

Warwickshire Early Years Inclusion, SEND and Safeguarding Team

Safeguarding and Child Protection Policy.

Policy Framework for Early Years Providers.



Purpose of this model policy:

This model policy has been developed to support Early Years Providers working with children from birth to five years, ensuring alignment with statutory safeguarding responsibilities and promoting best practice across settings.

In accordance with the Early Years Foundation Stage (EYFS) Framework 2026, all providers are required to:

- Take all necessary steps to ensure children's safety and wellbeing.
- Establish and implement robust policies and procedures that meet EYFS safeguarding requirements.
- Provide comprehensive induction training for all staff to ensure they understand their safeguarding roles and responsibilities.
- Ensure the premises, environment, and equipment are safe and suitable for children's care and learning (EYFS 2026, Section 3.80 – Group and School-Based Providers).
- For childminders, ensure that all areas of the premises, including indoor and outdoor spaces, are fit for purpose and appropriate for the age and stage of development of the children cared for (EYFS 2026, Section 3.79 – Childminders).

This policy framework is intended to guide best practice and should be adapted by individual settings to reflect their own procedures and context. It is not designed to be adopted in full without consideration of local needs and existing policies.

Where appropriate, this model policy should be linked to other setting-specific policies, including but not limited to:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Staff Induction and Training Policy
- Staff Code of Conduct

(Private, Voluntary and Independent Early Years and Childcare providers)

Reviewed on:	July 2026
Next Review Date:	July 2027



Introduction

This framework has been created to support providers (childminders, leaders, managers, owners, proprietors, committee members, and trustees) to develop or review their setting's safeguarding policy and procedures. This document is not a template policy; it is an overview of good practice and key information. Providers can use all or parts of this document, however the wording may need to be amended to suit the context or policy style of the individual setting. The framework provides links to legislation and guidance; should they wish to do so; providers can source further information to incorporate into the policy and procedures. Key points for consideration are highlighted in **Yellow** throughout the document. Information that is specific to childminders only is highlighted in **Green**.

Context

Providers have a duty to safeguard and promote the welfare of **all** children in the setting. To do this, it is necessary to work in partnership with parents and carers, and with other organisations where appropriate to identify any concerns about a child's welfare and take action to address them.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education (KCSiE), DfE, 2026)

Safeguarding means:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility.

Child protection

Refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm. Safeguarding includes child protection procedures which detail how to respond to concerns about a child.

All providers who are registered on the **Early Years and Childcare Register** must have and implement a policy, and procedures to safeguard children.

Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant Local Safeguarding Partners

(Section 3.5 EYFS for group and school-based providers 2026 and 3.6 EYFS for childminders 2026)

Safeguarding policies must include:

- *The action to be taken when there are safeguarding concerns about a child.*
- *The action to be taken in the event of an allegation being made against a member of staff.*
- *How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.*
- *Procedures to follow to check the suitability of new recruits. 23*
- *Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice*

Providers may find it helpful to read ['Safeguarding children and protecting professionals in early years settings: online safety considerations.'](#)

Childminders may find it helpful to read ['Safeguarding children and protecting professionals in early years settings: online safety considerations.'](#)

(Section 3.6 EYFS for group and school-based providers 2026 and 3.7 EYFS for childminders 2026)

Guidance for providers on the compulsory part of the childcare register. [Daycare providers on the compulsory Childcare Register: Ofsted requirements - GOV.UK \(www.gov.uk\)](#)

You must:

- Have, and follow, a written policy to safeguard children from abuse or neglect.
- Provide training to everyone who looks after children on the procedures in your safeguarding policy
- appoint a person (they can be the provider, manager, or a staff member) to:
 - be responsible for children's welfare and safety
 - provide support and guidance on child protection issues to everyone who looks after children
 - attend child protection training **(in line with Annex C of the EYFS 2026)**
 - liaise with any local safeguarding partnership and any director of children's services if necessary
- Not let children have unsupervised contact with anyone who does not have an enhanced Disclosure and Barring Service (DBS) check with barred lists

It is for the provider to determine whether child protection and other aspects of safeguarding are included under an 'umbrella' **safeguarding policy** or located separately, however it is important to maintain the 'wholeness' of safeguarding to ensure children's safety and welfare.

Note: The word provider has been used throughout this framework for ease of use. It should be taken to mean 'childminder' 'leader' 'manager.' The word 'staff' has been used to reflect assistants in a childminding situation as well as staff in a group setting.

Section 1: Getting started.

Any policy and its accompanying procedures should be of a manageable length and as far as possible written so that it is readily understood and can be communicated by those who are expected to follow the policy, and put it into practice, as well as by parents, carers and other professionals or visitors to the setting.

It can be helpful to clarify the difference between **policy** and **procedures**.

A policy gives an overview of the provider's standpoint or position on an aspect of the provision.

Procedures give the provider (and any employees including childminder assistants) directions on how to implement the policy.

A policy:

- Sets out an explanation of why it exists.
- Describes who it applies to.
- Shows how the 'rule' or process is enforced.
- Provides guidelines for action.

Procedures:

- Identify specific actions.
- Provide an explanation of "what, when and how" to take actions.
- Describe alternative ways of taking action.
- Describe arrangements for 'emergency' or exception to the 'rule' situations.

Section 2: Structuring the policy.

1. Policy statement

Include here your mission statement or outline the vision and values (what it is that is unique about your setting and what you provide).

Include a statement about equality and a commitment to anti-discriminatory practice. For example, "we will give equal priority to keeping all children safe regardless of their age, disability, race, religion or belief.

Ensure your policy statement acknowledges that some children may be especially vulnerable due to factors such as discrimination, past experiences, high levels of dependency, communication challenges, or other individual needs.

You may want to consider what are the potential risks to children in your setting and how this policy will be used and accessed by staff, parents, volunteers, management, committee members, governing bodies, directors, or setting owners. Be clear about who the policy applies to.

You may want to include that the settings safeguarding arrangements are inspected by Ofsted and Section 3 of the EYFS Framework sets out statutory guidance.

Include a statement to explain that all staff and volunteers are required to read it and confirm they have done so and understand the policy before commencing work at the setting.

Explain that the policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

2. Aims of the policy:

Within the aims of your policy, you should set out how your organisation will meet your commitment to keeping children safe.

Policy aims:

- To provide all staff with the necessary information and to enable them to meet their safeguarding and child protection responsibilities.
- To ensure the EYFS Statutory Framework in section 3 is followed.
- To ensure consistent good practice, through training, auditing, and development.
- To demonstrate the settings commitment regarding safeguarding and child protection to children, parents, and other partners.
- To contribute to the settings safeguarding portfolio.

3. Safeguarding means:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and means:

Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.

Working Together to Safeguard children 2026 defines Safeguarding, promoting the welfare of children and child protection as.

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework*

Outcome 1: Children, young people, and families stay together and get the help they need

Outcome 2: Children and young people are safe in and outside their homes

Outcome 3: Children and young people are supported by their family network

Outcome 4: Children in care and care leavers have stable, loving homes.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity, and disability, which can impact children and families' lives.

4. Safeguarding statement.

- Duty to safeguard and promote the welfare of **all** children in the setting.
- Responsibility to work in partnership with parents and carers, and with other organisations where appropriate to identify any concerns about a child's welfare and take action to address them.
- Safeguarding is **everyone's** responsibility.
- A practitioner must be designated to take lead responsibility for safeguarding children. The Designated Safeguarding Lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners).
- All adults working together to safeguard and promote the welfare of children.
- Committed to building a 'culture of safety' in which children are valued and respected and protected from abuse and harm.
- Create an open safeguarding culture by ensuring that the 'voice' of the child is captured.
- All children are listened to.
- All children are valued and respected.
- All children are supported to participate in decisions that affect them.
- The child's wishes or feelings are considered when deciding what action to take and what services to provide.
- Safeguarding, and promoting the welfare of children is an integral part of everything **I/We** do in the setting.
- How Safeguarding training will be delivered and how practitioners are supported to put training into practice.

5. Who the policy applies to:

- Childminder's
- Any assistants, all staff in the setting; volunteers, other professionals visiting the setting.
- The registered provider and any committee members, trustees, or governors.
- The Safeguarding policy should be accessible and shared with all parents/carers.

6. Policy principles:

- Safeguarding is everyone's responsibility.
- The settings have a duty to safeguard and promote the welfare of children.
- All staff have an equal responsibility to act on concerns or disclosures that may suggest a child is at risk of harm at home, in the community or in the setting.
- All staff should know how to act upon a safeguarding concern.
- **I/We** will maintain an attitude of '**It could happen here**' where safeguarding is concerned.
- **I/We** will take action to keep children safe from harm and protect them.
- **I/We** will work in partnership with other agencies and other professionals to keep children safe from harm and protect them.
- **I/We** will always act in the best interests of the child.

ADD/AMEND AS APPROPRIATE TO YOUR SETTING

7. How the policy will be shared.

- Given to staff at induction.
- In meetings.
- On the safeguarding noticeboard.
- On the setting Website/ Facebook/ WhatsApp
- Copy given to parents/carers.
- Trustees, Committee Members and Governor's on appointment.

This Policy should be shared:

- Annually
- When updated.
- With any new committee member.
- With any new staff members.

8. How the provider will ensure the policy is understood.

- All committee members, trustees, governors, staff, and volunteers are required to read it and confirm they have done so in writing.
- All committee member, trustees, governors, staff, and volunteers should confirm in writing that they have understood the safeguarding policy.
- The DSL and the provider should ensure that all staff members (including committee members / trustees / governors) **and volunteers** understand the settings safeguarding policy and procedures. This can be done through staff training / staff meetings / hot spot questioning / quizzes and as part of the Induction process.

9. Overall responsibility for ensuring the policy is implemented.

Note to childminders – in a childminding setting, the childminder is the designated safeguarding lead.

Overall responsibility for safeguarding and child protection lies with the registered provider and the Designated Safeguarding Lead. The registered provider should access safeguarding training in line with Annex C of the EYFS 2026 in order that they are able to understand the safeguarding requirements and support the Designated Safeguarding Lead. The Designated Safeguarding must access training in line with Annex C of the EYFS 2026. Supervision opportunities must be provided for the Designated Safeguarding Lead – these may be sourced externally from an appropriately experienced practitioner if necessary.

Section 3.4 of the EYFS 2026 for group and school-based providers states.

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

Section 3.34 of the EYFS 2026 for childminders states.

In childminding settings, the childminder is the Designated Safeguarding Lead (DSL). The DSL must attend a training course consistent with the criteria set out in Annex C. Childminders should read ['What to do if you're worried a child is being abused: Advice for practitioners.'](#)

The role of the Designated Safeguarding Lead: Please ensure alignment with Annex C of the EYFS

- Take the lead on safeguarding for the setting.
- Build a safe organizational culture.
- Ensure Safer Recruitment is in place.
- Refer and escalate concerns.
- Manage and monitor allegations of abuse against other staff.
- Implement Internet Safety.
- Ensure that they are up to date on Warwickshire Safeguarding policies and procedures.
- Ensure detailed, accurate, secure written records of concerns and referrals.
- Ensure that all staff have up to date safeguarding knowledge and training (in line with Annex C of the EYFS).
- The DSL must attend a training course consistent with the criteria set out in Annex C.
- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation.
- Ensure staff and management are updated on all new legislation.
- Support colleagues including trustees / owners / governors and committee members regarding their safeguarding responsibilities.
- Support and inform parents of their safeguarding responsibilities.
- Work in partnership with other agencies
- Listen to staff who have concerns and act on these as appropriate.
- Make a request for support/referral to Children's Services if appropriate (but any member of staff can make a request/referral)
- Attend safeguarding meetings with other agencies and produce a report that provides information about the child and any concerns or progress to date.

The Designated Safeguarding Lead or a Deputy must be always available/contactable when the setting is in operation.

State who the Designated Safeguarding Lead and any Deputy Designated Safeguarding lead (s) is/are.

The DSL **does not** investigate whether a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities i.e. The Police.

10. The Key Person.

Note: In a solo childminding setting the childminder is the key person; where a childminder employs assistants the assistants may also take on a key person role.

Every child in the setting **must** be allocated a **key person**.

(Section 3.42 EYFS for group and school-based providers and section 3.46 EYFS for childminders.)

The role of the key person

- Each child must be assigned a key person.
- Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents and/or carers.
- They should also help families engage with more specialist support if appropriate.

11. British Values.

I/We actively promote British values throughout all the opportunities and experiences that we provide for the children. These values are broadly labelled as:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs

This means **I/We** teach children to

- Be kind, helpful and respectful of others.
- Compromise and be tolerant of others.
- Understand that others have different views and live different lives.
- Listen to and respect others.

I/We act as positive role models and demonstrate these values in interactions with both adults and children.

12. Partnership with parents.

- State the setting's commitment to working in partnership with parents.
- **I/We** will discuss any concerns about a child with parents/carers unless to do so would place the child at risk of further harm.

13. Relationship to other policies and procedures in the setting.

The settings safeguarding policy and procedures should include or be created alongside the following policies and procedures (**LIST AS APPROPRIATE** – suggestions below)

- Complaints
- The use of electronic devices
- Staff code of conduct
- Whistleblowing
- Supervision
- Emergency planning including evacuation in the event of a fire, flood etc and lockdown procedures
- Children Absent and Missing from Early Education.
- Safer recruitment
- Site/setting security
- Behaviour management
- Record keeping
- Information sharing
- Online safety
- Safer Eating
- Paediatric First Aid
- Toileting and Intimate Care
- Staff Training
- Equality and diversity
- Safe sleep
- Health and Safety
- Trips and outings.

14. Signing off and reviewing the policy.

State when the policy was adopted (date) and ensure it is signed on behalf of the setting and include a date for review. This policy will be reviewed at least annually or in response to an incident, new legislation, or guidance.

Further information and guidance to support policy development and review.

Key Legislation underpinning the Safeguarding and Child Protection policy and procedures (see end of document for more)

This is a brief overview – providers may wish to add more detail or include weblinks to further information.

Children Act 1989

- The Children Act 1989 provides a framework for the care and protection of children. It focuses on **parental responsibility** and encourages agencies to work in partnership with parents.

Children Act 2004

- The Children Act 2004 supplements the 1989 Act and reinforces the message that all organisations working with children have a duty to safeguard and promote the welfare of children.

Childcare Act 2006

- The Childcare Act 2006 sets out legal duties for local authorities around providing sufficient childcare and information for parents and families. Agencies are required to work together and integrate services.
- The Act introduced the Early Years and Childcare registers and the Statutory framework for the early years foundation stage (EYFS).

Children and Social Work Act 2017

- The Children and Social Work Act established a Child Safeguarding Practice Review Panel to review and report on serious child protection cases that are complex or of national importance.
- Local Safeguarding Children's Boards (LSCBs) were replaced by local safeguarding partnerships (Warwickshire Safeguarding Partnership)
- Child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to public health and safety and children locally (Section 24).
- Local authorities must appoint personal advisers for care leavers up to the age of 25 Social Work England is created as a regulatory body for the social work profession in England (Section 36).
- Relationships education will be provided to primary school children, and relationships and sex education will be provided in secondary schools.

Statutory Guidance

Providers must refer to the following guidance when developing their safeguarding and child protection policy and procedures.

Statutory Framework for the Early Years' Foundation Stage.

The framework is set out in two documents one for school and group-based settings and one for childminders. Both documents set out the standards that school and childcare providers must meet for the learning, development, care, and safeguarding of children from birth to 5. Providers must meet the requirements as set out in the framework.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Working Together to Safeguard Children

Statutory guidance on inter-agency working to safeguard and promote the welfare of children.

Chapter 2 sets out the responsibilities of organisations working with children, and how early years and childcare providers must work with other professionals and agencies to keep children safe from harm

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Safeguarding Warwickshire Partnership

To meet the statutory requirements related to safeguarding and child protection, providers should refer to Safeguarding Warwickshire Partnership information and guidance.

www.safeguardingwarwickshire.co.uk

The partnership has agreed inter-agency procedures which are followed by all agencies working with children including early years providers and schools. Providers should follow the inter-agency procedures set out here: <https://westmidlands.procedures.org.uk/board/Warwickshire/4cjN>

Supplementary guidance

Keeping Children Safe in Education

This Statutory guidance is for schools and colleges on safeguarding children and safer recruitment. However, it would be useful for early years and childcare providers to refer to when developing policy and procedures. Reference to **Section 3**: Safer recruitment, and **Annexe A**: Further Safeguarding Information will be of relevance to providers.

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

The Early Years and Childcare Registers

Most childcare providers looking after children under the age of 8 must register with Ofsted (or a childminder agency). Note: There are exemptions to this requirement. See:

<https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-exemptions#when-you-do-not-have-to-register>

The Early Years Register

- For providers caring for children aged from birth to 31 August after their fifth birthday.
- Providers need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements of the Early Years Foundation Stage.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The Childcare Register: there are two parts to the register.

- **Compulsory** – for providers caring for children from 1 September after the child's fifth birthday up until their eighth birthday.

- **Voluntary** – for providers who are looking after children aged 8 and over.

Providers who join must meet the register requirements <https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-requirements>

The Ofsted compliance handbook

Sets out the requirements for both registers.

<https://www.gov.uk/government/publications/early-years-provider-non-compliance-action-by-ofsted>

The Early Years Ofsted Inspection Toolkit

Sets out Ofsted guidance on inspecting registered early years and childcare providers.

[Early years inspection: toolkit, operating guide, and information - GOV.UK](#)

Section 3: Procedures

This section includes an overview of what providers **should** or **must** do and some questions/suggestions for consideration (highlighted in yellow)

1. Recruitment of Staff: Childminders who employ assistants and early years and childcare providers who employ staff.

Providers must follow safer recruitment processes when recruiting staff to work in the setting.

Statutory Framework for the Early Year's Foundation Stage for group and school-based providers states in section 3.13

Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.

Statutory framework for the Early Years Foundation Stage for childminders states on section 3.14 Childminders and any assistants¹⁵ must be suitable; they must have the relevant training and have passed any required checks to fulfil their roles. Childminders must obtain a reference for any childminding assistants they recruit. Childminders and any assistants must be cleared as 'suitable' by Ofsted or their CMA via the suitability letter before they can begin working in the setting. It is the childminder's responsibility to check the initial and ongoing suitability of an assistant.

How will this be achieved in the provision?

- Providers who are responsible for employing staff should access safer recruitment training. This training should be updated in line with Safeguarding Warwickshire Partnership advice and guidance. (Specify what training has been accessed, dates, and any actions that have been taken or need to be taken because of the training.
- The setting must maintain a record of recruitment and vetting checks undertaken as part of the appointment process for all staff and volunteers employed. What does this look like in your

setting? (Childminders will need to state which checks are undertaken by Ofsted, and which by themselves)

Recruitment processes must include:

- At least two reference checks (Providers **must** adhere to Section 3.21 Group based settings and 3.22 for Childminders).
- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check if applicable
- A check of professional qualifications
- A check to establish the person's right to work in the United Kingdom
- Completion of a childcare disqualification disclosure form
- Documentation is checked for authenticity and signed off by the recruitment panel or the childminder.
- Written confirmation is obtained from any supply agencies used that the appropriate checks have been carried out and are satisfactory.

Disclosure and Barring Update Service

- All new staff **should** be registered on the disclosure and barring update service which will help to ensure they remain suitable to work in the setting.

Disqualification from working with children.

Statutory Framework for the Early Years' Foundation Stage group and school-based settings
Section3: 3.22.

- A person may be disqualified from registration. Providers may find guidance about disqualification under the Childcare Act 2006 helpful. If a person is disqualified, they must not continue as an early year's provider or be directly involved in the management of any early year's provision. When a person is disqualified, providers must not employ that person in connection with early years provision Statutory Framework for the Early Years' Foundation Stage for childminders.

Statutory Framework for the Early Years' Foundation Stage for childminders.
Section3: 3.23 and 3.24

- A person may be disqualified from registration. Childminders may find guidance about disqualification under the Childcare Act 2006 helpful. If a person is disqualified, they must not continue as an early year's provider or assistant or be directly involved in the management of any early year's provision. When a person is disqualified, childminders must not employ that person in relation to early years provision
- A childminder or childminder's assistant working in domestic premises will also be disqualified if they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed. If a childminder or childminder assistant becomes disqualified for this reason, they must apply to Ofsted to waive the disqualification if they wish to continue working in domestic childcare provision, and may, in some circumstances, be able to obtain a 'waiver' from Ofsted

Staff or childminder assistants are expected to disclose any convictions, cautions, court orders, reprimands, and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

Safeguarding Vulnerable Groups Act 2006

The Act includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

What systems are in place to ensure this is done in the setting? Providers might also seek advice from LADO.

Providers should refer to:

Regulated activity in relation to children: scope - Factual note by HM Government

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

2. Supervision: childminders who employ assistants and early years and childcare providers who employ staff.

Statutory Framework for the Early Years' Foundation Stage for group and school-based settings.
Section 3: 3.35

Providers must put appropriate arrangements in place for the supervision of 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.

Childminders must provide support, advice, and guidance to any assistants on an ongoing basis, and on any specific safeguarding issue as required. Childminders must make sure any assistants understand the setting's safeguarding policies and procedures and have up to date knowledge of safeguarding issues. Childminders must ensure all assistants are trained in line with the criteria set out in Annex C.

Recommendations for effective supervision

- Providers must implement a system of planned and accountable supervision sessions; these should be held regularly, and ideally at least monthly.
- Supervision sessions should be a two-way process and offer support and challenge. Effective supervision develops the knowledge, skills, and expertise of an individual, group, or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the provision, thus improving outcomes for children. To do this staff will need to have

agreed objectives which they work towards; these objectives should be reviewed as part of the supervision session.

- Every supervision session must provide the practitioner (key person) with an opportunity to discuss each child from a safeguarding perspective with consideration being given to any concerns e.g., a change in a child's behaviour. Supervision sessions are also an opportunity for practitioners to raise concerns about their own, or a colleague's practice.

How does supervision happen in the setting? Examples:

All practitioners in the setting have formal supervision sessions with a senior member of staff (or the childminder).

- practitioners have objectives based on outcomes for children in their key group.
- during supervision sessions the practitioner considers the needs of all children in their key group from a wider safeguarding perspective.
- a record is kept of the discussions that take place at supervision meeting and of any actions agreed and the childminder or manager follows up on agreed actions to ensure they happen or if not, what the barriers are.

For more information about Supervision please see the Early Years Advisory Teams Supervision Policy and guide that can be found [here](#).

3. Designated Safeguarding Lead(s) (DSL).

The setting has a named DSL who takes the lead on safeguarding and has overall responsibility for all aspects of safeguarding and welfare. The setting may also have a deputy safeguarding lead DSL(s) trained to the same level as the DSL. In childminders settings the childminder is the Designated Safeguarding Lead.

The DSL:

- Is a member of the setting's senior leadership team.
- Training **must** be consistent with the criteria set out in Annex C for both childminders and DSLs in group-based settings and **must** be updated every two years.
- Has access to supervision which enables them to discuss any issues including child protection concerns, identify solutions, and receive coaching and mentoring as appropriate.
- Provides support for colleagues to ensure that they understand their safeguarding responsibilities.
- Listens to staff who have concerns and acts on these as appropriate.
- Works in partnership with other agencies.
- Takes the lead in making a request for support/referral to the Family Connect.
- The DSL safeguarding lead, or a deputy is always available or contactable when the setting is in operation.
- The DSL attends training aligned with annex C of the EYFS, and this is updated every two years.
- The DSL/Deputy DSL should be provided with a supervision by a member of the senior leadership team (this could be the setting manager) for their role as a DSL.

How does the DSL keep their knowledge up to date? What opportunities are there for the DSL to support colleagues to understand effective safeguarding practice? When/how are updates shared?

4. Safeguarding Training.

Safeguarding and child protection training

- All staff are trained in line with the criteria set out in Annex C of the EYFS and this **must** be renewed every two years.
- Providers may consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.
- All staff (regardless of role) have received training which enables them to understand the setting's safeguarding policy and procedures.
- All staff have been trained to recognise the signs and indicators of abuse and neglect and know how to respond in a timely manner.
- Staff have received training or information about specific forms of abuse and safeguarding issues.
- Safeguarding is an agenda item at every staff or team meeting.
- All staff have received updated Prevent Duty training and are able to recognise the signs and indicators of extremism and know how to respond in a timely manner.
- All staff are trained to share all concerns about children and families with the DSL and to take concerns further if they do not feel they have been addressed satisfactorily.
- All staff are trained to recognise practice which could result in an allegation being made against themselves or a colleague and understand the importance of reporting this, in line with the setting's managing allegations and whistleblowing procedures.
- All staff working directly with the children have sufficient understanding and use of English to ensure the safety and well-being of children in their care.
- The provider maintains a record of all safeguarding training accessed by staff and uses this to identify when training is due for renewal.

How is staff understanding checked? How often is training held? What forms does training take in the setting – face to face/online/reading/research? Etc How is the impact of training evaluated?

5. Recognising signs of Child Abuse.

To ensure that children are protected from harm, **I/we** need to understand what types of behaviour constitute abuse and neglect. The designated safeguarding lead will ensure all staff understand their responsibilities in being alert to indicators of abuse, and their responsibility for referring any concerns to the Designated Safeguarding Lead.

Staff are trained to be alert to signs and/or indicators of abuse and neglect which may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Physical Abuse

- Physical abuse is 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person.

- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment.

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

6. Additional vulnerabilities.

Staff are trained to understand that there can be **additional vulnerabilities** for some children including:

- Babies under the age of one year
- Children in Care and Children Previously in Care.
- Children with Special Educational Needs and/or Disabilities
- Children that need to be provided with Intimate care routines.

Babies under the age of one are always vulnerable because they are totally reliant on the adult (care giver) to have their needs met.

Children in Care (CIC) and Previously Children in Care (PCIC)

A child in care is a child who is cared for by a Local Authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.

There are several reasons why children and young people enter care:

- The child's parents might have agreed to this – for example, if they are too unwell to look after their child or if their child has a disability and needs respite care.
- The child could be an unaccompanied asylum seeker, with no responsible adult to care for them.
- Children's services may have intervened because they felt the child was at significant risk of harm. If this is the case the child is usually the subject of a court-made legal order

The named person for children in care takes a lead in liaising with statutory and other agencies involved with the child.

Note: In a childminding situation – the childminder is the lead

Include the name of the member of staff responsible for children in care (CIC)

Children with Special Educational Needs and/or Disabilities

Staff understand the additional vulnerabilities that may affect children with special educational needs and/or disabilities.

Children with Special Educational Needs/Disabilities can be particularly vulnerable to abuse due to the often-complex nature of their needs which mean:

- They may have a range of carers who they do not know well.
- They may have intimate care needs.
- They may require the administration of medication or invasive procedures.
- They may have limited communication abilities which means they cannot disclose if abuse is happening to them.

Intimate Care Routines

The setting is committed to ensuring that children's privacy is respected during all intimate care routines, including nappy changing and toileting. These practices are carried out in a manner that balances the child's right to privacy with their safeguarding and support needs. Staff follow established procedures that promote dignity, safety, and emotional wellbeing, while maintaining appropriate supervision and adhering to safeguarding protocols.

The setting works in partnership with parents and other agencies to ensure that children's needs are identified and met.

Health care plans are in place where necessary and staff are provided with any training necessary to implement the plan.

The setting has a lead person who takes responsibility for ensuring that children with special educational needs and/or disabilities have their needs identified and met. This person is the Special Educational Needs and Disabilities Co-ordination (SENCo or SENDCo).

Note: In a childminding situation the childminder is the SENCo.

Include the name of the member of staff responsible for special educational needs and/or disabilities.

7. Food and Drink / Safer Eating

As stated in the Early Years Foundation Stage 2026 for both childminder and school and group-based settings:

All meals, snacks, and drinks provided will be healthy, balanced, and nutritious and fresh drinking water will always be available and accessible to children.

As a setting we ensure the following arrangements are in place.

Staff in the Room

Whilst children are eating there will always be a member of staff in the room with a valid Paediatric First Aid certificate for a full course consistent with the criteria set out in Annex A

Dietary Requirements

Before a child attends the setting, information about any special dietary requirements, preferences, food allergies, and intolerances that the child has, and any special health requirements will be recorded. This information will be shared with all staff involved in the preparing and handling of food. At each mealtime and snack time staff will be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

Allergy Plans

Staff will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances.

This information will be kept up to date and shared with all staff. All staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods.

Weaning

Staff will have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with.

Assumptions will not be made based on age. Staff will prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child.

Food Preparation

All staff will prepare food in a way to prevent choking.

Child seating

Babies and young children will be seated safely in a highchair or appropriately sized low chair while eating. Where possible there will be a designated eating space where distractions are minimised.

Sight and hearing

Children will always be within sight and hearing of a member of staff whilst eating. Where possible, staff will sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

Recording of choking incidents / potential choking incidents.

When a child experiences a choking incident that requires intervention, staff will record details of where and how the child choked and ensure parents and/or carers are made aware. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action will be taken to address any identified concerns.

8. Child absence.

As stated in the Early Years Inspection Framework 2026, practitioners should promote good attendance within their settings. In line with statutory guidance providers must follow up on any absences. Inspectors will gather evidence as to whether staff in all settings are sensitive to signs of possible safeguarding concerns. These include poor or irregular attendance, persistent lateness, or children absent or missing from education.

The setting should

- Records children's attendance daily, along with the reason given for any absence.
- Monitor attendance and look for any patterns of absence that may indicate there is a need for support for the child and family.

- Providers must use their professional judgement when considering if the child's absence is considered as prolonged.
- Considerations must be given to the child's vulnerability alongside parents / carers vulnerabilities.
- Ensure that up to date contact details are held for parents/carers including:
 - personal mobile number and email address
 - employment or training contact number and email address if available
 - at least two emergency contact numbers in addition to the above and more contacts if possible
- Request that parents/carers inform the setting if the child is going to be absent.
- Remind parents/carers that they need to inform the setting of any change to their contact information.

I/We will follow the steps set out in the **Warwickshire County Council CAMEE guidance** if the child's absence is unexplained and are unable to ascertain that the child is safe and well [child-missing-from-early-education](#)

I/We will submit a CAMEE referral form to Warwickshire's Early Years Quality, Standards, and Safeguarding Team if having followed the necessary steps the child is still missing from early education in my setting.

9. Other Safeguarding Issues.

- There are a range of other safeguarding issues of which **I/We** need to be aware.
- **I/We** refer to information in Appendix A/B: Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Although this guidance has been produced for schools, it is important that staff in early years and childcare settings are aware of the issues as part of their wider knowledge about safeguarding children.

10. Vulnerable adults.

- As a setting we are also aware that some adults are vulnerable and need protecting from harm in the same way that children do.
- A vulnerable adult is described as a person aged 18 years or over, who is in receipt of or may need community care services by reason of mental or other disability, age, or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.
- If we have a concern that an adult known to the setting is vulnerable, we will report this.

11. Disclosures made by children.

A **disclosure** is often what a child deliberately communicates in words or actions. What staff notice or observe can also amount to a disclosure, whether the child intends it as such.

Young children may not have the ability to verbally tell anyone if they are being abused – they will often communicate through their behaviours or by acting out the abuse in play. This is why it is so important that staff build a strong relationship with each child in their care so that they will be able to recognise when things are not right for the child.

When dealing with disclosures staff **must**:

- Take the disclosure seriously, no matter how small it may seem.
- Listen to children.
- Record and act on the disclosure.

When dealing with disclosures staff **must not**:

- Take photographs of injuries or suspected neglect.
- Attempt medical judgement or examination.
- Remove a child's clothing or ask them to do so.
- Tape record or video an interview.

Staff must not carry out an investigation; it is the responsibility of the police or the local authority children's service to carry out an investigation if necessary.

The disclosure **must be recorded** as soon as is practical so that the record is factual and accurate. The record must be completed on the setting premises and passed to the Designated Safeguarding Lead who will take further action as necessary in line with the Warwickshire Spectrum of Support guidance.

[Spectrum of Support](#)

What training and support do staff have to help them record concerns effectively

12. Recording Concerns

I/We use Warwickshire County Council's pro forma: **Logging A Concern About a Child's Safety and Welfare (Form C)** also known as the '**Green form.**' The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early support.

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/education-safeguarding-service-taking-care-scheme/record-keeping>

Staff must:

- Record exactly what was heard or seen, including where the disclosure was made and what the child was doing at the time.
- Keep the account factual without expressing an opinion about the disclosure.
- Record what the child said (if appropriate) using the exact words that the child used or describe what it was that the child did that raised a concern.
- Ensure they complete in full; missing or incorrect information such as incorrect date of birth for the child or not recording the date and time of the disclosure can delay access to help for the child. This is important as information from a concern or incident record will be used to support any referrals to Children's Services
- Sign and date the record and pass on to the Designated Safeguarding Lead without delay.
- Keep the information confidential and share on a 'need to know' basis only.
- Follow up with the settings DSL on the outcome of the disclosure or safeguarding concern.

How do you ensure staff understand and follow this process? What will happen if they do not follow procedures – implications for the child?

13. Sharing concerns with parents.

- Concerns about a child will be discussed with their parents, unless doing so would place the child at risk of significant harm.
- We will ask for parental permission prior to sharing information with other professionals and agencies; however, we may need to share information even if permission is withheld if this is in the best interests of the child.
- We will share information as necessary, with other professionals and agencies to safeguard children.

What systems have you put in place to ensure that parents understand what this means? How do you communicate wider safeguarding matters to parents? You might have a safeguarding board but do parents read and understand it?

14. Sharing concerns with the Designated Safeguarding Lead.

- Staff are trained and understand their responsibilities to share any concerns about a child's safety and well-being with the Designated Safeguarding Lead as soon as a concern arises.
- Staff know that they can contact **Warwickshire's Family Connect**

Telephone Number: **01926 414144** and follow the options to get the appropriate response.

Email address: TriageHub@Warwickshire.gov.uk

15. Confidentiality and information sharing.

I/We follow the advice given in the government publication:

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Many professionals are wary about sharing information and are concerned about breaching the **Data Protection Act 2018** and the **General Data Protection Regulations (GDPR) 2018**. GDPR should not be a barrier to keeping children safe. Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Practitioners are expected to balance the risk of sharing with the risk of not sharing. **Are you registered with the Information Commissioner's Office (ICO)? Do you/staff understand GDPR? What training have you/staff accessed?**

Child protection records form a part of a child's record, which parents ordinarily have a right to see.

- Parents can request to see the child's record at any time, however in line with the requirements of the General Data Protection Regulation (GDPR) I/We may not always be able to share such records if releasing information would place the child, or any other person, at risk of significant harm.
- The setting is registered with the **Information Commissioner's Office (ICO)** and stores all records in line with General Data Protection Regulations (GDPR)

16. Early Support in Warwickshire.

'Early Support' refers to all the support available to children, young people, and families before formal intervention. All children, young people and families in Warwickshire are entitled to receive Early Support. It means any signposting, guidance, support, or service is offered as soon as a problem starts to emerge, or when it is highly likely that a problem will begin to emerge. This is not additional responsibility but an essential part of the 'day job' for all people working with children and families.

Early Support posters and information for parents are displayed or available (INSERT where).

www.warwickshire.gov.uk/children-families/early-help-warwickshire/1

- I/We recognise that if children and families are offered **'Early Support'** the child and family needs can often be met before the concerns escalate.
- I/We will work in partnership with parents to support them to meet their child's needs.
- I/We will signpost to other support services or agencies with parental agreement.
- I/We will complete an **Early Support Assessment – Pathway to Change** with the consent and engagement of the family, and in partnership with other agencies, as necessary.

[https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/2](http://www.warwickshire.gov.uk/children-families/early-help-warwickshire/2)

How much do you or staff know about Early Support? What training has been accessed? Do you have a trained Early Support Lead practitioner? Do you know how to signpost parents/families to Early Support services if necessary?

17. Sharing concerns about a child with Warwickshire Children's Services:

- In the event that a concern about a child meets the criteria for a referral to Children's Services the Designated Safeguarding Lead will contact Family Connect:

Family Connect: 01926 414 144

or

Out of Hours (Emergency Duty Team): 01926 886 922

- Parents and carers will be informed if a referral is to be made **unless** to do so would place the child **at risk of further harm or significant harm**.
- If **I/We** decide not to seek parental permission before making a referral, the decision will be recorded in the child's confidential file with reasons, dated and signed by the designated safeguarding lead or the manager of the setting.
- As part of contacting Family Connect a consultation will take place and be recorded.

18. Escalation and Professional disagreement.

- If **I/We** feel that a concern is not being addressed or that a referral made meets the criteria for services and has not been dealt with appropriately I/we will escalate our concern.
- **I/We** will do this by following the process set out in the Warwickshire Safeguarding Partnership Escalation protocol:

[WSCP Practitioner Escalation Policy –](#)

What is the escalation process within your setting? Who do staff go to if they feel their concerns are not being taken seriously or action being taken appropriately?

19. Allegations against staff or Persons in Positions of Trust

- **I/We** take all allegations of abuse of children by adults who work in the setting seriously. All concerns will be taken seriously, investigated, and dealt with in confidence, on a 'need to know' basis. The setting's disciplinary process will be followed in the event of an allegation against an assistant or member of staff, the childminder, or the manager.
- **I/We** follow the **Warwickshire Safeguarding Allegations against staff or Persons in Positions of Trust** inter-agency procedure. The procedure is applied when there is an allegation or concern that a person who works with children in the setting has:
 - Behaved in a way that has harmed a child or may have harmed a child.
 - Possibly committed a criminal offence against or related to a child.

- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Staff are trained to share any concerns about staff members or volunteers that work in the setting with the manager and complete a '**yellow form**' regarding **behaviour of a member of staff or volunteer that concerns you**. Parents, visitors, and volunteers are also able to raise a concern about staff with the manager. The manager will inform the **Local Authority Designated Officer (LADO) within one working day if the concern meets threshold**.
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/education-safeguarding-service-taking-care-scheme/record-keeping>
- The Manager will feed back action taken to the staff member or volunteer that has raised the concern with 24 hours of the concern being reported to them.

Referrals are made on the [Position of Trust Multi-agency referral form POT MARF](#)

- Referrals emailed to the LADO at their direct email address lado@warwickshire.gov.uk and contacting LADO on **01926 745376**

LADO will **advise** the setting of the **next steps** including **whether to inform** the child's parents. In some circumstances the parent may need to be informed straight away – for instance if the child has been injured and needs medical treatment.

LADO will also advise the setting regarding how much information should be disclosed to the accused person.

The **childminder/manager** is also **required** to **notify Ofsted** of the allegations and action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

If staff are concerned about the **conduct of the manager**, they will share their concerns with the registered provider of the setting (proprietor/director/chair of committee etc) who will follow the procedure above and contact LADO. Where the childminder/manager is the registered provider, staff should contact LADO directly.

Would you/staff always act in the best interests of the child? Are assistants and staff confident that they can report their concerns without fear of reprisal or disciplinary consequences? Do staff understand that malicious allegations will be subject to disciplinary procedures?

Are yellow forms used in the setting and are low level concerns recorded and documented to ensure patterns in staff/volunteers' behaviour is noticed and a culture of vigilance is maintained. Recording low level concerns can mean staff or volunteers are supported preventing a serious allegation/incident.

20. Whistleblowing.

Whistleblowing is when someone reports concerns about unsafe, unlawful, or inappropriate behaviour within their organisation. Staff are legally protected from being dismissed or treated unfairly if they raise concerns in good faith.

If a practitioner feels their concerns have not been addressed, or they are worried about raising them—perhaps due to fear of being treated unfairly, lack of trust in the process, or because the concerns involve a senior colleague—they can report the issue to an external agency. This could include **Ofsted**, the **Local Authority Designated Officer (LADO)**, or the **NSPCC**.

Protect speak up stop harm <https://protect-advice.org.uk/>

Whistleblowing Advice Line: 020 7404 6609

Ofsted Whistleblower hotline 0300 123 3155

NSPCC Whistleblowing Helpline 0800 028 0285

Are assistants and staff confident that they can report their concerns without fear of reprisal or disciplinary consequences?

Do staff understand that malicious allegations will be subject to disciplinary procedures?

21. Teaching children to keep themselves safe.

Safeguarding is threaded through everything that **I/we** do with the children in the setting.

In practice this means that we involve children in decision making and teach them to identify, manage, and minimise risks from an early age. We use discussion, stories, and other activities to help children understand that they have a voice and can contribute to decisions that affect them.

- The child's key person recognises and responds to the signs and indicators that show whether the child is safe and well and acts if there are concerns.
- The key person and all staff help children to begin to identify and minimise risks to their own or other's safety.
- Children are supported to understand the broader safeguarding context using stories, discussion, role play activities etc.
- Staff give children choices and support them to make decisions about what they do and what happens to them.
- Staff support children to communicate their needs and wants.

How do you capture the child's 'voice'? Are children given choices which they are allowed to follow through? Do adults explain what is going to happen now and next, where, what, how etc

22.Risk assessments.

(3.93 EYFS 2026 group and school-based settings)

- Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks 70. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

(3.92 EYFS 2026 for Childminders)

- Childminders must ensure that they take all reasonable steps to ensure that children in their care, and any assistants, are not exposed to risks and must be able to demonstrate how they are managing risks⁴⁷. Childminders must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform their practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

- Children, staff, and visitors are kept safe whilst on the setting premises inside and outside.
- Access to the setting is via secure entry only and visitors are always escorted by the childminder or a senior member of staff.
- I/We** have received training which helps to identify and address risks.
- A range of risk assessments are carried out to ensure that the environment is safe for both children and adults.
- Where risks are identified, action is taken to remove or reduce the risk or hazard. a hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.

Are risk assessments understood and followed through? Are hazards removed or addressed as soon as they are identified?

INSERT DETAILS OF RISK ASSESSMENTS USED IN SETTING HERE

23. Paediatric First Aid training.

Paediatric First Aid

- The childminder holds a full Paediatric First Aid certificate in line with guidance set out in the EYFS Annex A.
- Staff in the setting hold PFA (Paediatric First Aid) certificates and a list of current PFA certificate holders (DELETE AS APPROPRIATE) are displayed in the setting for parents and carers information. (Childminders do not need to display their certificate but do need to be able to access it when requested.)
- At least one person who holds a current Paediatric first aid (PFA) certificate is always on the premises and available when children are present. The certificate is for a full course in line with Annex A of the Statutory Framework for the EYFS for childminders and group-based settings.
- A current PFA certificate holder accompanies children on outings away from the setting.
- Structures are in place to ensure that the setting always meets these requirements ensuring staff absences and breaks are covered and children's eating is always supervised by a member of staff with PFA.
- All newly qualified staff gain a full PFA certificate within three months of starting / achieving their qualification.
- Paediatric First Aid training is renewed every 3 years.
- All staff who obtain a level 2/3 qualification since 30th June 2016 **must** obtain a paediatric first aid qualification within 3 months of starting work in order to be included in the required staff: child ratios at the level of their qualification.

What systems are in place to ensure that PFA training is kept up to date?

What systems do you have in place to ensure staff are well deployed to support PFA requirements?

24. Serious accident or injury to, or the death of, any child.

If there is a serious accident or injury to, or the death of, any child while in **my/our** care, **I am/we are** required to notify Ofsted as soon as possible and no later than 14 days after the incident.

We are also required to notify the Local Authority via the **Family Connect**, and to act on any advice given by them or other agencies.

25. Use of mobile phones and cameras and other information technology equipment in the setting.

INSERT OR DELETE HERE AS APPROPRIATE TO ARRANGEMENTS IN THE SETTING

In the setting there is:

- A dedicated mobile phone which is only used for business purposes such as contacting parents, on outings, or for emergency purposes. **If there is not a dedicated phone, state how you ensure that information stored on it is kept secure in line with GDPR.**

Acceptable use of ICT

The setting has an Acceptable Use of ICT Agreement, which is signed by all staff.

- Authorised users have their own individual password to access information relating to children.
- Any equipment that can be used to access personal data is locked when unattended to prevent unauthorised access or data breach.
- Any use of setting ICT equipment for permitted personal use is open to scrutiny, monitoring and review by the manager or DSL.
- Personal mobiles, cameras, and other equipment such as I-pads, smart phones and watches capable of taking images are not permitted to be used in the setting at any time when children are present on the premises.
- Personal devices belonging to staff are kept in (STATE WHERE). Staff are only permitted to use such devices during breaktimes in the designated staff area, which is away from the children, or off the premises and away from children.
- Parents and visitors are informed that such devices must not be used in the setting, and staff are trained to challenge any person seen to be using a device on the premises.
- We have tablet devices which are used by the staff to record information and take photographs of the children for the children's developmental records and display purposes.
- Photographs will only be taken of children where **I/we** have written permission from the child's parent. **I/We** will ensure that all images are stored securely, and password protected.

26. Online safety.

Use of the internet presents both opportunities and challenges. There are identified and yet, unknown risks to children and adults both inside and outside of the setting.

- **I am/We aware** of the potential risks of children having access to the internet, including cyber bullying, inappropriate distribution of images, defrauding etc.
- **I am/We are** aware that children may be exposed to risks outside of the setting and will work with parents to help raise awareness of such risks and highlight safety features which will prevent children gaining access to inappropriate on-line content in the home.
- **I/We** signpost parents to the NSPCC website: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety
- **I/We** will do all we can to limit exposure to online risks through our IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- Children will be directed by staff to use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Children's internet use will be directly supervised by staff.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies.
- Disciplinary procedures will be implemented if there is intentional access or distribution of inappropriate content by staff whether on their own or the setting's technological devices.

Settings should list details of how this is established and achieved on site e.g. which filtering/monitoring system or approach is in place and why these decisions have been made. The [UK Safer Internet Centre](#) has published guidance as to what "appropriate" filtering and monitoring might

look like. This statement can be amended according to IT access (e.g., if only staff have access to devices and systems) and should be removed if children and staff do not have any IT access on site.

DSLs (Designated Safeguarding Leads) and managers may find it helpful to access UK Council for Internet Safety (UKCIS) '[Education for a Connected World Framework](#)' and DfE (Department for Education) '[Teaching online safety in school](#)' guidance.

27.Prevent Duty.

Settings are required by law to ensure that practitioners understand the **Prevent Duty**, know how to identify early indicators of potential radicalisation and terrorism threats, and act upon them in line with national and local procedures. Even young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- The Prevent Duty does not require **settings** to carry out unnecessary intrusion into family life but as with any other safeguarding risk, **I/we** must act when we observe behaviour of concern.
- All staff have received information about the Prevent Duty, and the signs and indicators to look out for when working with children and their families.
- If we have a concern that a child is vulnerable to radicalisation, we will discuss the concern with the child's parents in the first instance and follow up with a discussion with the local authority Prevent representative or a referral to the West Midlands Counter Terrorism Unit.
- **I/ we** have completed a Prevent Risk Assessment. [Prevent duty: risk assessment templates - GOV.UK](#)
- **I/We** refer to Safeguarding Warwickshire Prevent guidance. <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/prevent>
- **I/We** have completed the government online Prevent training or attended a training session with (State which organisation e.g.: Warwickshire Teaching School) <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Contact information:

LA (Local Authorities) Prevent Officer: 01926 412432

Warwickshire Police Prevent information.

[Prevent | Warwickshire Police](#)

National Counter Terrorism Security Office: 0800 789 321

Is Prevent included as part of safeguarding discussions? How is it kept on the agenda?

Do you have a PREVENT Risk Assessment?

28. Emergency Evacuation.

Providers / Childminders must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency.

Providers / Childminders must have:

- An emergency evacuation procedure.
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets, and/or fire extinguishers) which is in working order.
- Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

(Section 3.80 EYFS 2026 for school and group-based settings / Childminders)

Providers will have fire evacuation procedures in place; however, you should also plan for other incidents that might call for a swift evacuation **away from** the setting – a swarm of wasps; burst water main; chemical leak and so on.

- Identify a place of safety that you can take children to and keep them safe until the incident can be addressed or parents and carers can be contacted to collect their child. **What is available in the local area? Can you negotiate with a local school or business/service e.g., the doctor's surgery or builder's yard that you can assemble on their car park; is there a large patch of open land that you can use?**
- Consider what needs to be taken from the setting during the evacuation – phone, children's emergency contact details, first aid kit, emergency medication such as an epi-pen. Is the phone fully charged/have you got a means of charging it away from the setting – e.g., a battery-operated charger?
- Consider who needs to be notified that you are evacuating the setting and who will do this and at what point in the evacuation – e.g. Fire service or Police!
- Ensure staff are prepared for these situations – rehearse situations and allocate responsibility for specific parts of the evacuation to key members of staff.
- **Note: There may be a need for a 'personal egress' plan in place for the emergency evacuation of children with SEND (Special Educational Needs and Disabilities) – discuss this with the child's parent or carer and any other professionals involved**

29. Lockdown Situations.

Providers should have a procedure in place for situations when the setting needs to be 'locked down' to secure the premises. Examples of such situations are to prevent access from an intruder; instructions from emergency services to lockdown the setting; environmental factors such as a chemical leak or a dangerous animal on the loose.

Providers should conduct a risk assessment for their premises to decide if it is suitable for lockdown – if it is not suitable you need to plan for emergency evacuation as above. (Lockdown in the setting might not be possible if the site cannot be secured and you will need to get children and staff away from the site as quickly as possible.)

The procedure should set out the course of action that needs to be taken step by step; it should identify who is responsible for what action at what stage of the process. **Who will take overall lead – who will step up if that member of staff is away from the setting?**

Consider who needs to be informed that you have locked down. In most cases you will need to contact emergency services. The lockdown procedure should outline the information that needs to be shared:

- **Exact location and contact details – you may need to provide an alternative phone number as it is unlikely that you can ensure the setting phone always remains free during lockdown. Identify one member of staff to take responsibility for this aspect of lockdown.**
- Outline of why you have locked down.
- Numbers of children, numbers of adults locked down and any other essential information.

How are you going to keep the children and staff calm during lockdown? Think about activities that can be done to keep children occupied whilst keeping them safe.

It is essential that staff comply with any instructions given by the Emergency Services.

Further information sources:

- **Warwickshire Early Years Quality Inclusion SEND and Safeguarding Teams Emergency Planning guidance**
[Safeguarding and welfare – Education and Early Years providers](#)
- **Run, Hide, Tell**
[Run Hide Tell | Counter Terrorism Policing](#)
- **Emergency planning and response**
<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>



SEE BELOW FOR RELEVANT GUIDANCE

Key safeguarding and child protection legislation and supporting information.	
• Statutory Framework for the early years foundation stage (EYFS) is mandatory for all early year's providers. It sets out the standards for learning, development, and care for children from birth to five. All practitioners must have regard to the safeguarding and welfare requirements set out in the framework.	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
• Working Together to Safeguard children is statutory guidance that applies to all organisations and agencies (including early years settings) who work with children up to the age of 18 years.	www.gov.uk/government/publications/working-together-to-safeguard-children
• Safeguarding Warwickshire Partnership provides information, advice and guidance for professionals who work with children.	Safeguarding Children (safeguardingwarwickshire.co.uk)
• Warwickshire Children Absent and Missing from Early Education (CAMEE) provides guidance on the process to follow when a child has an unexplained absence from the setting	Child Missing from Education (safeguardingwarwickshire.co.uk)
• The Children Act 1989 provides a framework for the care and protection of children. It focuses on parental responsibility and encourages agencies to work in partnership with parents.	www.gov.uk
• The Children Act 2004 supplements the 1989 Act and reinforces the message that all organisations working with children have a duty to safeguard and promote the welfare of children.	www.gov.uk
• The Childcare Act 2006 sets out legal duties for local authorities around providing sufficient childcare and information for parents and families. Agencies are required to work together and integrate services. The Act introduced the Early Years and Childcare Registers and, the Statutory framework for the early years foundation stage (EYFS).	www.gov.uk
• The Children and Families Act 2014 gives greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life and better access to more flexible childcare	www.gov.uk
• The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act,	www.gov.uk

making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone	
• Public Health England: managing cases of infectious diseases in schools and other childcare settings provides guidance on good practice in controlling the spread of disease in early years settings and schools	https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities

Additional safeguarding and child protection guidance and supporting information:	
• What to do if you are worried a child is being abused: Guidance for Practitioners 2015 explains the signs of abuse and neglect to look out for and the action to take if you think a child is being abused or neglected	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
• Information sharing advice for safeguarding practitioners provides guidance on information sharing for people who provide safeguarding services to children, young people, parents, and carers.	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
• Keeping Children safe in education: This document is for schools however the information regarding specific safeguarding issues in Appendix A will be of particular use to early years and childcare providers	Keeping children safe in education - GOV.UK (www.gov.uk)
• Ofsted inspecting safeguarding in Early years, education and skills settings September sets out the main points that inspectors need to consider when inspecting safeguarding	https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills
• Early years inspection toolkit for Ofsted registered provision describes the main activities that inspectors undertake when conducting inspections of Ofsted registered early years providers.	Early years inspection: toolkit, operating guide, and information - GOV.UK
• Revised Prevent Duty guidance: for England and Wales provides guidance on the duty in the Counterterrorism and Security Act 2015	https://www.gov.uk/government/publications/prevent-duty-guidance
• Guide to the General Data Protection Regulation provides information about consent and guidance on protecting an individual's data	https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/
• NSPCC website has a wide range of information including Core Info leaflets and videos that can be used to support safeguarding in settings	www.nspcc.org.uk

- **Safer food, better business** the Food Standards Agency provides information on maintaining a safe food handling environment

www.food.gov.uk/business-guidance/safer-food-better-business