely degraded men's social status thus preventing them from having romantic relationships with the opposite sex. Incels may share similarities with extreme right-wing groups. Both groups attribute society's ills to social liberalism, women and ethnic minorities. Racial hatred and far right extremism are also common in some online Incel forums.
Modern Slavery	The Modern Slavery Act 2015 places a new statutory duty on public authorities, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking': Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.
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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: <ul style="list-style-type: none"> • 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. • Provide suitable education • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.
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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • Protecting children from maltreatment; • Preventing impairment of children's 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.
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.

<p>Sexual Abuse</p>	<p>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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
<p>Trafficking</p>	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>

Appendix D Supply Agency Declaration



Supply Agency Declaration 2023

This checklist should be completed and signed by a representative of any Supply Agency used by the setting, so that you can be confident that the Agency's systems and procedures for the recruitment and selection of supply staff are in line with the established safer recruitment and selection best practice that is employed within your setting.

Name of Agency:

Name of person completing the form:

Role of person completing the form:

If the answer to any of the questions below is 'No', please provide further details in the box at the end of this checklist.

1.	Have representatives of the Agency that are involved in the recruitment and selection of agency workers undertaken appropriate Safer Recruitment & Selection training that covers all sections of Keeping Children Safe in Education (KCSIE), within the last 5 years?	Yes	No
2.	Is the content of the training referred to in 1. above cascaded to all staff within the Agency that are involved in the recruitment and selection of agency workers?	Yes	No
3.	Is every recruitment and selection process conducted in accordance with KCSIE?	Yes	No
4.	Does recruitment documentation (including, where used, advert, person specification and job description) make reference to the individual's responsibility for safeguarding and protecting the welfare of children and young people?	Yes	No
5.	Are candidates made aware of the duties of all roles (either through a job description or similar document)?	Yes	No
6.	Where used, does the person specification include 'Commitment to safeguarding' as an Essential Criteria?	Yes	No
7.	Do all publicity materials used to attract candidates (e.g., adverts, internet content etc.) include reference to the fact that the individual will be required to undergo a DBS check?	Yes	No
8.	Are application forms used, which require all candidates to submit standard information about their personal details, employment history, referee details and disclosure of current/previous convictions?	Yes	No
9.	If accepted, are CVs only used to supplement the information contained within the application form (and not accepted instead of an application form)?	Yes	No

10.	Does the application form contain a signed declaration to confirm that the information presented is true and warns the candidate about the consequences of providing false information?	Yes	No
11.	When the completed application form is received, are concerns or issues noted that need to be raised with the candidate/ previous employer prior to/during interview such as gaps in employment, frequent changes in employment, anomalies/ inconsistencies, moves from permanent to temporary employment etc?	Yes	No
12.	Are professional references sought from the Head of the establishment (even where an alternative name has been provided) and checked prior to the interview process?	Yes	No
13.	Are checks made to ensure that the candidate has named the most recent employer as a referee and the Employer with whom the applicant most recently worked with children and/or young people?	Yes	No
14.	Are queries/concerns on references raised with the referee and/or applicant prior to/during interview?	Yes	No
15.	On references, are past employers asked to provide detail of any past substantiated allegations?	Yes	No
16.	On references, are past employers asked to confirm that in their view the candidate is suitable to work with children and there are no safeguarding concerns.	Yes	No
17.	Is there a policy in place that prevents the acceptance of standard references that are marked 'to whom it may concern' (i.e., those references provided directly by the candidate, that are not specifically addressed to the Agency)?	Yes	No
18.	Are all electronic references verified in line with KCSIE?	Yes	No
19.	Is only a conditional offer of employment made prior to the relevant checks being undertaken (including DBS checks, references, identity, teacher prohibition, eligibility to work in the UK etc.)?	Yes	No
20.	When the candidate's identity documentation is checked, does this always include the appropriate photographic identification and the full birth certificate?	Yes	No
21.	Are DBS checks always carried out prior to placement, unless there is a specific written request from the setting that there will be no unsupervised access to children and young people until the DBS clearance is received?	Yes	No

22.	In the circumstances outlined at 21 above, is the setting notified in writing of the fact that the DBS check has not been carried out prior to placement?	Yes	No
23.	In the circumstances outlined at 21 and 22 above, is a barred list check undertaken prior to placement?	Yes	No
24.	If any information is received as a result of a DBS check or reference, is that information shared immediately with the setting so that they can make a decision regarding that person's suitability to be employed in their setting?	Yes	No
25.	Are safeguarding concerns for employees/past employees shared with future employers in references that are provided by the Agency?	Yes	No
26.	At interview, are questions posed that assess a candidate's suitability to work with children and young people?	Yes	No
27.	At interview, are gaps in employment/vagueness on the application form/frequent changes in employment explored?	Yes	No
28.	At interview, are hypothetical questions about the candidate's past experience avoided?	Yes	No
29.	In relation to DBS, do Agency staff involved in the recruitment of Agency workers have a clear understanding of the definitions of Regulated Activity and how these are applied when determining the type of DBS check to be undertaken?	Yes	No
30.	Are the appropriate checks undertaken in relation to the Childcare (Disqualification) Regulations 2009 for any member of staff that is assigned to work as a member of staff in a relevant setting?	Yes	No
31.	Are clear records kept and retained throughout/following the recruitment process?	Yes	No
32.	Is a confirmation of booking and of the candidate's identity passed to the setting for each assignment?	Yes	No
33.	Does the Agency provide child protection and/or safeguarding training, including Online Safety to all newly appointed supply staff before any placements are completed?	Yes	No
34.	Does the agency ensure that all supply staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education, prior to placement?	Yes	No
35.	Does the Agency contact the setting after the first day of assignment to follow up the appointment and ascertain whether there are any concerns about the individual?	Yes	No
36.	If the Agency worker has a break of more than 3 months, are they required to undergo a new DBS check and re-register with the Agency?	Yes	No

Please provide further details in relation to any question to which you answered 'No', including the question number that your comment refers to.

I confirm that the answers provided above are correct to the best of my knowledge.

Signed:

Date:

Once completed, the checklist can be retained with the 'umbrella' letter that the Agency has provided to confirm that their staff are appropriately DBS checked. Both documents can then be stored with the setting's Single Central Record.

Appendix E Transfer of Records

