A: Safeguarding policies and procedures – Group and school-based providers

What do I need to know?

- Legal Framework
  - The Children Act 1989
  - Children Act 2004
  - Protection of Children Act 1978
  - Data Protection Act 1998
  - Children Act 2004 - Explanatory Notes
  - Safeguarding Vulnerable Groups Act 2006
  - Sexual Offences Act 2003
  - Criminal Justice and Court Services Act 2000 (legislation.gov.uk)
  - Equality Act 2010 (legislation.gov.uk)
- EYFS statutory framework for group and school-based providers page 23, paragraph 3.4 – 3.6.
- **See model Child Protection Policies on SchoolsNet and links below for contact details and training opportunities.**

Safeguarding policies and procedures (pages 7-8 of audit)	**Things to consider and discuss:**
Do you **ensure** you have a designated person who takes lead responsibility for safeguarding children in your setting?	• Who is your designated safeguarding lead (DSL)? Do you have a Deputy DSL? • How did you identify this person as being suitable to be the DSL (or Deputy DSL)? • How do you ensure the DSL and Deputy DSL know their roles and responsibilities? • Has the DSL and Deputy DSL accessed an advanced level of safeguarding training? • How do you know the DSL and Deputy DSL knows their roles and responsibilities in terms of: - Managing Referrals - Working with others - Training - Raising Awareness - Child Protection File

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
	- Availability • Are the role and duties of the DSL and Deputy DSL explicit in their job description? • How do you ensure a Designated Safeguarding Lead (DSL) is available at all times whilst the setting is open? • How do you know that all staff are aware of who has DSL responsibility each day and how to contact them? • Are the DSL and Deputy DSL aware of how to fulfil the requirements of the Data Protection Act 2018, the General Data Protection Regulations GDPR and the latest edition of the information sharing guidance to ensure confidentiality is maintained? • Does a discussion take place with the DSL and Deputy DSL when a new child starts the setting? Do the DSL and Deputy DSL discuss all pupils who have welfare and child protection concerns and have a file completed on them? Are the DSL and Deputy DSL informed of any issues? • How do you ensure any records are transferred securely and acknowledged with a receipt from the receiving setting? • Do you have a policy and procedure in place for how to transfer or gain information regarding pupils who are transitioning to and from the setting?
Are you aware that the designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs).	• Who are your Local Safeguarding Partners? • How is the DSL nominated? Are they aware of their role and responsibilities? • How do you ensure the DSL attends and participates in multi-agency meetings for children to share appropriate information and put in place any agreed actions? • How do you ensure the DSL and Deputy DSL are able to take part in strategy discussions and inter-agency meetings, and, or to support other staff to do so, and to contribute to the assessment of children?

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
Do you **ensure** that every person looking after children are alert to any issues of concern in a child's life at home or elsewhere?	• How do you know every person in your setting are alert to any issues of concern in any part of a child's life? • How do you know that every person in your setting know what could be an issue of concern? • How do you know that every person in your setting is alert to the signs that children may need Family Help? • How do you ensure children are given opportunities every day to communicate their needs? Is this encouraged and implemented by every person in your setting? How can you link this in with the promotion of British Values? • Do you have a confidential area in which to discuss the individual needs of children with parents, staff and, or other professionals? • How do you know that should a child tell a member of staff that they are being abused or neglected, that staff know how to gather accurate information from the child? • How do you know every person in your setting are professionally curious? What does this mean day-to-day?
Do you **ensure** you have, and implement a policies and procedures to keep children safe and meet EYFS requirements?	• Do you have policies and procedure to follow to safeguard children? • How do you know if you are aware of all the elements that should be included in your policies and procedures? • How do you ensure that staff have read and understood the policy and procedures? • How do you know your policies are implemented effectively? • Do your policies and procedures identify the roles and responsibilities of all staff? • How do you ensure that all adults working within the setting (including students, volunteers, parents and helpers) know, understand, can explain and implement your policy and procedures? • What procedures are in place to review the policy and procedures at least annually or after an incident or change to requirements? Who is involved in this process?

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
	• What procedures do you have in place to record any issues of concern's in a child's life at home or elsewhere? • How do you ensure appropriate records of all staff and children kept secure (including any chronologies), separate from other records and are they only kept for as long as is necessary? • How do staff know what to include in a child's child protection file? • Do staff know what and how to access and use supportive assessment tools? How do you know? • Do you know your responsibilities under the Data Protection Act 2018 and the GDPR requirements? How do you ensure you meet these? (Refer to: 'T- Information & records' support document. • Has the setting registered with the Information Commissioner's Office (ICO) regarding the storage of personal data? How do you know? • What procedures do you have in place to investigate prolonged absences and children missing in education? • Do your policies and procedures reflect the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and, or disabilities? • What consideration have you given to adjustments you might need to make regarding child protection for SEND children? • How do you ensure that appropriate training is provided for staff to support complex medical conditions and emergencies is provided? • How do you know all staff are able to recognise peer on peer abuse? Is this risk is covered adequately in your policies and procedures? • Do you ensure there is a paediatric first aid trained member of staff and first aid kit on site, on outings and on school runs?

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
	• What procedures are in place to ensure all accidents and incidents are recorded and shared with parents and, or carers? Are accident and incident records reviewed regularly?
Where you are required to have policies and procedures as specified below, do you make sure these policies and procedures are recorded in writing?	• How do you know your policy and procedures are in line with the guidance and procedures of the Derby and Derbyshire Safeguarding Children Partnership (DDSCP)?
Do you make sure any policies and procedures are in line with the guidance and procedures of the relevant Local Safeguarding Partner (NB Within Derbyshire this is known as the Derby and Derbyshire Safeguarding Children Partnership: Derby and Derbyshire Safeguarding Children Partnership (ddscp.org.uk))	• Have you used or cross referenced your child protection policy with the model policy available on Derbyshire SchoolsNet? • How do you ensure all members of staff are familiar with the DDSCP procedures at induction **and** have regular updates? • Do you know what help, support and guidance is available on the DDSCP website? • What procedures do you have in place to contact any cross border Local Safeguarding Partnerships to report concerns about a child living in neighbouring local authorities? • Can you describe what action would be taken: - when there are safeguarding concerns about a child? - in the event of an allegation being made against a member of staff? - cover the use of mobile phones and cameras in the setting? • Do these actions corollate with the actions in your written procedures?
Do you **ensure** the safeguarding policies and procedures include: • the action to be taken when there are safeguarding concerns about a child?	• How do you know staff know the procedures to follow when there are safeguarding concerns about a child? • How do you ensure staff have access to the child protection concern flow chart in the model child protection policy? • Do staff have access to the DDSCP Threshold Guidance? How do you know staff know and understand how to use the criteria in the document? • Do staff know about the different levels of concern? Do staff know what actions to take at each level? How do you know? • How do you know staff know where to quickly access all necessary contact details and documentation?

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
	• Do staff know how and when to: - organise Team Around the Family (TAF) meetings and, or plans? - apply for an Early Help assessment and services? - make a referral to children's social care services (via Starting Point)? - contact the police or contact Starting Point when a child or an adult is at risk of immediate harm and is in need of protection?
• the action to be taken in the event of an allegation being made against a member of staff?	• How do you know staff know the procedures to follow in the event of an allegation being made against a member of staff? • Are your staff, committee members, proprietors and, or governors aware of when to contact the local designated officer (LADO)? • How do you ensure staff know how contact to the Local Area Designated Safeguarding (LADO) officer? • Do staff have access to the 'Allegations and Concerns against a member of staff or persons living on the premises where Ofsted registered childcare takes place' process document? • How often do you check and evidence staff knowledge on where to report a concern or allegation about a colleague and, or manager? • What procedures are in place for 'whistleblowing'? Do all staff, committee members, proprietors, governors know how and where to 'whistle blow'? • Can you describe your safer recruitment and vetting procedures? How do you know these meet current requirements of the EYFS and the DDSCP? • How do you ensure all staff are suitable to work with children? How do you ensure all staff have the required enhanced criminal records checks and barred list checks are carried out against staff? How do you monitor this? How often to you review this?

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
• how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting?	• What are the policies and procedures in place for the safe storage of staff and visitor's mobile phones or any other technology which can take digital images? • How do you share your policy and procedures on using and, or wearing mobile phones and cameras (including personal devices) in the setting with staff, parents, carers and, or visitors? • How does this link to your code of conduct for staff and parents? • Do you and your staff know what to do if a person is found to be using a mobile phone , camera and, or any other electronic devices with image and sharing capabilities on the premises when children are present or about to be present? How do you prepare staff to respond appropriately? • Are you and your staff confident to challenge and, or report a person using a mobile phone, camera and, or any other electronic devices with image and sharing capabilities on the premises?
• procedures to follow to check the suitability of new recruits?	• Do you have a recruitment policy? • What does this policy clearly state about suitability of new recruits and how this is checked?
• detail of how safeguarding training is delivered and how practitioners are supported to put this into practice?	• Do you have a training policy of training matrix for your staff? • Does this identify the training that has been delivered including how the training was delivered (e.g. online, e-learning, in person)? • Does this document outline how practitioners are supported to put training into practice? • Does this document how staff are supported when they find this challenging and how they have received the support to make improvements?
Have you referred to Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK (www.gov.uk)	• What are your online safety policy and procedures? How do you know they are implemented effectively?

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
	• Do your policy and procedures include an Acceptable Use Policy (AUP) as part of your provisions code of conduct? Have you made your staff aware that it is recommended that they do not accept friend requests or communications from learners or their family members? How do you know they adhere to this? • How do you ensure you keep children safe and staff protected when online? • How do you promote online safety with young children? • How do you involve parents in keeping children safe online? • Is relevant training available to help staff keep children safe online? • How do you monitor use of the internet and online safety in your provision? • What appropriate measures, filters and monitoring systems are in place to regulate the use of the internet and protect learners from potentially harmful online material? • How often do you review your monitoring systems? • What processes do you follow when purchasing and using new electronic equipment e.g. iPads? • How do you ensure online safety concerns are reported, recorded and actioned? • Do you use any social media platforms with families or the community? How do you ensure these do not jeopardise children's safety?

Useful links and further help:

Derby and Derbyshire Safeguarding Children Partnership

Inspecting safeguarding in early years, education and skills settings
Early years inspection handbook
Report a serious childcare incident
Information sharing advice for safeguarding practitioners
Home (saferrecruitmentconsortium.org) - (Guidance for safer working practice for those working with children and young people in education settings)

Disqualification Under the Childcare Act
Counter-terrorism strategy (CONTEST) 2018
Channel and Prevent Multi-Agency Panel (PMAP) guidance
National Referral Mechanism Guidance
Information sharing advice for safeguarding practitioners
Data protection
ICO – Information Commissioners Office
NSPCC – National Society for the Prevention of Cruelty to Children
Derbyshire County Council - Support for families and early help
Prevent referrals (saferderbyshire.gov.uk)
Mental Health Support Network provided by Chasing the Stigma | Hub of hope
Education Support helpline - free and confidential emotional support for teachers and education staff
The building blocks of good mental wellbeing | Education Support
Think Family

Contact information:

Child or adult at risk of immediate harm and in need of protection: Derbyshire Police – 999/ Starting Point – 01629 533190
Worried about a child: Derbyshire Police -101/ Starting Point Consultation & Advice Service for Professionals - 01629 535353/ Starting Point Referral Form/
Local Safeguarding Designated Officer - 01629 533190/ Derby and Derbyshire LADO referral form / professional.allegations@derbyshire.gov.uk
Education Data Hub/Data Protection: Email - educationdatahub@derbyshire.gov.uk
DBS The East Midlands Regional Outreach Officer: Email DBSRegionaloutreach@dbs.gov.uk/alexandra.honey1@dbs.gov.uk/ Tel: 01325 953 562 / 07867 153 500
Derby City Professional Consultation Line – new phone number: The professional consultation line number will change from 1st December 2026. The new number will be 01332 640055. There is no change to the opening hours which will continue to be 10 am – 4pm.

Training

DSL training: Derbyshire Early Years Service - Eventbrite or Email: CS.EYS@derbyshire.gov.uk
Other training: Training (ddscp.org.uk)

Model policies for the PVI sector

Safeguarding (derbyshire.gov.uk)
Derbyshire SchoolsNet - Early Years