

Kangaroo Kids Safeguarding and Child Protection Policy

September 2023





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Statement of intent:

As a setting, we are committed to safeguarding and promoting the welfare of all children. We believe all staff, students, volunteers and visitors have an important and unique role to play in child protection. This policy outlines the necessary procedures we follow in accordance with the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'. Our policies and procedures are also informed by the government's 'Keeping Children Safe in Education'.

We believe:

- Our setting can contribute to the prevention of abuse.
- All children and vulnerable adults have the right to be protected from harm.
- Children and families need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in our setting.

| Date policy is effective from | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead/s |
|-------------------------------|------------------------------|---------------------------------------|
| 6 th March 2023 | Beth Hiley | Rosie Soloman |

| |
|--------------------|
| Policy Review date |
| March 2024 |



Child Protection and Safeguarding Advice Contact List – September 2023

| Role / Agency | Name and role | Contact Details |
|--|---|--|
| Designated Safeguarding Lead (DSL) / Child Protection Coordinator | Beth Hiley – Kangaroo Kids @ Queensway Manager | 07307379991 |
| Deputy DSL | Rosie Solomon: Kangaroo Kids @ Queensway Deputy | 07307381490 |
| Other DSLs | Becky Hewitt: Senior Management Sarah Beswick: Senior Management | 07799472578 07588799055 |
| SENDCo | Holly Stobart/Rebecca Broadbent | 07307381490 |
| CSWS Duty and Advice / Front Door Safeguarding Hub | External Contact: Urgent Child Protection concerns / initial referral | Professionals – 0113 3760336 Members of the public – 0113 2223301 |
| CSWS Emergency Duty Team (out of hours) | External Contact: Urgent Child Protection concerns | 0113 535 0600 childrensEDT@leeds.gov.uk |
| Education Safeguarding Team | External Contact: Advice / Training / Safeguarding Audit | 0113 3789685 estconsultation@leeds.gov.uk |
| Local Authority Designated Officer | External Contact: Allegations against adults | 0113 3789687 lado@leeds.gov.uk |
| NSPCC Whistleblowing Helpline | External Contact: Allegations against adults | 0800 028 0285 |
| PREVENT Team | External Contact: Prevent training/advice | 0113 535 0810 prevent@leeds.gov.uk |

The setting is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers and visitors to share this commitment.



All staff refers to all adults, volunteers, or students on placement, working in any capacity in the setting or in activities organised by the service which brings them in to contact with children and families.

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all children.

Child is anyone under the age of 18.

Young children refers to children aged under 5 years

Glossary

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- CSWS Childrens' Social Work Services
- EYFS Statutory framework for the early years foundation stage (DfE, September 2021.)

Visitors to setting

All visitors must sign in on arrival and be given an Information Leaflet which outlines Child Protection and Safeguarding procedures and how to report any concerns regarding a child or another adult in the setting. **ID badges/lanyards** must be worn at all times when on site. Staff must ensure that visitors are supervised as appropriate.



Part One:

1. Aims

1.1 The setting aims to contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and children.
- Introducing appropriate work in the curriculum.
- Staff are properly trained in recognising and reporting safeguarding issues.
- We work on the understanding that it is everyone's responsibility to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our organisation to identify, assess, and support children who are, or who may be, suffering harm.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Encouraging child and parental participation in safeguarding practice.
- Supporting improvements in parenting and working with parents/carers to support them to understand their responsibilities for their child's safety and wellbeing.
- Where we identify parental need, e.g. mental health, substance misuse etc. we adopt a 'Think Family, Work Family' approach in order to support the safety and wellbeing of all family members.

To contribute to the protection of our children in the following ways:

- Including appropriate work in the curriculum.
- Implementing child protection policies and procedures.
- Working in partnership with children, parents and agencies.
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our children and families in the following ways:

- Identifying individual needs.
- Designing support plans and interventions to meet individual needs

The responsibilities set out in this policy apply (as appropriate) to all members of the setting including children, staff, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the service. It is fully incorporated into the whole service ethos.

2. Legislation and guidance



2.1 This policy is based on the Department for Education's statutory guidance, [Statutory framework for the Early Years Foundation Stage. \(DfE 2021\)](#)

2.2 This policy is also based on the following legislation and guidance:

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

Statutory [Guidance on the Prevent duty](#), which explains registered childcare providers duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (2022)

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

Childcare providers are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#)

3. Definitions

3.1 **Safeguarding and promoting the welfare of children** means:

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

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 **Children** includes everyone under the age of 18.

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.



4.2 We give special consideration to children who:

- Have special educational needs or disabilities
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, exploitation, or radicalisation
- Are asylum seekers,
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the setting) and volunteers.. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in section 5.3 (All staff) below and any updates therein.

5.2.1 All staff will read and understand their statutory responsibilities outlined in Section 3: The safeguarding and welfare requirements of the Department for Education's statutory safeguarding guidance, [Statutory framework for the Early Years Foundation Stage. \(DfE 2021\)](#).

5.2.2 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022).
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention. All staff should be reporting emerging problems that may warrant early help intervention to Katie Kendall DSL, Becky Hewitt or Sarah Beswick
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may **communicate** that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand that children's experiences such as abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: **Summary of in-service procedures to follow where there are concerns about a child** (Page 13) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL (in the absence of a DSL) first to agree a course of action. In the absence of a DSL staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.



- Our work in partnership with other agencies is in the best interests of children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS Duty and Advice team (0113 3760336). Where a child already has a child protection social worker, the setting will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In setting procedures for recording any cause for concerns and passing information on to DSLs in accordance with service recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child exploitation (CE), FGM, radicalisation.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse

5.2 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 Our DSL is **Beth Hiley – Queensway setting manager**. The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g. due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 The DSL will be available during opening hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

Out of hours DSL: Becky Hewitt (07799472578) and Sarah Beswick (07588799055). We are reachable via email at kangarookids92@yahoo.com.

5.3.4 When the DSL is absent, Rosie Solomon Deputy DSL of **Kangaroo Kids**, will act as cover.

5.3.5 If the DSL and deputy are not available, **Becky Hewitt or Sarah Beswick** will act as cover.

5.3.6 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, and/or police).

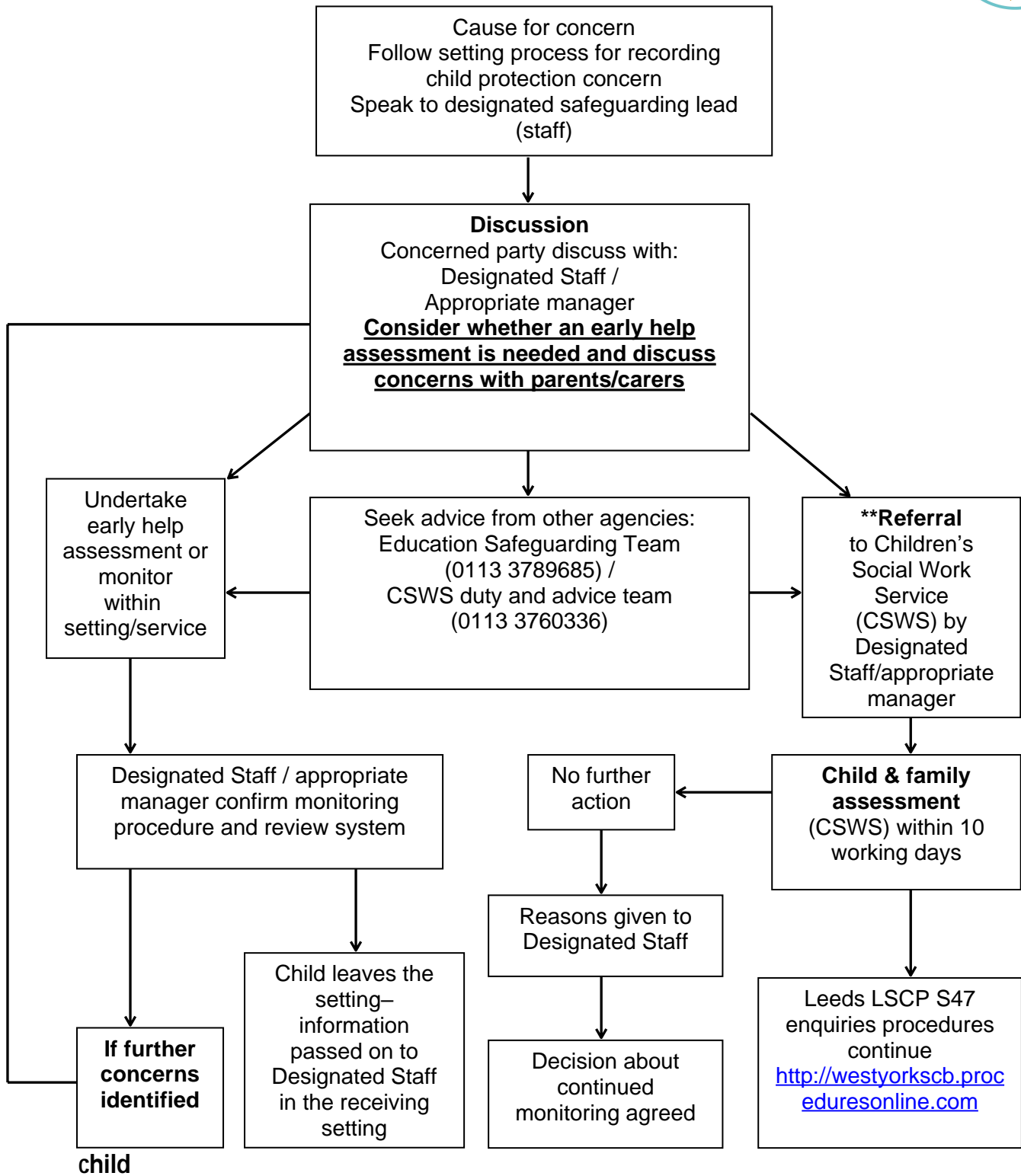


- **Becky Hewitt and Sarah Beswick** will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL will also keep the relevant manager informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The setting will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018).

5.3 **The relevant manager/owner is responsible for the implementation of this policy by:**

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins a setting.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Working Together 2018 are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that that all staff undertake appropriate safeguarding and child protection training and that they update this every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the services' safeguarding arrangements are actioned in a timely fashion.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the setting is assigned a key person

Fig 1: Summary of procedures to follow where there are concerns about a



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: http://www.leedslscb.org.uk/Practitioners/Local-protocols_Concerns_Resolution.



6. Confidentiality and Information Sharing

- 6.1.1 Confidentiality is an issue that needs to be understood by all those working with children and families, particularly in the context of safeguarding.
- 6.1.2 The setting recognises that the purpose of confidentiality in this respect is to benefit the child/ and or the vulnerable adult (for example in cases of domestic violence and abuse). Staff/volunteers should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead.
- 6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 18), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 15), information sharing and working with parents .
- 6.1.4 Timely information sharing is essential for effective safeguarding. The service will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and promotes their well-being.
- 6.1.5 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR.

6.2 Working with parents and other agencies to protect children

- 6.2.1 Parents/carers will be made aware of our procedures in respect to taking any reasonable action to safeguard the welfare of children. In cases where the setting has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.
- 6.2.2 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.
- 6.2.3 Parents/carers are informed about our Safeguarding & Child Protection policy and a safeguarding & child protection statement is prominent in the foyer/reception area.



6.3 Multi-agency work

- 6.3.1 We will co-operate with CSWS in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- 6.3.2 In the best interests of children, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.
- 6.3.3 In the best interests of vulnerable adults, we will work with all relevant professionals and agencies as required to safeguard and promote their welfare.

7 Opportunities to teach safeguarding – Preventative Curriculum

Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

- 7.1 Relevant issues will be addressed through planning under the EYFS Framework. For example; online safety; self-esteem and confidence; managing feelings and behaviour; positive relationships; emotional literacy; assertiveness; recognising and managing risk and health and self-care.

7.2 Other areas of work

- 7.2.1 All our policies which address issues of power and potential harm, e.g. Equal Opportunities, Manual Handling, Positive Behaviour, online safety will be linked, to ensure a whole centre approach.
- 7.2.2 Our child protection policy cannot be separated from the general ethos of the setting, which should ensure that children are treated with respect and dignity, feel safe, and are listened to, we aim to reduce/remove inequalities and barriers to engagement for target families.

8 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record. Where children have exhibited sexually inappropriate/harmful behaviour and/or abused others, the AIM (Assessment, Intervention, Moving on) Harmful Sexual Behaviour checklist must be completed and contact made with Children's Social Work Service if appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach, in way of a risk assessment, to respond to their needs, which will include parent/carers, children's social work service and health.

We will ensure that the needs of children who abuse others will be considered separately from the needs of their victims.

Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the setting through a multi-agency risk assessment.

We will ensure the setting works in partnership with parents / carers and other agencies as appropriate.



9 Supporting children and families

An individual child and/or family support plan will be devised, implemented, and reviewed regularly. This plan will detail areas of support, who will be involved, and the child's and parent/carers wishes and feelings.

All work will be carried out with due regard to the Leeds Practice Principles (as defined in the Leeds Practice Model).

We will ensure the setting works in partnership with parents / carers and other agencies as appropriate.

10 Children with additional needs

10.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities, children who are in care or previously looked after, children experiencing adverse childhood experiences etc.

11 Children at risk of specific forms of abuse

11.1 The setting/service follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures, in circumstances where children are at risk of or experiencing specific forms of abuse

12 Intimate Care

The following good practice guidelines should be disseminated to all staff. Parents / carers should also be made aware of how intimate care for their child will be managed. These guidelines should be viewed as expectations for staff, which are designed to protect both children and staff. In situations where a member of staff potentially breaches these expectations, other staff should be able to question this in a constructive manner.

Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation.

Privacy is an important issue. Intimate care is often carried out by a staff member alone with one child. LSCP believes this practice should be actively supported unless the task requires two people.

Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present – quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person – organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. It is preferable if the key person or significant second carry out this task.



Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help, ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.

Make sure practice in intimate care is as consistent as possible. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child – particularly a child you have not previously cared for – "Is it OK to do it this way?" "Can you wash there?" "How does mummy do that?" If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why.

Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

If you are concerned that during the intimate care of a baby/young child:

- you accidentally hurt the child;
- the child seems sore or unusually tender in the genital area;
- the child appears to be sexually aroused by your actions;
- the child misunderstands or misinterprets something; or
- the child has a very emotional reaction without apparent cause (sudden crying or shouting);

Report this to your line manager as soon as possible who will advise you on appropriate action.

Inform parents, and if necessary make a written account. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated lead for child protection.

13 Radicalisation and Terrorism

13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. 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.

13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer– Helene Heath, 07891 271011 for further advice (see [appendix 7](#)).

13.3 Settings are expected to assess the risk of children and families being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and families in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.



13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children, and what support may be available. The service will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

14 Channel

14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the service may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15 Children missing from setting

16.1 A child going missing from the setting can be a potential indicator of abuse or neglect. Where a child/family goes missing the designated safeguarding lead will follow procedures outlined in Children Missing from Service, 0-5 years.

16 A Safer Culture

The appropriate manager/DSL will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- Guidance on Safer Working Practice and Employee Code of Conduct
- Safeguarding and Child Protection policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.
- Social Media Guidance and Acceptable Use policy

17 Safer Recruitment, selection and pre-employment vetting

17.1.1 The setting pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in EYFS 2021: Section 3; Safeguarding and Welfare Requirements

17.1.2 The setting will be able to evidence that the relevant vetting checks required have been completed including: a barred list check, DBS check at the correct level, identity, qualifications, and right to work in the UK.

17.1.3 All recruitment materials will include reference to the commitment to safeguarding and promoting the wellbeing of children. (see [appendix 6](#))



17.1.4 The setting will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.

17.1.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the service will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This should include additional criminal records check (or checks if more than one country) and 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 why they are unsuitable to work with children where possible.

17.1.6 The service will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers to ensure the appropriate level of checks are completed and in line with EYFS 2021. Advice and support for carrying out risk assessments can be accessed through HR or the Education Safeguarding Team.

a. Managing allegations or safeguarding concerns against a member of staff or person procedures.

17.2.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), visiting professional or volunteer has met the harm test, this includes where an adult has:

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. (*This includes any behaviour that may have happened outside of work or online that might make the individual unsuitable to work with children. This is known as transferable risk.*)

17.2.2 All adults working in the service have a duty to disclose to their line manager where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in the setting.

17.2.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards children, grooming, sexual assault and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.



17.2.4 A safeguarding complaint that meets the above criteria must be reported to the appropriate manager immediately. If the complaint involves the manager then the next most senior member of staff must be informed.

17.2.5 Where it is determined that a safeguarding allegation does not meet the harm threshold in line with the criteria above the matter will be managed by a designated manager with appropriate safeguarding training. It is important for senior leaders to carefully consider who is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time.

17.2.6 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice/Employee Code of Conduct including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour may include:

- *Being over familiar 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.*
- *Humiliating children*
- *Developing relationships outside of work with parents/carers and their children*

17.2.7 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team.

17.2.8 The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018).

17.2.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see [Appendix 10](#)) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their HR Advisor or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

17.2.10 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.



17.2.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

17.2.12 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about expectations for their conduct.

17.2.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the disciplinary policy.

17.2.14 Any staff/volunteers who are dismissed for gross misconduct or cumulative misconduct relating to safeguarding of children will be referred to the DBS for consideration of barring. Similarly, where there is a reasonable belief that the member of staff/volunteer would have been dismissed had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The service will keep written records of all of the above.

- **LADO Contacts: Claire Ford/Jo Peake Tel: 0113 3789687**
- **Advice can also be sought from Carole Cooper, Education Safeguarding Team 0113 3789636 (see Appendix 9)**

17.2.15 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

18 Mobile phones, cameras.

Staff, students, volunteers or any other adult using the centre are not permitted to use mobile phones/cameras (**this includes smart watches with photographic capabilities**) in any of the children's play or designated areas. The use of a mobile phone is limited to staff areas only, for example, the staff room, and should not be taken into the children's areas.

If staff take children on outings, a mobile phone (without a camera) should be provided for staff to use in case of emergencies.

19 Adults in areas designated for children's use

It is important to remember that adults will be present in the setting when leaving or collecting children or when adults are visiting the site.

Such visits should be negotiated with the manager e.g. timing and appropriate length of visit.

Visitors should be made aware of the Child Protection policy and know who they should discuss concerns with that relate to children, families, or staff members.



Staff must be watchful of adults behaving in ways which may threaten a child's safety and be responsive to children's concerns. This is a very sensitive area and staff should be cautious, but the child's welfare must come first. The use of mobile phones is not permitted in any areas used by children. Adults should be advised of the public areas where phones can be used.

- Children's areas must be clearly signed as designated for use by children.
- Concerns about an adult's behaviour should be immediately shared with a manager or Designated Child Protection Representative who will ensure the relevant manager is informed and the matter reported to the relevant authorities.
- If necessary, staff should remain in the children's area with the adult, or the adult should be asked to leave the area.
- Parents supporting children's learning should be supervised at all times.

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting. Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate. (Statutory framework for the early years foundation stage 2021)

20 Training and Support

- 20.1 All staff members will be made aware of our systems that support safeguarding and these will be explained to them as part of our staff induction. This includes: the service safeguarding/child protection policy; the Guidance for safer working practice (2022) and the whistleblowing procedures.
- 20.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Becky Hewitt and Sarah Beswick. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding Team are also available for advice and support (Tel: 0113 3789685).
- 20.3 The setting must put appropriate arrangements in place for the supervision of all staff who have contact with children and families.
- "Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.
 - Supervision should provide opportunities for staff to:
 - Discuss any issues – particularly concerning children's development or well-being, including child protection concerns, identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness"
- Statutory framework for the early years foundation stage 2021*
- 20.4 The supervision policy and guidance set out the expectations for managers and staff relating to safeguarding supervision.



- 20.5 Designated Safeguarding staff must have attended the 1-day Children's Services DSL child protection training course. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children and families from the risk of radicalisation.
- 20.6 The setting will ensure all staff including temporary staff, supply staff and volunteers receive an induction and training appropriate to their roles and responsibilities, especially staff new to the setting. All staff will access basic child protection training as part of the service induction arrangements and refresher training at least every three years. All staff should have regular safeguarding updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to safeguarding and child protection training can be accessed via Children's Services Education Safeguarding Team and the LSCP.
- 20.7 All managers involved in staff recruitment must complete the National Safer Recruitment Training and refresh this training at least every five years.
- 20.8 Staff should seek advice from their designated safeguarding lead in the first instance.
- 20.9 Staff can also contact the Education Safeguarding Team for information and advice.
- 20.10 Should you contact any of the above, you must complete a record of the concern and the advice given, which should be placed in the child protection file with the appropriate cause for concern form.

21 Child Protection Records

21.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the setting/service)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- All completed child protection cause for concern records
- Any child protection information received from the child's previous early years setting
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services and parents/carers
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS and other external agencies -based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the child/family concerned (see Appendix 5)



21.1.1 Where a child leaves the setting, we will ensure where possible that the child protection information is transferred securely to any receiving setting (where this is known, if the child's destination is unknown the original records will be retained by the setting), A copy of the chronology must be retained for audit purposes.

21.1.2 If a child moves from our setting, child protection records will be forwarded onto the named DSL at the new setting, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering setting.

21.1.3 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

21.1.4 For audit purposes a note of all child records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

21.1.5 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the child or others (i.e harmful sexualised behaviour), this information must be shared with the destination provision prior to the child starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring.

21.1.6 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

21.1.7 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the appropriate line manager to ensure that the new post holder is fully conversant with all procedures and case files.

21.1.8 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

21.2 Children's and parents' access to child protection files

21.2.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a child or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

21.2.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or



- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure.

21.2.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the data protection officer for the setting.

21.2.4 The setting report to the child protection conference will (wherever possible) be shared with the parent at least two days before the conference.