



4: SAFEGUARDING AND CHILD PROTECTION POLICY

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Forward

Our setting believes that children have the right to be completely secure from both the fear and reality of abuse, and we are committed to protecting all the children in our care from harm.

The setting will appoint a member of staff as the Safeguarding Officer. This Officer will have suitable experience, training and expertise, and will be responsible for liaising with social services, Local Safeguarding Children Board (LSCB) and Ofsted in any child protection matter. If the designated person is unavailable, the Person in Charge must be contacted.

The setting's child protection procedures comply with all relevant legislation:

- The Children Act 1989
- The Children Act 2004
- Disability Discrimination Act 1995
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 1998
- Safeguarding Vulnerable Groups Act 2006
- UN Convention on the Rights of the Child
- Protection of Freedoms Act 2012

The setting's procedures also comply with other guidance (for example, 'Working Together to Safeguard Children) or advice from the Local Safeguarding Children Board (LSCB) formerly known as the Area Child Protection Committees (ACPC).

The setting is committed to reviewing its Safeguarding Children policy and procedures at regular intervals. The policy and its procedures will be shared with parents/carers during their child's settling in period.

Purpose and principles

The purpose of this document is to ensure that all practitioners are aware of the arrangements that the setting have in place for safeguarding and promoting the welfare of the children and young people.

Kids Mix recognise it is our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice

This policy:

- Has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2018 Appendix 1, and is a requirement of the statutory framework for the early years foundation stage (2017) Appendix 2
- For all providers to take necessary steps to keep children safe and well.
- Is publically available on the TSCB website.



This policy is consistent with all other policies within the setting and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Behaviour Management Policy
- Staff Code of Conduct
- IT/Online Safety Policy
- Whistle blowing Policy
- Missing/Lost Child Policy
- Manual handling
- Intimate care

Key information

Below is a table of people with specific lead responsibilities around safeguarding.

| | |
|-------------------------------------|--------------------------------|
| Owner/Manager | Sue McMahon |
| Designated Safeguarding Lead | Kirsty Simister / Tyler Benson |

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.

Arrangements are in place to ensure that at least one of the DSL trained person is available at all times.

If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council’s Multi-Agency Referral & Assessment Team (MARAT) and/or the police immediately.

Safe Caring

All staff understands the setting’s child protection procedures and has had appropriate training and guidance in the principles of safe caring. To this end:

- Every effort will be made to avoid instances when members of staff, students, volunteers or parents are left alone with a child other than their own, for their own protection and that of children and young people. There will be 2 adults at all times with children. In an extreme case or emergency where a member of staff is alone with a child, the door of the room should be kept open and another member of staff should be informed.



- If a child makes inappropriate physical contact with a member of staff, students or volunteer, this will be recorded fully in the Incident Record Book.
- Staff will never carry out a personal task for children that they can do for themselves. Where this is essential, staff will help a child whilst being accompanied by a colleague. Unless a child has a particular need, staff should not accompany children into the toilet. Staff are aware that this and other similar activities could be misconstrued.
- Staff will be mindful of how and where they touch children, given their age and emotional understanding. Unnecessary or potentially inappropriate physical contact will be avoided at all times.
- All allegations made by a child against a member of staff will be fully and accurately recorded, including any actions taken, in the Incident Record Book. In the event of there being a witness to an incident, they should sign the records to confirm this.

Dealing with Allegations

The setting is committed to ensuring that it meets its responsibilities in respect of child protection by treating any allegation seriously and sensitively. On discovering an allegation of abuse, the Safeguarding Officer will immediately refer the case to the Local Authority Designated Officer (LADO).

In addition, the following principles will govern any suspected or reported case of abuse:

- Where actual or suspected abuse comes to the attention of staff, they will immediately report this to the manager and the Safeguarding Officer. This includes any allegation about a staff member.
- Staff are encouraged and supported to trust their professional judgment and if they suspect abuse has, or is taking place, to report this.
- Full written factual records of all reported incidents will be produced and kept confidential, (in a sealed envelope, locked in a filing cabinet) dated and signed. Accurate information recorded will include:
 - Full details of the alleged incident
 - Details of all the parties involved
 - Any evidence or explanations offered by interested parties
 - Relevant dates, times and locations and any supporting information or evidence from members of staff.
- The setting will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents of child abuse.
- The manager and the Safeguarding Officer will be responsible for ensuring that written records are dated, signed and kept confidential.
- Staff will ensure that all concerns and allegations are treated with sensitivity and confidentiality.
- Any children involved in alleged incidents will be comforted and reassured.
- If an allegation of abuse is made against the manager or the Safeguarding Officer, the Registered Person will be informed as soon as possible. They will then assume responsibility for the situation or delegate this role to a senior member of staff.
- If the allegation of abuse is made against any adult, the manager or the safeguarding officer should be informed as soon as possible. This will then be recorded by all parties involved and dealt with appropriately. If the concern was about a staff member of the school, this should immediately be brought to the head teacher's attention so the school can take the relevant action.



- Staff are immediately suspended pending further investigation following statutory procedures and an internal investigation will run parallel with an investigation.
- Any member of staff who is dismissed or leaves under investigation for being unsuitable for work with children will be referred to the Disclosure and Barring Service.

In circumstances where a child makes an allegation or a disclosure, the member of staff concerned will:

1. Listen fully to all the child has to say.
2. Make no observable judgement.
3. Ask open questions that encourage the child to speak in their own words.
4. Ensure the child is safe, comfortable and not left alone.
5. Make no promises that cannot be kept, such as promising not to tell anybody what they are being told.

Where possible, the setting will always respect the wishes of children and young people who do not consent to share confidential information. However, the lack of consent can be overridden in the child's interests, or if the facts of the case are in the public interest.

The setting will always consider the safety and welfare of a child or young person when making decisions to share information about them. Where there is concern that the child is suffering or at risk of suffering significant harm, the child's safety and welfare must be the overriding factor.

Staff will be made aware of the Department of Health's booklet 'What to do if you're Worried a Child Is Being Abused?', and DfE guidance on 'Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' DfE 2013.

Referring Allegations to Child Protection Agencies

If the manager or the Safeguarding Officer has reasonable grounds for believing that a child has been — or is in grave danger of being — subject to abuse, the following procedure will be activated:

- Immediate contact will be made with the Local Authority Designated Officer (LADO) and, in emergencies, the police.
- The manager or the Safeguarding Officer will communicate as much information about the allegation and related incidents as is consistent with advice given by the LADO and the police.
- At all times, the safety, protection and interests of children concerned will take precedence. The manager and staff will work with and support parents/carers as far as they are legally able.
- The setting will assist the LADO and the police, as far as it is able, during any investigation of abuse or neglect. This will include disclosing written and verbal information and evidence.
- Ofsted and the Local Authority Designated Officer will be informed of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing.
- Any member of staff who is dismissed (or resigns) will be reported to the Disclosure and Barring Service



Recording and Reporting Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must: (See flowchart on page 19)

- Speak to the Designated Safeguarding Officer or the person who acts in their absence.
- Agree with this person what action should be taken, by whom and when it will be reviewed.
- Record the concern using the settings safeguarding recording system.
- Ensure all information is handled in line with the settings data protection policy.

Multi-Agency Referral &
Assessment Team (MARAT) –
Children’s Social Care
0161 912 5125
marat@trafford.gov.uk

Local Authority Designated Officer
(LADO)
Anita Hopkins
0161 912 5125
marat@trafford.gov.uk

Ofsted
0300 123 1231
enquiries@ofsted.gov.uk.

Out of Hours Emergency Duty Team
Social Care
0161 912 2020

Police
Non-emergency – 101
Emergency - 999

Trafford Prevent Duty Lead:
0161 912 5558
NW Counter-Terrorism Unit Channel
Team
0161 856 6362
channel.project@gmp.police.uk



Creating a Safeguarding Culture

It is important to us at Kids Mix that all children feel safe and supported in our setting.

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the setting to best protect our children and young people.

All staff are aware of the categories of abuse, which are:



The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3 and 4. Staff are also made aware of other key safeguarding topics that, these are:

| | | | |
|--|---------------------------|---------------------------------------|---------------------------------------|
| Bullying & Cyberbullying | Child Sexual Exploitation | Children with SEN and/or disabilities | Contextual Safeguarding |
| Criminal Exploitation <i>'County Lines'</i> | Domestic Abuse | Early Help | Female Genital Mutilation |
| Gangs & Youth Violence | Hate | Peer on Peer Abuse | Preventing Radicalisation & Extremism |
| Private Fostering | Relationship Abuse | Sexting | Trafficking |

Also see Ofsted document Safeguarding in Early Years Education and Skills Settings – Appendix 5

More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

Staff are also encouraged to develop their own understanding and knowledge. Information is disseminated to teams through supervisions, during induction, team meetings and scenarios.

Instances of children who have a pattern of poor attendance is monitored and addressed with the appropriate persons concerned.

To assist with the above and other incidents, parents should ensure that the setting has at least two up to date emergency contacts for their child/children. This is to ensure setting have other means of contacting a key adult.



The setting understands that children with Special Educational Needs or Disability (SEND) can face additional safeguarding challenges.

Children are made aware of safeguarding issues through:

- NSPCC – up to date topics (e.g. pantasaurus)
- Stranger Danger
- Risk assessment
- British Values

Use of mobile phones

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure the use of mobile phones on outings is included as part of the risk assessment.
- If used for taking photographs, the images are deleted regularly and written parent/carer permission obtained.
- Visitors not to use on entering the setting.

Cameras, photography and images

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.

E-safety – Appendix 6

- Ensure appropriate anti-virus software is installed on all devices
- Ensure emails containing personal information are password protected
- Ensure blockers and filters are switched on our devices
- Ensuring computer rules and safety are discussed

Domestic Abuse

- Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training.
- Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- Any child or young person thought to be at immediate risk will be reported without delay to MARAT or the Emergency Duty Team will be contacted as soon as possible.

Extremism and Radicalisation – The Prevent Duty

Settings have a statutory duty under the counter terrorism and security act 2015 to refer any concerns of extremism to the police with the aim of safeguarding children from radicalisation, extremism and terrorism.
Appendix 7



Staff learning and development

The DSL must attend Child Protection training.

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.

All new staff have a comprehensive induction, this includes reading and understanding:

- Keeping children safe in education 2018
- Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children 2018 – Appendix 8
- Behaviour Policy
- Missing Children Policy
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance

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 (See page 20)
- Standing agenda item staff meetings
- Training
- Video
- NSPCC website
- NDNA website

All learning and training is recorded on a training matrix and is kept in staff members personnel file. Further training and development needs are identified as part of the supervision and appraisal process.

As part of the induction process all new staff must undertake compulsory safeguarding training.

A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found on page 20

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

All volunteers working in the setting as part of induction must be aware of the safeguarding policy and complete basic safeguarding training.

Kids Mix has access to information on the TSCB for support the following:

- Procedures
- Policies
- Reporting
- Identifying signs and symptoms
- Thresholds
- Early Help



Safer Recruitment

Managers ensure that stringent recruitment and vetting procedures is in place for staff any person entering the premises.

Checks undertaken include:

| | | |
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| Enhanced DBS and barred list check | Two professional references | Identity confirmation |
| Staff suitability declaration | Barred Confirmation of right to work in the UK | Confirmation of professional registration (if appropriate) |
| Establish confirmation of physical and mental fitness for the role | Qualification check | Oversees police checks (if appropriate) |

The Manager will take responsibility for ensuring that all relevant checks are carried out, documented and recorded in staff personnel files.

Supporting evidence for recruitment

- Job Advert
- Job description and person specification
- Application form
- Educational history
- Full job history - any gaps accounted for
- Copies of certificates
- Interview questions
- Staff induction handbooks
- Induction process with probationary period and regular reviews

Any supply staff will be expected to present identification and a current DBS on arrival at the setting.

References will always be sought when offer of employment has been made. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.



Managing allegations against professionals who work with children

An allegation is any information which indicates that a member of staff (paid or voluntary) may have:

- Behaved in a way that has or may have harmed a child.
- Possibly committed a criminal offence against or related to a child
or
- Behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child.

This applies to any child the member of staff has contact with in their personal or professional life.

Staff are reminded of the settings Whistleblowing Policy. (See flow chart on Page 20)

Safeguarding or child protection allegations about members of staff must be reported immediately to the Manager or in their absence the Deputy Manager.

Allegations concerning the Manager should be referred to the owner or Ofsted in line with the settings Whistle Blowing Policy

These concerns will be discussed with the Local Authority Designated Officer (LADO) immediately and Ofsted must be informed.

Initial discussions with the LADO will consider the nature of the allegation and the course of action.

Disqualification and suitability

Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. It is the responsibility of the employee to inform the manager/owner of any relevant information that may be considered unsuitable, e.g. medication or relevant convictions.

A registered provider must notify Ofsted or the agency with which the childminder is registered 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. See appendix 9.



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Glossary

| | |
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| 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. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They 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 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 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 |



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| | 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. |
| Female Genital Mutilation (FGM) | Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. |
| Gangs & Youth Violence | <p>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.</p> <p>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.</p> <p>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).</p> |
| Hate | <p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • Disability • Race • Religion • Transgender identity • Sexual orientation. |
| Honour-based violence | Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. |
| Neglect | <p>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:</p> <ul style="list-style-type: none"> • 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. • 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 |



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| | 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 | <p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>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.</p> |
| 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; and • Taking action to enable all children to have the best outcomes. |
| Sexting | <p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p> |
| Sexual Abuse | <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.</p> <p>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> |
| Trafficking | 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. |



Appendix 1 – Safe in education, September 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 2 – Statutory Framework for the Early Years foundation Stage 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Appendix 3 – HM Government guidance - What to do if you're worried a child is being abuse – Advice for practitioners

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Appendix 4 – Signs and Indicators of Abuse

http://greatermanchesterscb.proceduresonline.com/chapters/p_signs_and_ind.html

Appendix 5 – Inspecting safeguarding in early years education and skills settings

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Appendix 6 – UK Council for Child Internet Safety guidance – <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Appendix 7 – Prevent duty departmental advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Appendix 8 – Working together to safeguard children 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Appendix 9 – Disqualification under the Childcare Act 2006

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification under the childcare act July2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf)

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Staff Safeguarding Checklist

| | | | |
|--------------|--|-------------------|--|
| Name: | | Job Title: | |
|--------------|--|-------------------|--|

I have read and understood:

| Policy , Statement, Document | Initials |
|---|-----------------|
| DfE - Keeping children safe in education 2018 (Part One) | |
| HM Government - Working Together to Safeguard Children - 2018 | |
| HM Government - What to do if you are worried a child is being abused: Advice for practitioners | |
| Staff Handbook | |
| Safeguarding Policy | |
| Child Protection Policy | |
| Behaviour and Anti-Bullying Policy | |
| Professional Code of Conduct | |
| Online Safety Policy (& signed Acceptable Usage) | |
| Whistle Blowing Policy | |
| School Guidance on Drop Off and Collection/Walking to School | |
| Trips (and Risk Assessment) Procedures | |
| Health and Safety Policy | |

| Knowledge | Initials |
|---|-----------------|
| I know who the Designated Safeguard Lead (DSL) and Deputy (DDSL) are. | |
| I know how to report a Safeguarding concern. | |
| I am aware of the categories of abuse. | |



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| I am aware of indicators of abuse | |
| I understand that I can make a referral directly to MARAT (0161 912 5125). | |
| I know how to access the policies and procedures of the setting | |
| I have had training on Early Help | |
| I understand the steps I would take if I was concerned about a member of staffs behaviour (including the manager) – outlined in the Whistleblowing Policy. | |

| Internal Training/Orientation Completed | Dates |
|---|-------|
| Safeguarding – Level One | |
| PREVENT | |
| FGM | |

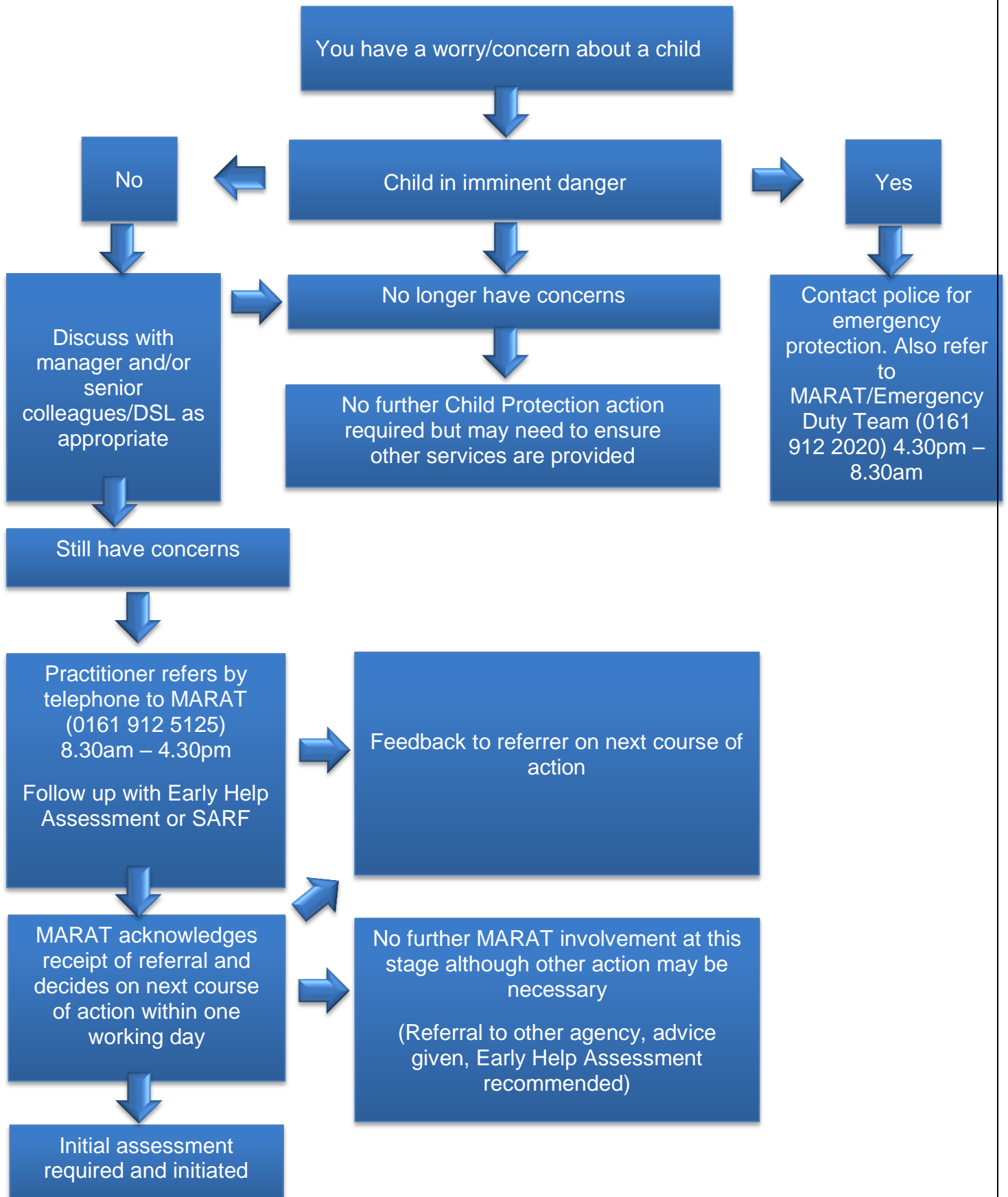
| | | | |
|----------------|--|--------------|--|
| Signed: | | Date: | |
|----------------|--|--------------|--|

| Check | Date of Check | Manager sign off |
|------------------------|---------------|------------------|
| Enhanced DBS | Y or N | |
| Right to Work in UK | Y or N | |
| Level of qualification | | |



**Breakfast, After School
& Holiday Club**

Flow chart if you have a worry or concern about a child.





Whistleblowing

If you have concerns regarding a child's safety or wellbeing and you feel your concerns are not being addressed, then you should follow the whistleblowing pathway below.

In the first instance you should share your concerns with your designated officer or manager



If you are not satisfied with the outcome, where possible you should speak to your director/committee



Local Authority Designated Officer (LADO)

Tel: 0161 912 5024

Or

Multi Agency Referral and Assessment Team (MARAT)

Tel: 0161 912 5125



You can also contact Ofsted via their dedicated whistleblowing hotline

Tel: 0300 123 3155

Email: whistleblowing@ofsted.gov.uk



NEW STARTER INDUCTION

| | | | |
|------------------------|--|----------|--|
| Employee Name | | Position | |
| Line Manager | | | |
| Start Date | | | |
| Induction Conducted By | | | |

| Documents Issued | | | |
|--|--|--------------------------------|--|
| Contract | | Handbook | |
| Copy of companies key policies (including safeguarding policy) | | | |
| Employee Personal Details Form | | Company Equipment Receipt Form | |
| H&S Declaration | | | |
| Staff Suitability Declaration | | | |
| Name Badge | | | |
| Holiday Form | | | |

| Documents Received | | | |
|--------------------------------|--|--------------------------------|--|
| Signed Contract | | | |
| P45/46 | | | |
| Qualifications | | | |
| Passport | | | |
| Employee Personal Details Form | | Company Equipment Receipt Form | |
| DBS | | | |

| Topics Discussed | | | |
|------------------------------------|--|------------|--|
| Safeguarding policy and procedures | | | |
| Evacuation Procedures | | | |
| First Aid Provision | | | |
| Lock Down policy | | | |
| Absence Notification | | | |
| Confidentiality | | | |
| Training | | | |
| Appraisals | | | |
| Breaks & Lunch (If applicable) | | Facilities | |

| Other Topics/Documents | |
|---|--|
| Read Policies and Procedures | |
| Notification of prominent special needs of children in the setting. | |
| Introduced to parents where necessary | |

| Training completed | | | |
|--|--|--------------|--|
| Recognising the signs of abuse and neglect | | FGM | |
| Prevent duty (radicalisation) | | Safeguarding | |

| Induction Completed Date | |
|--------------------------|--|
| Signed (Employee) | |
| Signed (Line Manager) | |