

Model Safeguarding Policy for Early Years 2025-26



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| Developed by | Cherry Boyce |
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| Ratified by | Nursery Directors |
| Ratified on | July 2025 |
| Review date | September 2025 (or following national updates) |

This policy will be reviewed and ratified at a minimum annually and/or following any updates to national and local guidance and procedures.

Key Setting Information

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| Name of Setting | Little Learners Nursery Group |
| Setting Type | Ofsted Registered Childcare Setting |
| Setting Main Phone Number | St Saviour's Site: 02085200612 St Mary's Site: 02085211066 |
| Setting Address | St Saviour's, 33 Verulam Ave, E17 8ER St Mary's, Brooke Road, London, E17 9HJ |
| Designated Safeguarding Lead | Boutaina Hammouda (SM) 07861616740 Dawn Hodge (SS) 07946365123 |
| Deputy Designated Safeguarding Lead | Gina Arnell (SS) 02085200612 Yasmine Ross (SS) Kamer Turgay (SM) Petya Pavlova (SM) Afyiah Rahmen (SM) |
| Named Person responsible for Allegations against staff in setting | Jenni Matthews / Cherry Boyce Deputy: Elaine James |
| SENCo / Special Needs Lead | Petya Pavlova (SM) Dawn Hodge (SS) |
| Directors | Laurence Jones Elaine James Jenni Matthews Cherry Boyce |

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This is a Core Model Safeguarding Policy that forms part of the induction for all staff students and volunteers. It is a requirement that all members of staff, students and volunteers have access to this policy and sign to say that they have read and have understood its contents.

Purpose and Aims

The Statutory Framework for the Early Years Foundation Stage 2024 (latest edition November 2024) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> sets out the standards for learning development, assessment and the safeguarding and welfare requirements which all Early Year's providers must meet in order to ensure the children in their care learn and develop well and are kept healthy and safe.

To meet this requirement, we will ensure that all our staff are trained to understand the settings safeguarding policy and procedures and that I/ they have up to date knowledge of safeguarding issues which will enable them to identify the signs and symptoms of possible abuse.

Our Safeguarding policy of September 2024 to 2025 applies to all staff, including paid staff, volunteers, sessional workers, agency staff, one-off visitors, students or anyone working on behalf of the setting.

The aim of our safeguarding and child protection policy is to provide all staff (including agency/ temporary workers) Directors, visitors, volunteers and with a framework which will enable them to safeguard and promote the welfare of all children in the setting.

New staff, volunteers and proprietors, including supply staff, will receive a safeguarding induction on the following

- the settings child protection and safeguarding policy
- the settings staff code of conduct
- the identity and role of the DSL and all Deputy DSLs
- the settings policy on managing children's behaviour
- the settings safeguarding response to children who go missing from the setting.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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 network 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.
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

NB Children includes everyone up to the age of 18 years of age

Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Legislative & Guidance Framework

Under Section 11 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies, and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under Section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage.

This Safeguarding policy and procedure has been developed in accordance with the principles established by the Children Act 1989; and is in line with the following statutory and departmental guidance:

- Statutory framework for the Early Years Foundation Stage – setting the standards for learning, development and care for children from birth to five (November 2024). Section 3 – The safeguarding and welfare requirements [Early years foundation stage \(EYFS\) statutory framework – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework)
- Working Together to Safeguard Children 2023 [Working together to safeguard children – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)
- What To Do If You Are Worried A Child Is Being Abused – Advice for Practitioners 2015 [Child abuse concerns: guide for practitioners – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-abuse-concerns-guide-for-practitioners)
- Inspecting safeguarding in early years, education and skills settings 2022 [Inspecting safeguarding in early years, education and skills – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills)
- The Education Inspection Framework (EIF) 2023 [Education inspection framework – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)

- Early Years Inspection Handbook for Ofsted Registered Provision 2024 [Early years inspection handbook – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-inspection-handbook)
- Keeping Children Safe in Education 2024 https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf
- Prevent Duty guidance for England and Wales 2024 [Prevent duty guidance – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)
- WF Threshold Guidance <https://thehub-beta.walthamforest.gov.uk/earlyhelp#thresholds>
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers 2019 [Safeguarding children and protecting professionals in early years settings: online safety considerations for managers – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers)
- “Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2024 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Statutory guidance SEND code of practice: 0 to 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Responsibility of governing bodies, proprietors, and management committee

The overall responsibility for compliance with statutory safeguarding requirements lies collectively with the Director/s. In such cases, Nursery Managers are nominated as having the lead responsibility for Safeguarding.

The Directors are responsible for ensuring that there is appropriate challenge, and that robust policies and procedures are in place for action to be taken in a timely manner to safeguard and promote the welfare of the children. They will ensure effective oversight through regular reviews, safeguarding audits, and termly meetings with Nursery Managers to monitor implementation and effectiveness.

All Directors and members of the governing body will receive safeguarding training appropriate to their role to ensure they understand and can carry out their statutory responsibilities effectively. Nursery Managers will be supported in their safeguarding role through ongoing training, access to local safeguarding networks, and regular supervision.

Everyone who comes into contact with children and their families has a role to play. 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 (KCSIE 2024).

At Little Learners Nursery Group, we acknowledge that we and staff at Little Learners Nursery Group are in a unique position to observe any changes in a child's behaviour or appearance which could alert us to safeguarding concerns about their well-being. This is especially important in children who are unable to communicate through spoken language e.g. babies, very young children and children with SEND.

We are therefore guided by the following key principles:

- All children have the right to be safe and should be protected from all forms of abuse and neglect.
- All staff will reassure victims of abuse that they are being taken seriously and will be supported.
- We will ensure that children and/or young people are never made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- Safeguarding children is *everyone's responsibility*.
- It is better to help children as early as possible before issues escalate and become more damaging.
- Children and families are best supported and protected when there is a coordinated response from all agencies involved.

As part of our ongoing commitment to safeguarding children in our care we will ensure that this policy is readily available for professionals, parents and partners, to access via our website <https://stmarysnursery.net/nursery-group/>.

We will ensure that parents are also given access to the policy prior to children attending the setting and following each update. Where English is not the parents first language, support and consideration will be given to access the information.

We will ensure all staff are supported to read, understand, and put the policy into practice. This will include our responsibilities in relation to the EYFS (2024) 3.26. For staff where English is not their first language, our policies will be made available in additional formats to ensure all staff are fully aware of their safeguarding responsibilities.

We will ensure staff access safeguarding and child protection training at a minimum annually and receive support and supervision. In addition to this Safeguarding Policy, we also have other supporting policies and procedures in place to enable us to ensure that all children in our care are supported and feel safe.

Covid-19

Early years settings are responsible for safeguarding, caring , and supporting the development of children who attend as set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#). With this regard, on 1 April 2022, the government moved into a new phase of its Covid-19 response: 'living with Covid'. As a result, the Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak guidance has been withdrawn, with providers now directed to the broader [Emergency planning and response for education, childcare, and children's social care settings - GOV.UK](#).

This guidance advises, '*All education, childcare, and children's social care settings should have emergency plans in place detailing what and how they would respond if they needed to take any temporary actions in the event of an emergency*'. As part of our emergency plan, we will continue to work with our partner agencies and services to actively look for signs of harm, given the greater risk of harm some children may be exposed to because of the coronavirus (COVID-19). In the case of vulnerable children and particularly those with social workers, we as an early year's setting will continue to encourage those children to attend regularly and will notify their allocated social worker if they stop attending.

Obligatory practice for ALL staff

At Little Learners Nursery Group we recognise that we as individuals:

- Are responsible for safeguarding
- Must be able to identify the signs and symptoms of abuse
- Must be able to identify concerns (Early Help / Child in Need / Child Protection / Allegations Against professionals

- Must be aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- Aware that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour, and positive mental health.
- Understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour, and education.
- Understand that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments.
- Must be familiar with internal reporting procedures and processes (reporting safeguarding concerns to DSLs, and allegations only to Proprietor/similar).
- Must refer concerns to children's social care in the absence of Designated Safeguarding Leads (DSL)
- Must ensure that all safeguarding concerns are shared promptly with DSLs.
- Must be able to challenge professional safeguarding decisions internally/ externally with other agencies.
- Must refer/ escalate a case if we disagree with the DSL not to refer, with respect and transparency.
- Must be able to whistle blow when required.
- We are also aware as individuals regardless of where we work within our setting that we are responsible for reading and reviewing the safeguarding policies of (insert DfE/Ofsted registered setting name)

Designated Safeguarding Lead (DSL)

The role of the DSL and deputy DSL will be made explicit in both post holders' job descriptions. The Directors with Lead responsibility for Safeguarding will ensure that both persons appointed as DSL and Deputy DSL are trained to the same standard. Both the DSL & Deputy DSL will be given the appropriate authority, time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters.

The lead DSL's ultimate responsibility which is safeguarding & child protection including online safety will not be delegated.

The role of the Designated Safeguarding Lead (DSL) and Deputy DSL will be clearly defined in both post holders' job descriptions. The Directors with lead responsibility for safeguarding will ensure that the DSL and Deputy DSL are trained to the same standard and are provided with the necessary authority, time, funding, training, resources, and support to fulfil their role effectively.

The lead DSL's ultimate responsibility for safeguarding and child protection — including online safety — will not be delegated.

At Little Learners Nursery Group, the Designated Safeguarding Leads (DSLs) are the Nursery Managers, who have a specific operational responsibility for implementing the organisation's safeguarding and child protection policies and procedures. If Nursery Managers are unavailable, the Deputy DSL will be available to ensure that safeguarding matters are dealt with promptly. A DSL or Deputy DSL will always be available during operational hours, either on site or via telephone.

The responsibilities of the DSL include, but are not limited to:

- Acting as a point of contact for safeguarding concerns
- Making referrals to Children's Social Care or relevant agencies where necessary
- Liaising with professionals such as the Local Authority Designated Officer (LADO), police, and health services
- Ensuring all staff understand and follow safeguarding policies and procedures
- Overseeing accurate, timely, and confidential record-keeping of concerns
- Maintaining oversight of training and staff knowledge on safeguarding
- Promoting a culture of vigilance and a child-centred approach

To safeguard children effectively, the DSLs and Deputy DSLs will undertake formal DSL training at least every two years to ensure their knowledge and skills remain current. They will also receive regular safeguarding supervision to reflect on practice and manage the emotional demands of the role.

The names and roles of the DSLs and Deputy DSLs will be clearly displayed throughout each nursery setting.

In line with *Keeping Children Safe in Education 2024*, all staff are empowered to make a direct referral to Children's Social Care if they are concerned about a child and believe that their concern has not been acted upon appropriately by the DSL.

Working in partnership

We are committed to working in partnership with all relevant agencies to ensure that the **safety and welfare of children remains paramount**. These agencies include (but are not limited to):

LBWF Safeguarding in Education, the Local Authority Designated Officer (LADO) service, Early Help,

the **Multi-Agency Safeguarding Hub (MASH)**, **Children's Social Care**, **Health**, and the **Police**.

We also work proactively with parents, carers, and other professionals to create a nurturing and protective environment. Through strong partnerships, we provide children with activities and learning experiences that support the development of **protective behaviours**, **life skills**, and the ability to keep themselves safe from harm.

EYFS 2023: Information for Parents and Carers

In line with the **Statutory Framework for the Early Years Foundation Stage (EYFS 2023)**, we provide parents and carers with clear and accessible information about:

- How we support children with **special educational needs and disabilities (SEND)**
- The **food and drinks** we provide
- Our **safeguarding policies and procedures**, including:
 - What to do if a **child goes missing** at or away from the setting
 - The procedure followed if a **parent/carers fails to collect** a child on time
- **Staffing information**, including:
 - The name and role of their child's **Key Person**
 - A **contact number** for use in emergencies

All providers, except childminders, must make these details available on request.

Helping Children to Keep Themselves Safe

We teach children to recognise, assess, and manage risks as part of our daily curriculum and wider nursery life. Our approach empowers children to make safe, confident choices through age-appropriate discussions and learning experiences. This is not about instilling fear, but about **developing resilience, awareness, and responsible behaviour**.

Children are:

- Encouraged to **think critically** about their safety
- Supported by staff to identify ways to **reduce or manage risks**
- Taught how to behave in a **respectful, responsible, and safe** manner

- Given safe, open channels to speak to a **trusted adult of their choice** if they are worried

We promote a consistent culture of **respect, listening, and emotional safety**.

Partnership with Parents

We share a joint purpose with parents: to **safeguard children and promote their welfare**. We are committed to working in partnership with families in a **positive, open, and honest** way.

We:

- Treat all parents and carers with **respect, dignity, and courtesy**
- Uphold their right to **privacy and confidentiality**
- Do not share sensitive information without consent unless it is necessary to protect a child

In most cases, we will **discuss concerns** about a child directly with their parents. However, in line with **London Child Protection Procedures**, we may refer concerns to **Social Care** and/or the **Police** without parental knowledge if this is necessary to protect the child. We always aim to maintain a **constructive and supportive relationship** with all families.

Our **Safeguarding Policy** is available on our website and in hard copy upon request.

Partnerships with Other Agencies

We recognise the importance of **effective multi-agency working**. Our setting actively maintains strong links with agencies that are members of the **Waltham Forest Safeguarding Children Board (WFSCB)**. We acknowledge the **shared responsibility** across all services to exchange information appropriately and work collaboratively to keep children safe.

Staffing and Safer Recruitment

At Little Learners Nursery Group, we are an equal opportunities employer and are committed to operating a fair, transparent, and non-discriminatory recruitment process. All applicants are treated equitably and with respect, and we are dedicated to recruiting individuals who are suitable to work with children and fulfil the requirements of their role.

We follow safer recruitment principles in line with:

- [Keeping Children Safe in Education \(KCSIE 2024\)](#)
- Statutory Framework for the Early Years Foundation Stage (EYFS 2024) – particularly Sections 3.6, 3.9, 3.10, and 3.12
- Criminal Record Checks: Guidance for Childminders and Childcare Workers
- [London Safeguarding Children Procedures](#)

Preventing Unsuitable Individuals from Working with Children

We have in place a robust Safer Recruitment policy to prevent unsuitable individuals from working with children in any capacity at Little Learners Nursery Group. This includes all permanent, temporary, voluntary, and agency staff.

We ensure that:

- All staff undergo enhanced DBS checks, including barred list checks where applicable
- Identity, qualification, and right-to-work checks are completed
- A minimum of two references are obtained and verified
- Job descriptions and person specifications include a clear safeguarding responsibility statement
- At least one person on each interview panel has completed certified Safer Recruitment Training

All recruitment checks are recorded and stored securely, including:

- The date and number of the enhanced DBS check
- Reference outcomes
- Proof of qualifications and identity
- Documentation confirming the candidate's right to work in the UK

Agency and Third-Party Staff

We require written assurance from any employment agency or third party providing temporary or contract staff that:

- *All appropriate safeguarding checks (including enhanced DBS with barred list, right to work, identity verification, etc.) have been completed*
- *The individual who arrives for work is the same person referenced in the checks*

Alternative Provision and External Contractors

Any external provider or service engaged by the nursery (including for extracurricular or enrichment activities) must provide written confirmation that their staff have passed all relevant safeguarding checks. We will also ensure that they operate under appropriate safeguarding policies and procedures, including those required under the Childcare (Disqualification) Regulations 2009.

Post-Recruitment Safeguarding Measures

- All appointments to permanent roles are subject to a 6-month probationary period
- All new staff and volunteers will be inducted thoroughly, with a focus on understanding:
 - The setting's safeguarding policy and procedures
 - How to identify signs of abuse or neglect (EYFS 2024 – Section 3.6)
- All staff and volunteers are expected to disclose any:
 - Previous or current convictions, cautions, reprimands, or warnings
 - Any information that may affect their suitability to work with children

Ongoing Monitoring and Disqualification Checks

We regularly review the suitability of staff, including:

- Monitoring for any new information affecting their DBS status
- Ensuring that no staff member or volunteer is disqualified under the Childcare (Disqualification) Regulations 2009 (including those in management or trustee roles)

Disqualification by Association

Disqualification 'by association' means that you could be disqualified from providing childcare in a childminding setting because an offence or offences have been committed by someone who lives in your household.

From 31st August 2018, changes were made to the childcare disqualification arrangement. These changes reflected in removing the 'disqualification by association' element from schools and other non-domestic settings. However, disqualification by association is still relevant where childcare is provided in domestic settings (for example where childminding is provided in the home) or under registration on domestic premises, including where an assistant works on non-domestic premises up to 50% of the time under a domestic registration.

Full details of the recruitment procedures are set out in our safer recruitment procedure document.

Staff, volunteers, student induction, training & development

The DSL will ensure that all new members of staff, volunteers and students are given an induction into the setting that will include the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the behaviour policy of the setting
- Issue and explain the staff behaviour policy/code of conduct
- Explain the role of the DSL and share the identities of the DSL and all DDSLs
- Child protection and safeguarding training (including online safety) (within 1 month of starting)
- All new members of staff, volunteers and students are expected to read the above-mentioned documents and complete a quiz to ensure their understanding.

Staff code of conduct

All staff, volunteers, and students are responsible for **safeguarding and promoting the welfare of** children and young people. This responsibility extends to a duty of care for all adults employed, commissioned, or contracted to work with children. These adults are responsible for their own actions and behaviour and should avoid any type of conduct that would lead a reasonable person to question their motivation or intentions.

As an organisation, we will ensure that all concerns about adults working at our setting are dealt with promptly and appropriately. This includes responding to low-level concerns that do not meet the harm threshold, as outlined in the "Managing Allegations" section of this policy.

A 'low-level concern' is defined in Keeping Children Safe in Education (KCSIE) 2024 as a concern that causes:

"unease or a nagging doubt – that an adult working in or on behalf of the setting may have acted in a way that:

- *Is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work; and*
- *Does not meet the allegations threshold or is not considered serious enough to consider a referral to the LADO.”*

All early years settings are required to follow their Local Authority’s policy and guidance for sharing low-level concerns and to seek consultation with the Safeguarding in Education Team where appropriate.

At Little Learners Nursery Group, all staff are expected to work — and be seen to work — in an open and transparent manner. This professional standard will be applied to all children and families, regardless of culture, disability, gender, language, racial origin, religious belief, and/or sexual identity.

At Little Learners Nursery Group, our staff will:

- Be approachable and friendly, while remaining objective and professional, and avoiding blurred boundaries in relationships
- Offer advice and support to parents in a respectful and constructive manner, including initiating potentially difficult discussions, signposting to other services, and making appropriate referrals
- Share the setting’s safeguarding policy with parents and explain how relevant information may be shared with professionals
- Focus on the care and development of each individual child, without making comparisons or breaching confidentiality

Staffing Policy (includes Key Person)

At Little Learners Nursery Group, we acknowledge the important contribution the Key Person role makes to safeguarding. A consistent and trusted adult helps ensure that all children feel safe, secure, and confident that they will be listened to and that appropriate action will be taken if they feel or become unsafe.

To support this, every child will be allocated a Key Person upon joining the setting.

The Key Person plays a vital role in supporting each child’s emotional wellbeing, forming secure attachments, and building trusting relationships with both the child and their family. These attachments help children to become confident, resilient, and emotionally secure—all of which are key protective factors in safeguarding.

Key Persons will maintain regular communication with parents and carers, providing updates on their child's progress, sharing observations, and discussing any concerns. This open dialogue ensures that families feel involved, valued, and aware of how their child is supported within the setting.

Because Key Persons work closely with their key children, they are well-placed to observe changes in behaviour, appearance, or mood, and to identify early signs of potential safeguarding concerns. Any such concerns will be reported promptly to the Designated Safeguarding Lead (DSL) in accordance with our safeguarding procedures.

In the event of a Key Person's absence (e.g., due to illness or leave), a named 'Buddy Key Person' will provide continuity of care and communication, ensuring that both the child and their family continue to feel supported and secure.

The setting will make every effort to deploy Key Persons alongside their key children as much as possible throughout the day.

The Nursery Manager will ensure that all staff are effectively deployed to meet the statutory requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS 2024). We will also provide additional staffing during key times of the day—such as arrivals and settling-in periods—to ensure that children's emotional and developmental needs are fully met.

We will ensure that there is always at least one staff member present in each group who holds a full and relevant Level 3 qualification, with suitable experience of working with children under two.

Should we experience temporary staff shortages, we will first explore reorganising groupings to ensure that children's needs and minimum ratio requirements can still be met safely. If this is not possible, we will engage vetted childcare agency staff. Before working with children, all agency staff will receive an induction into the setting's safeguarding policies and procedures and will be supported by a senior member of staff to ensure consistent, high-quality care.

Supervision of staff

To ensure that staff are well-supported and effectively equipped to safeguard and protect the children in their care, practice within the setting is led by the Nursery Manager, who is a qualified Level 3 practitioner or higher.

The Nursery Manager holds responsibility for ensuring that procedures are in place for all staff to receive regular, formal supervision and appraisals. These provide structured opportunities for staff to:

- Reflect on their performance and professional development
- Discuss issues relating to children's development, wellbeing, or safeguarding concerns

- Identify solutions and receive support in addressing challenges as they arise
- Receive coaching and mentoring to enhance their personal effectiveness and confidence in their role

Supervision meetings also create a safe space for staff to discuss any child protection concerns, helping to maintain a vigilant and responsive safeguarding culture within the setting.

In line with EYFS 2024 – Section 3.23, regular support, advice, training, and supervision for the Nursery Manager will be provided by the Managing Directors / Trustees / Governors to ensure leadership remains robust, reflective, and aligned with best practice.

Allegations against staff, volunteers and supply staff

Should an allegation be made that an adult in a position of trust within our setting (member of staff, supply staff or volunteer) has:

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

(Keeping Children Safe in Education 2024 KCSIE)

Any/all of the above concerns will be brought to the immediate attention of the DSL who will immediately advise the registered person.

In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Executive Leader. The Executive Leader will discuss with the Designated Officer for the Local Authority (LADO) the nature of the allegations made against the adult, with a view to the LADO making an evaluation and giving guidance. This may result in a strategy discussion depending on the nature of the allegation being made.

Should the allegation be made against a supply member of staff, in line with Keeping Children Safe in Education (2024), we will in all circumstances, seek advice/guidance from the LADO and the relevant Human Resources representative(s) around the threshold for suspension of the employee, and advise the employing agency a LADO referral has been made. Should there be any conduct issues with an agency member of staff, which may not reach the threshold for safeguarding, we will consult the LADO for further advice.

Along with this the agency for the supply worker will be fully involved and expected to co-operate in any enquiries made by the LADO, police and/or children's social services. We as a setting, where directed to do so by the LADO, police and/or children's social services, will support any safeguarding investigation by collecting the facts when an allegation is made. With this regard it may be that the setting will take a lead on the safeguarding element of the investigation.

In all cases, any allegation made will be referred to the LADO immediately and followed up in writing within 1 working day. As part of the allegation management process the DSL will consider the safeguarding arrangements for the child or young person to ensure they are safeguarded from the alleged abuser, together with:

- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Inform Ofsted of allegation within 14 days of the allegation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.
- Ensure any decision made in any strategy meeting is acted on.

NB All early Years providers must report to Ofsted or the child-minding agency that they are registered with of "any significant" event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with children/on the premises to look after children.

Dealing with Allegations/ concerns that do not meet the threshold

Low level concerns should always be undertaken in consultation with the LADO. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised previously but not met the threshold for an allegation. Waltham Forest local procedures require that all low-level concerns are shared with the LADO/SIE service through our consultation service.

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language.

(NSPCC KCSIE 2024 Briefing on key updates to statutory guidance for schools in England)

DBS Referrals

As an employer of practitioners and volunteers engaged in regulated activity, Little Learners Nursery Group recognises its legal duty to make a referral to the Disclosure and Barring Service (DBS) when the relevant conditions have been met.

We will make a referral to the DBS:

- When an individual has been permanently removed (or would have been removed had they not left voluntarily) from regulated activity due to concerns that they harmed a child or posed a risk of harm
- When the harm test has been met, even if no allegation has been substantiated through formal processes
- Regardless of whether another organisation has also made a referral in relation to the same individual

▲ Failure to make a referral in these circumstances is a criminal offence.

Referrals may be made at any stage of the allegations or disciplinary process, and we will act at the earliest appropriate opportunity in the interests of safeguarding. In certain cases, we may decide to make a referral even when the threshold for dismissal is not met — for example, based on advice from the police or safeguarding professionals, or where sufficient evidence is lacking but risks remain.



Where a referral is made outside of legal duty (i.e., not meeting statutory thresholds), this will be done in careful consideration of employment law and data protection obligations.

Where concerns arise regarding agency or supply staff working at Little Learners Nursery Group, both the setting and the agency have a responsibility to consider and, if appropriate, make a DBS referral.

If an allegation is made against the Designated Safeguarding Lead (DSL), this must be escalated to:

- The Deputy DSL, or
- The Nursery Manager, or
- The Registered Person, depending on the structure of the setting

Further Guidance

- Full procedures for managing allegations against staff can be found in **Keeping Children Safe in Education (KCSIE) 2024**:
 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- For information on making a DBS referral, visit:
 <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#should-i-make-a-referral-when-an-allegation-is-first-made-or-when-i-temporarily-suspend-someone>

Whistleblowing

Whistleblowing – Little Learners Nursery Group

Whistleblowing is when someone raises a concern about a dangerous, illegal, or unethical activity, or any form of wrongdoing within their organisation. It is a vital safeguarding mechanism that allows concerns to be addressed early, helping to protect the wellbeing of children, staff, and the wider community.

Raising a concern is commonly referred to as “blowing the whistle”, and it is an essential process for identifying risks and improving practice. Whistleblowing concerns must be in the public interest — meaning the issue raised must affect others beyond just the individual making the report.

As a whistleblower, you are protected by law. You must not be treated unfairly or lose your job as a result of raising a genuine concern.

(Adapted from the NSPCC – www.nspcc.org.uk)

When to Raise a Concern

You can raise a concern at any time, including if:

- You are worried about a current situation
- You have past concerns about actions that were taken
- You believe something may happen in the future

Whistleblowing may involve concerns about:

- Unsafe or poor care practices
 - Failure to follow safeguarding procedures
 - Inappropriate behaviour by staff or volunteers
 - Misuse of funds or resources
 - Any conduct that puts children or others at risk
-

Our Whistleblowing Culture



At Little Learners Nursery Group, we are committed to openness, transparency, and accountability. We understand that children cannot be expected to raise concerns in an environment where adults feel unable or unwilling to do so.

All staff, volunteers, and students are reminded that they have a duty to report concerns about the behaviour or attitudes of colleagues. This can be done through our internal whistleblowing and complaints procedures.




If staff feel unable to raise the concern internally — or feel it is not being taken seriously — they are encouraged to contact one of the agencies listed below:

External Whistleblowing Contacts



Local Authority Designated Officer (LADO) & Safeguarding in Education Team

-  020 8496 3646 (Monday to Friday, 9am–5pm)
-  safeguardingineducation@walthamforest.gov.uk

Ofsted Whistleblowing Hotline

-  0300 123 3155 (Monday to Friday, 8am–6pm)
-  whistleblowing@ofsted.gov.uk
-  Write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

NSPCC Whistleblowing Advice Line

-  0800 028 0285 (available 8am–8pm, Monday to Friday)
-  help@nspcc.org.uk

Further Information

- Visit: <https://www.gov.uk/whistleblowing>

Record Keeping

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing on CPOMS. This should include instances where referrals were or were not made to another agency such as local authority children’s social care or the Prevent programme, etc. If you are in any

doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the nursery.

If a child for whom the nursery has, or has had, safeguarding concerns moves to another nursery/school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new nursery/school to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Ratios

To ensure the safety and the wellbeing of the children in our setting we will ensure we follow the current recommended ratios and qualifications for the safe care of children as set out in the statutory framework for the Early Years Foundation Stage in the setting, as of March 2021 these were as follows:

For Early Years providers other than childminders:

- For children under two: one member of staff to every three children.
- At least one member of staff within the group will hold a full and relevant level 3 qualification and will have suitable experience of working with children under two.
- For children aged two: one member of staff for every five children.
- At least one member of staff will hold a relevant level 3 qualification. At least half of all other staff in the group will hold a relevant level 2 qualification.
- For children aged three where there is a suitably qualified level 6 or persons with qualified teacher status working directly with the children the ratio can be one member of staff for each thirteen children.
- For children aged three where there is no suitably qualified level 6 or persons with qualified there will be one member of staff for every eight children.
- At least one member of staff will hold a full and relevant level 3 qualification and at least half will hold a relevant level 2 qualification.
- Only those aged 17 or over will be included in the child/staff ratios. Where there are staff under 17 years of age, they will always be supervised by a level 3 qualified member of staff.
- Students and volunteers on long-term placement aged 17 years or over and staff working as apprentices in early education aged 16 or over may only be included in the ratios if the manager is satisfied that they are competent and responsible.
- At least one person who has a current Paediatric First Aid (PFA) will always be on the premises and available when children are present, and will accompany children when they go on outings.

****To check qualifications are full and relevant**

<https://www.gov.uk/guidance/early-years-qualifications-finder>

Mobile phones, Smart watches, Photography and technology in the nursery

Keeping Children Safe in Education 2024 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including **online safety**, as part of providing a **broad and balanced curriculum**.

To ensure the safety and wellbeing of all children in our setting, we operate a **strict no mobile phone policy for all parents, visitors, and staff**. This applies to the entire premises during operational hours.

Exceptions apply to **senior staff** (Directors, Managers, Deputies) who may keep their **mobile phones and smartwatches** on their person **only for safeguarding and emergency purposes**, and only in line with a **written risk assessment**.



This policy outlines how we filter and monitor internet use within the setting, and how we educate children on **safe and responsible online behaviour**, both at nursery and at home.

We recognise that information technology offers valuable learning opportunities, but we also understand that not all experiences online are safe. Therefore, we take the following proactive steps when using digital tools and resources:

- Carefully **check and vet all apps, websites, and search results** before introducing them to children.
- **Supervise** children at all times when they access the internet.
- Ensure that **child-appropriate filters and safety modes** are enabled on all devices.
- **Role model safe online behaviour**, including respecting privacy and setting boundaries.
- Regularly **talk to children about online safety** in an age-appropriate way.
- Always **ask children for permission before taking their photo**, even if parental consent is on file.
- Review and **adjust privacy settings** on devices to prevent unintended data sharing.

To uphold the highest safeguarding standards, our **Online Safety Policy** is reviewed **annually** alongside a comprehensive **risk assessment**. This ensures that risks related to children's digital experiences are regularly identified and mitigated.

For further guidance and support:

- **Government guidance** on safeguarding in early years:
[Safeguarding children and protecting professionals in early years settings](#)
- **UK Safer Internet Centre – Online Safety Helpline for Professionals**
 0344 381 4772 |  helpline@saferinternet.org.uk
- **ThinkUKnow by NCA-CEOP**
www.thinkuknow.co.uk – Provides online safety guidance for professionals, children, and parents.

Visitors

To ensure the safety of the children in the setting we have procedures in place for recording the details of visitors and the purpose of their visit to our setting. The setting's security procedures ensure that the possibility of unauthorised persons having access to the children is minimised.

External visitors; contractors.

Under no circumstances will visitors/contractors be allowed unsupervised access to the children. Visitors/ contractors will always be supervised whilst on the nursery premises, especially when in the areas the children use. In addition to these arrangements, we ask that parents do not open or hold the door for other persons to gain access to the building without being vetted by staff.

Contractors have a Risk assessment in place before their arrival to ensure the safety of the children.

Volunteers

Volunteers, including Directors, will undergo checks commensurate with their work in the Nursery and contact with children. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the Nursery's risk assessment process and statutory guidance.

Contractors

The Nursery checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

This Nursery is committed to keeping an up to date single central record detailing a range of checks carried out on our staff.

Protecting children/Young People

Defining Abuse – Signs & Symptoms

Abuse is a form of maltreatment of a child. Somebody may abuse, exploit or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical, as well as the impact of witnessing the ill-treatment of others—this is particularly relevant in cases where children see, hear, or experience the effects of domestic abuse. Children may be abused, neglected or exploited in a family, institutional, or community setting, by those known to them or, more rarely, by others. Abuse can occur wholly online, or technology may be used to facilitate offline abuse. Children may be harmed by adults or by other children.

There are four main categories of abuse, as outlined in current safeguarding legislation and statutory guidance:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Neglect

These categories and their possible signs and indicators are detailed in statutory guidance, including the Department for Education's *Working Together to Safeguard Children* (latest edition) and *Keeping Children Safe in Education* (2024).

It is essential to understand that:

- The indicators listed in guidance documents are not exhaustive, and children may exhibit signs of trauma or distress for reasons unrelated to abuse.
- For example, challenging or withdrawn behaviour may result from trauma, additional needs, or other life experiences.
- Nonetheless, any concerning behaviour must be taken seriously and treated as a potential safeguarding issue.

At [Insert DfE/Ofsted Registered Setting Name], all staff are expected to:

- Be familiar with the types and signs of abuse.

- Remain vigilant and alert to any changes in a child's behaviour, presentation, or communication.
- Report concerns immediately in line with the setting's safeguarding and child protection procedures.
- Consult with the Designated Safeguarding Lead (DSL) if they are ever unsure whether something observed is a cause for concern.

Safeguarding is everyone's responsibility. Early identification and action can make a significant difference to a child's wellbeing and safety.

| Type of Abuse | Possible Indicators |
|--|---|
| <p>Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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"> ● provide food, clothing and shelter; ● protect a child from physical and emotional harm or danger; ● ensure adequate supervision; ● ensure access to appropriate medical care or treatment. | <p>Obvious signs of lack of care including:</p> <p>Problems with personal hygiene;</p> <p>Constant hunger;</p> <p>Inadequate clothing;</p> <p>Emaciation;</p> <p>Lateness or non-attendance at the setting;</p> <p>Poor relationship with peers;</p> <p>Untreated medical problems;</p> <p>Compulsive stealing and scavenging;</p> <p>Rocking, hair twisting, thumb sucking;</p> <p>Running away;</p> <p>Low self-esteem.</p> |
| <p>Physical Abuse</p> <p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child e.g. FGM, Breast ironing. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p> | <p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p> |
| <p>Sexual Abuse</p> <p>Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p> | <p>Sudden changes in behaviour</p> <p>Displays of affection which are sexual and age inappropriate</p> <p>Tendency to cling or need constant reassurance</p> <p>Tendency to cry easily</p> <p>Regression to younger behaviour – e.g. thumb sucking, acting like a baby</p> <p>Unexplained gifts or money</p> <p>Depression and withdrawal</p> <p>Wetting/soiling day or night</p> |

| | |
|--|--|
| | Fear of undressing for PE |
| Emotional Abuse The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Seeing or hearing the ill-treatment of another | Rejection Isolation child being blamed for actions of adults child being used as carer for younger siblings affection and basic emotional care giving/warmth, persistently absent or withheld. |

Useful link to Waltham Forest Neglect resource

https://www.walthamforest.gov.uk/sites/default/files/2021-11/waltham_forest_child_neglect_resource_for_multiagency_working_1.pdf

Existing injuries

The 'Existing Injuries' form is to be completed at drop off before parents leave their child in our care. It is parental responsibility to make the nursery aware of existing injuries. This ensures that we are not only made aware of any injuries/bruising the child may have but can also escalate this if felt appropriate to comply with our Safeguarding and Child Protection policy.

Bruising

Should we observe bruising in a baby who is not crawling, cruising or independently mobile depending on the timing and the nature of the concern we will raise the concern with the child's parent in the first instance.

In all cases, bruising in pre-mobile children a referral will be made to MASH.

Although not exhaustive and DSL's will use their judgement, this guide to bruising is used as a reference.

[Bruises on children: Core info leaflet | NSPCC Learning](#)

Peer-on-peer abuse

We are aware that peer-on-peer abuse does take place amongst young children. This may take the form of bullying, physically hurting another child, emotional abuse and or sexual abuse. Where the abuse is of a sexual nature we will report this form of abuse in the same way as we do for adults abusing children, and will take advice from the Multi -Agency Safeguarding Hub (MASH) to access support for both the victim and the perpetrator, as they too could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Should the abuse be other than sexual we will use the setting's policy on managing behaviour.

Referrals

MASH is Waltham Forest's single point of referral to social care for concerns regarding children, young people, and vulnerable adults:

- Early Help (parental consent needed)
- Child in Need
- Child Protection
- Adult Safeguarding

Referrals to the MASH should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so.

It is good practice to notify MASH by phone and/or email to discuss the case prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to make arrangements to come and see the child that same day in the nursery if deemed necessary.

In our setting the DSL ordinarily takes responsibility for the referral process, in consultation with staff who know the child. Still, there are circumstances where another member of staff must refer without delay:

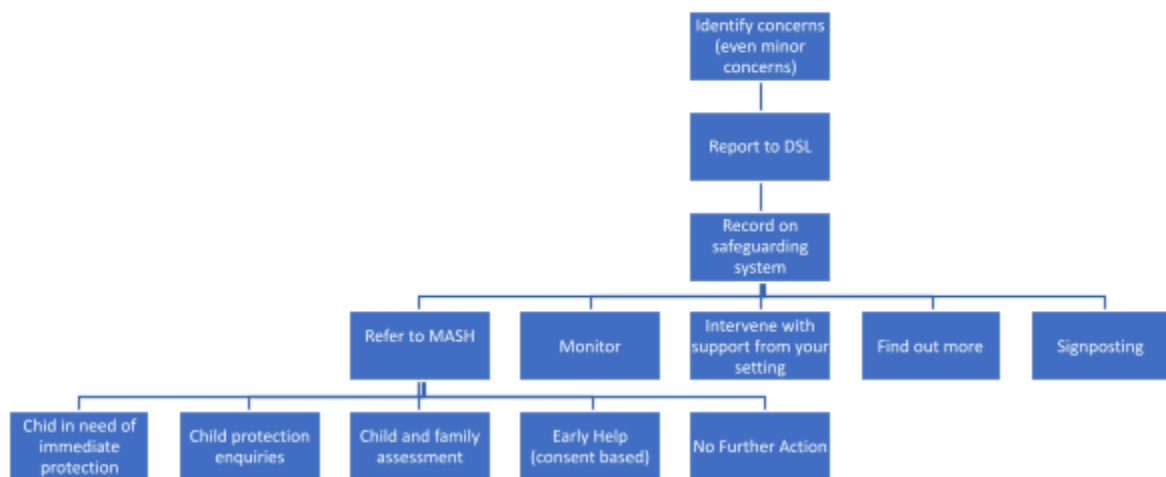
- If for some reason, the DSL is not available, the referral should be made without delay by a deputy DSL
- If you disagree with your DSL's decision not to refer a case to MASH, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so. Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible.
- It is noted that All Adults in our setting, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH, LADO, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file.

Holding children in the setting after a MASH referral

Sometimes MASH social workers and police will want to see a child on the day of referral to ensure that they are safe to go home. In such cases, they will ask you to keep the child in the setting until the visit has taken place. Because it can take time to organise the visit with an available social worker and police officer, sometimes families will be asked to wait at the setting before a child is released to them, and they may be asked not to see their child during this time. This can be stressful and uncomfortable for both the setting and families and sometimes all are kept at the setting until late in the evening. The setting should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Although settings do not have legal powers to remove or detain children, Police and The Courts do have such powers, and it is at their request that the settings are holding the child. For this reason, families are strongly advised to cooperate in order to ensure children/young people are effectively safeguarded.

Flowchart – Actions where there are concerns about a child



Dealing with disclosures made by children

Should a child make a disclosure of abuse as with all Child Protection concerns, we will act on the information immediately. If staff are concerned that a child may be at risk or is suffering abuse, they must report the concern to the DSL or in their absence to the deputy DSL.

If a child makes a disclosure or an allegation of abuse against an adult or another child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Seek context to the concern but **do not investigate or ask leading questions.**
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Safeguarding Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure, or incident which you must sign, date, and record your position using the setting concern about a child's welfare & safety form (See Appendix 5).
- Upload your record to CPOMS to alert DSL

****Where an allegation is made against a professional the DSL will immediately advise the Lead safeguarding Governor/managing director / chair of trustees of the matter.***

We are aware that parents are normally the first point of contact should a concern arise regarding their child. If a suspicion of abuse is recorded, we will inform parents at the same time the report is made. The only exception to this taking place is where informing the parents will place the child at further risk. This will usually be the case where the parent or family member is the potential abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

In any case the setting will continue to welcome and work professionally with the child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

What to do if you're worried a child is being abused: 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

Information Sharing

We at Little Learners Nursery Group view information sharing as an essential part of our arrangements to safeguard the children in our care. As part of this we acknowledge that there may be concerns about a child or family which could be considered low-level, in such cases we will share information as necessary to protect the child. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Any information shared will be done on a need-to-know basis to aid the effective assessment and identifying of children at risk. As practitioners we are clear about when we should share information and be alert to the signs and triggers of child abuse, should there be

a suspicion, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information shared will be in line with guidance from the local authority and police.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Information about the child:

As a provider I will ensure that I record information for each child in my/ our care as follows:

full name; date of birth; name address of every parent and/or carer who is known to us (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers. **EYFS 2024 3.81**

Escalation

If you have concerns regarding the lack of response to professional opinions and judgements expressed by your staff about safeguarding matters including concerns that social care services are not taking appropriate actions regarding the well-being of a child or are not responding in a timely fashion to your concerns.

Professional disagreements (escalation) will be responded to in line with WFSCB procedures and DSLs may request support via the Education Safeguarding Service

https://www.walthamforest.gov.uk/sites/default/files/childrens_escalation_letter_december_2019.pdf

Harmful sexual behaviour (HSB) child-on-child abuse.

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse. KCSIE 2024.

We are aware that child on child abuse does take place amongst young children. This may take the form of bullying, physically hurting another child, emotional abuse and or sexual abuse. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. Where the abuse is of a sexual nature, we will report this form of abuse in the same way as we do for adults abusing children and will take advice from the Multi -Agency Safeguarding Hub (MASH) to access support for both the victim and the perpetrator, as they too could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Should the abuse be other than sexual we will use the setting's policy on managing behaviour.

As part of safeguarding children in our setting we will ensure that our designated safeguarding lead and deputy safeguarding lead are trained in recognising HSB.

Risk assessment

When there has been a report of HSB, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. The risk and needs assessment for a report of HSB will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- any/all the other children, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms,

and

- The time and location of the incident

and

- any action required to make the location safer.
(KCSIE 2023)

Special Educational Needs

All staff at Little Learners Nursery Group are aware of the signs and symptoms of abuse. As Early Years Practitioners we recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- and communication barriers and difficulties in overcoming these barriers.

Children and mental health concerns

We at Little Learners Nursery Group recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or even exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and in turn impact on their education. Our/my setting will identify the additional needs of these children and provide extra monitoring and support to mitigate these additional barriers. The DSL will liaise with mental health professionals where safeguarding concerns are linked to mental health, ensuring that children are heard and understood. As part of this referrals will be made to mental health professionals and or early help for further support.

At our setting we aim to take a trauma informed approach to support the children in the setting, considering their lived experience, and using this to inform how best to support them in terms of their welfare and engage them with learning.

In general, we will always discuss any concerns the setting may have with the child's parents. Parents need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If we decide not to discuss our concerns with the child's parents or carers this will be recorded in the child's safeguarding file with a full explanation for our decision.

For further information and guidance on children with mental health concerns visit

<https://www.annafreud.org/early-years/>

Supporting children with online safety

At Little Learners Nursery Group we will:

Ensure that our approach is child-centred, considering always what is in the best interest of the child. We will safeguard children both preventatively and responsively and ensure that we deliver a broad and balanced curriculum response to online safety that will enable children and parents to learn about the risks of new technologies and social media and to use these responsibly both at the setting and at home.

To safeguard children from potentially harmful and inappropriate online material we will ensure that our ICT equipment at our setting has filtering controls.

We will also ensure that:

- We have clear standards of behaviour for staff / volunteers and children / young people.
- Promote good health, effective management of medical conditions (including the management of medication (**EYFS 2024**) and the development of self-care in children.
- sleeping children are checked frequently to ensure that they are safe **EYFS 2024**.
- liaise and work together with other support services and those agencies involved in safeguarding children.

- Manage children's behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- Monitor all children who have been identified as having welfare or safeguarding concerns and provide appropriate support.
- That we release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. **EYFS 2024.**
- Maintain records that document safeguarding concerns over time, including low-level worries about a child or young people that together may paint a picture of concern.
- Ensure that our policies and procedures relating to safeguarding and wellbeing are updated annually in collaboration with the board of governors/ proprietors.
- Ensure that all staff understand the additional safeguarding vulnerabilities for certain groups of children and how to address them

Additional vulnerabilities and characteristics in children under five include:

- Children who are looked after by the Local Authority.
- Children previously looked after by the Local Authority.
- Children showing signs of being drawn in to anti-social or criminal behaviour.
- Children at risk of modern slavery, trafficking, or exploitation.
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Children showing early signs of abuse and/or neglect.
- Children at risk of being radicalised or exploited.
- Privately fostered children.
- Children with special educational needs or disabilities

The voice of the child

At Little Learners Nursery Group we will ensure that our approach to safeguarding children in our care is always child centred. This means we will always consider, what is in the best interests of the child. Along with this we will try to understand the lived experience of the child in each family, setting or neighbourhood, so that we can give the child a voice in their own safeguarding to ensure that their voice is understood and incorporated into all plans to support and protect them.

Keeping Children Safe in Education 2024 requires staff to have an awareness that children do not always have the ability to recognise or report abuse. There is an emphasis upon staff building trusting relationships with children, using professional curiosity, and speaking to the DSL about any concerns for a child.

Early Help-Identifying children and families who would benefit from early help services

In line with our responsibilities under Working Together to Safeguard Children (2024) we are committed to identifying those children who would benefit from Early Help support.

Early Help refers to providing support at the earliest opportunity to improve outcomes and prevent escalation. Early help aims to tackle problems like family breakdown, emotional and mental health concerns, school attendance issues, neglect, or housing difficulties before they worsen.

Early Help can be provided by a range of professionals such as teachers, nursery staff, health visitors, family support workers, or local authority Early Help teams.

Practitioners have a duty to safeguard and promote the welfare of children. Recognizing signs that a child or family may need extra help is key to that responsibility.

Working Together to Safeguard Children (statutory guidance) emphasizes the importance of Early Help and outlines that all practitioners should be alert to emerging problems.

Link to Thresholds and practice working with children and families Waltham Forest

<https://thehub.walthamforest.gov.uk/news/guide-thresholds-and-practice-working-children-and-families-waltham-forest>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL.

We will complete a self-assessment audit of the settings safeguarding arrangements at frequencies specified by the WFSCB and using the audit tool provide by the Safeguarding in Education team for this purpose

Specific Safeguarding

Private Fostering

A private fostering arrangement is one that is made privately (without any 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. Both birth parents, private foster carers and persons who are seeking to arrange for a child to be privately fostered are required by law to notify the Waltham Forest Council's Children's Services department of the arrangement.

Should we become aware that a child is being privately fostered we will notify the MASH team.

Female Genital Mutilation (FGM)

We at Little Learners Nursery Group have a legal duty to protect all children in our care under the Working Together to Safeguard Children 2018 agenda. This duty extends to protecting young girls and

women from FGM, an illegal and extremely harmful practice and a form of abuse. All staff in our setting have received training to increase their awareness of the practice and harm FGM causes.

We recognise that children are at higher risk if FGM if this has already been carried out on their mother, sister or a member of their extended family (HM Government, 2016). In consideration of this we will always maintain a culture of vigilance.

Should a child in our care show any signs and symptoms of FGM or we have good reason to believe that the child is at risk of FGM, we will refer the child to Waltham Forest MASH team using our existing standard safeguarding procedures as it is a form of child abuse. However, should we think a child is in immediate danger we will contact the police on 999

Link to e-learning <https://www.fgmelearning.co.uk/>
<https://www.gov.uk/government/collections/female-genital-mutilation>

Prevent

The safeguarding and Welfare Requirements, Child Protection (EYFS 2017, 3.4) states 'Providers must be alert to any issues for concern in a child's life at home or elsewhere. meeting this requirement Providers must have and implement a policy, and procedures, to safeguard children'. As part of the arrangements to safeguard the children we are committed to the Prevent Duty to help protect children from radicalisation and extremism under section 26 of the Counterterrorism and Security Act 2015. To do this we will do by:

- Understanding our own role and responsibilities on how to protect children from extremism
- Promoting and embed fundamental British Values in the setting through the activities and policies of the setting
- Ensuring that staff have up to date training that provides them with the knowledge on how to identify children at risk.
- Monitoring children's attendance and following up absences

Link to Prevent on line training <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Local Authority contact email or phone the Senior Programme Manager (Prevent Education) Amy Strode
Email: Amy.strode@walthamforest.gov.uk Telephone: 07816150037.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Waltham Forest has adopted the Safe & Together model of working with children affected by domestic abuse. This includes working in partnership with the abused parent and holding the perpetrating parent to account.

Domestic abuse is defined as 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 abuse.

For children seeing, hearing or knowing of a parent being abused is a traumatic experience and can have long-term damaging emotional and psychological effects. Wherever Domestic Violence is suspected in a home where a child is resident, we at Little Learners Nursery Group will refer this information to the MASH team, who have a duty to investigate. We will also offer support and signpost parents to external agencies, if appropriate, so parents are supported.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

Refuge what is domestic violence/effects of domestic violence on children

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Safe Lives: young people and domestic abuse

<https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

Guidance Domestic abuse: how to get help -

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

<https://www.gov.uk/government/publications/domestic-abuse-act-2021>

/domestic-abuse-statutory-guidance-accessible-version#annex-a--support-available-for-victims

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what

form of safeguarding action to take. Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

Forced Marriage

A forced marriage is one entered without full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into marriage.

Child criminal and sexual exploitation (CSE)

Child Sexual Exploitation is a form of **sexual abuse** where children are sexually exploited for money, power or status.

It can involve violent, humiliating or degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

NOTE: child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time.

All children and young people, can experience child sexual exploitation.

"this includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship."

Children Missing in Education (CME)

Children Missing in Education (CME) can be a potential indicator of abuse or neglect, including risks such as Female Genital Mutilation (FGM), Forced Marriage, or travel to conflict zones. Settings must remain vigilant and report any patterns of irregular attendance or if a child has been absent without reason for 10 or more consecutive school days. If a child is taken off-roll, the local authority must be informed immediately. These steps are crucial to ensure that no child slips through the safeguarding net and that appropriate support or intervention can be offered where necessary.

Setting Specific Safeguarding policies

At Little Learners Nursery Group we recognise that safeguarding children is not just about protecting children from deliberate harm, but also includes things such as child safety anti bullying, racial abuse harassment, visits out into the community, intimate care, use of mobile phones, internet safety, first aid etc. In consideration of this the safeguarding policy should be read in conjunction with our settings specific policies, procedures and other protocol:

| | |
|---|----------|
| Promoting Positive Behaviour | Adopted; |
| Code of conduct Policy | Adopted: |
| Electronic Info and Communications Policy | Adopted: |

| | |
|-----------------------------------|----------|
| Mobile Phone Policy | Adopted: |
| Acceptable Use Policy | Adopted: |
| Health and Safety | Adopted: |
| Risk assessments | Adopted: |
| Racial Equality | Adopted: |
| Equality Opportunity | Adopted: |
| Outings | Adopted: |
| Lost child | Adopted |
| Complaints | Adopted: |
| Medicines / sickness/ medications | Adopted: |
| Lock down policy | Adopted: |
| SEND / Inclusion | Adopted: |
| Code of Conduct | Adopted: |
| Whistle Blowing | Adopted: |
| Sleeping children | Adopted |
| Smoking | Adopted |

Review Date's are on policies reviewed annually.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, we will review and update our policies and procedures as appropriate and update the policy accordingly.

Appendix 1

The responsibility of the DSL includes

Being the operational person with delegated lead responsibility for safeguarding in the setting.

Inducting staff about emergency procedures, safeguarding, child protection and health and safety arrangements including risk assessments for the settings activities **EYFS 2023**.

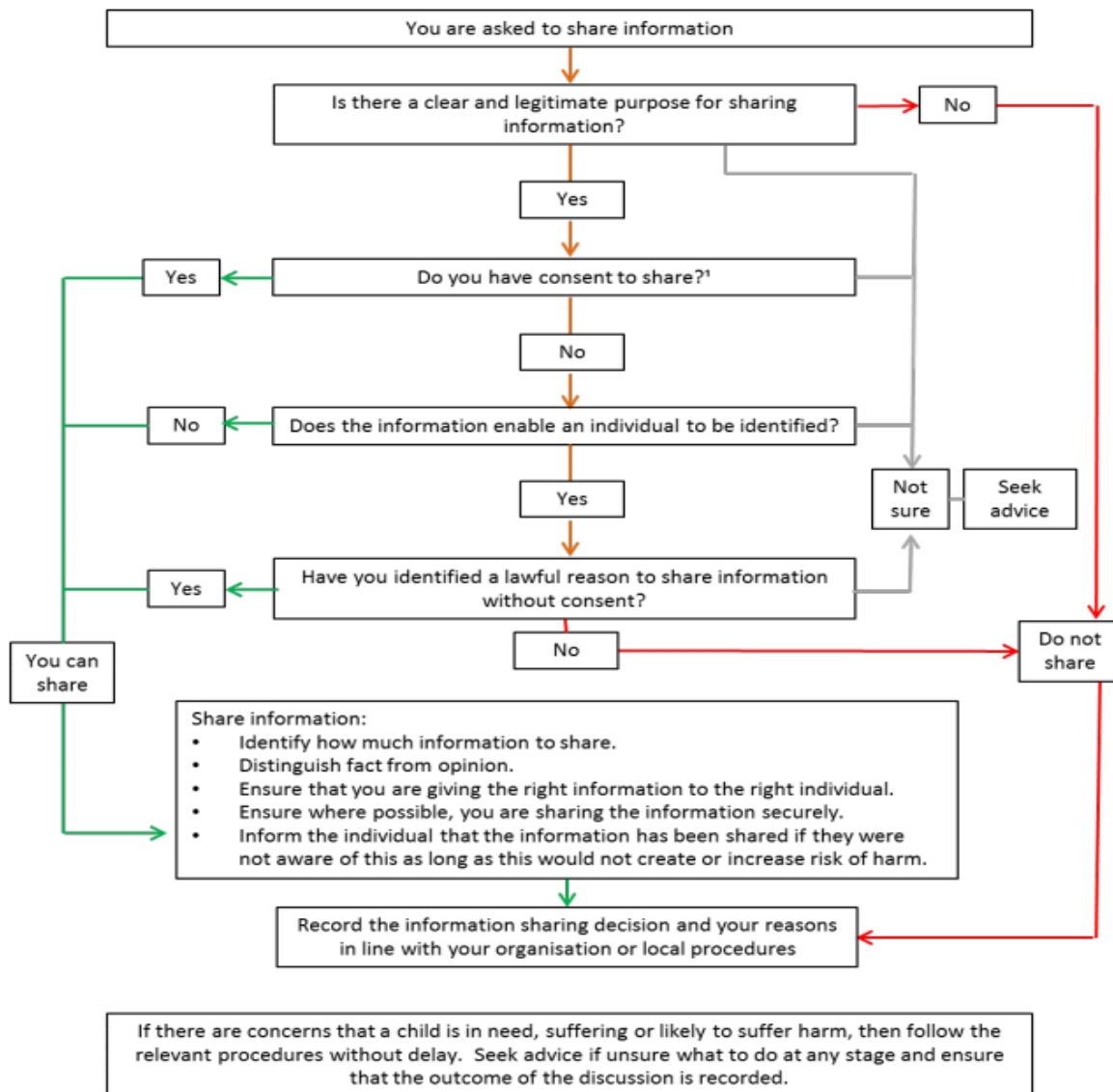
Providing support advice, training to both staff students, volunteers and guidance to all on an ongoing basis with regards to specific safeguarding issues

Liaising with **Directors at the setting**, local Statutory children's service agencies, Waltham Forest Safeguarding Children's Board (WSCB) and all other agencies concerned with the protection of children, including social services, police and health colleagues.

- Referring cases of suspected abuse to children's social care and police as appropriate.
- Referring cases to the Channel programme where there is a radicalisation concern as appropriate.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.
- Keeping detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main child's file and stored securely. **EYFS 2023**.
- Ensures that, when a child leaves the setting that all child protection records are passed to the new setting (separately from the child's main file ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed.
- Ensuring the secure transfer of child protection files where child leaves setting to attend another provider/school.
- Representing the setting at inter-agency meetings strategy discussions, child protection conferences and core groups; along with provide and/or support other staff to do so – and to contribute to the assessment of children.
- Managing and monitoring the setting's role in early help, child in need and child protection plans.

Appendix 2

Flowchart of when and how to share information



If in doubt about sharing, see: [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/DfE_non_statutory_information_sharing_advice_for_practitioners_providing_safeguarding_services_for_children_young_people_parents_and_carers.pdf)

Appendix 3

Local Support and Key Safeguarding contacts in Waltham Forest

All members of staff in [Name of Setting] are made aware of local support available:

| Name | Agency | Contact details |
|--|---|---|
| Police Referral Desk | Metropolitan Police Child Abuse & Investigation Team (CAIT) | 020 8345 3633 020 8345 3693 |
| Designated Nurse for Safeguarding Children | Clinical Commissioning Group (CCG) – GP Services | 020 3688 2638 |
| Duty Child Protection Coordinators | Waltham Forest Children & Families Services | 020 8496 8279 |
| Team Manager, Children's Emergency Duty | Waltham Forest Children & Families Services | 020 8496 3000 |
| Local Authority Designated Officer (LADO) & Safeguarding in Education | Waltham Forest Children & Families Services | 020 8496 3646 |
| Waltham Forest Multi Agency Safeguarding Hub (MASH) Team Team Manager, MASH | Waltham Forest Children & Families Services | csc referrals@walthamforest.gov.uk 020 8496 2307/2310/2311/2316 020 8496 2317 |
| Designated Doctor for Child Protection | North East London Foundation Trust (NELFT) | 020 8430 7893 07795 548987 |
| Named Contact for FGM Sylvie Lovell Early Help Family Practitioner (0-11) | London Borough Waltham Forest | Tel: 0208 496 3281 Mobile: 07973748024 Email: Sylvie.lovell@walthamforest.gov.uk |
| Named Nurse for Safeguarding | Barts Health, Whipps Cross Pediatric A&E | 020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072 |

| | | |
|--|--|---|
| Amy Strode Senior Program Manager (Prevent Education Officer) | Waltham Forest Council Community Safety Team | Email: Amy.Strode@walthamforest.gov.uk Mobile: 07816150037 |
| Waltham Forest Multi Agency Safeguarding Hub Private Fostering | 221 Hoe Street Walthamstow London E17 9PH | csreferrals@walthamforest.gov.uk or call 020 8496 2310 out of hours 02084963000 Selina.Mkandla@walthamforest.gov.uk |

Print and display this page next to every staff phone in your setting.

Record keeping Guidance

Child protection records should include.

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Useful guidance

<https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance>

INFORMATION/FRONT SHEET

[illegible]

Other Agency Involvement

[illegible]

Appendix 5

Concerns Chronology

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

| | | |
|-------|--|--------------------------|
| Name: | | |
| DOB: | | Class/Form/ Room: |
| Date | Information/Details of concerns or contact | Print Name and Signature |
| | | |
| | | |
| | | |
| | | |
| | | |

Part 1 (for use by any staff) **Appendix 6 (YELLOW FORM)**
Logging a Safeguarding/Welfare concern about a Child



On becoming concerned about a child, immediately and verbally pass information to the **Nursery Manager (Dawn Hodge or Boutina Hammouda)** who are the Designated Safeguarding Leads (DSL). Then as soon as possible, record the concern using this form and hand to the DSL. In the absence of the DSL, had the form to a Deputy DSL's

| | |
|--|---|
| St Saviour's Site | St Mary's Site |
| Cherry Boyce - Executive Leader Jenni Matthews - Director | |
| Parent Liaison Manager - Gina Arnell Deputy Manager- Yasmine Ross | Deputy Manager- Kamer Turgay Trainee Deputy Manager- Petya Pavlova Seda Eren - Room Leader Fahima Begum - Senior practitioner Afyiah Rehman - Senior practitioner |

| | | | |
|----------------------|--------------|-------------|----------------|
| Child's Name: | Room: | DOB: | Gender: |
| | | | |

| | | | |
|---|-------------------|-----------|-----------------------------|
| Date of incident: | Time of incident: | Place: | Date and Time (of writing): |
| | | | |
| Name of person completing this form (please print): | | Signature | Job Title |
| | | | |

Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

What is the child's account/perspective?

Professional opinion where relevant.

Any other relevant information (distinguish between fact and opinion). Previous concerns etc.

What needs to happen? Note actions, including names of anyone to whom your information was passed and when.

Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead.

Appendix 7

Body Map Guidance for Early Years and Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

Exact site of injury on the body, e.g. upper outer arm/left cheek.

Size of injury - in appropriate centimetres or inches.

Approximate shape of injury, e.g. round/square or straight line.

Colour of injury - if more than one colour, say so.

Is the skin broken?

Is there any swelling at the site of the injury, or elsewhere?

Is there a scab/any blistering/any bleeding?

Is the injury clean or is there grit/fluff etc.?

Is mobility restricted as a result of the injury?

Does the site of the injury feel hot?

Does the child feel hot?

Does the child feel pain?

Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and recorded.

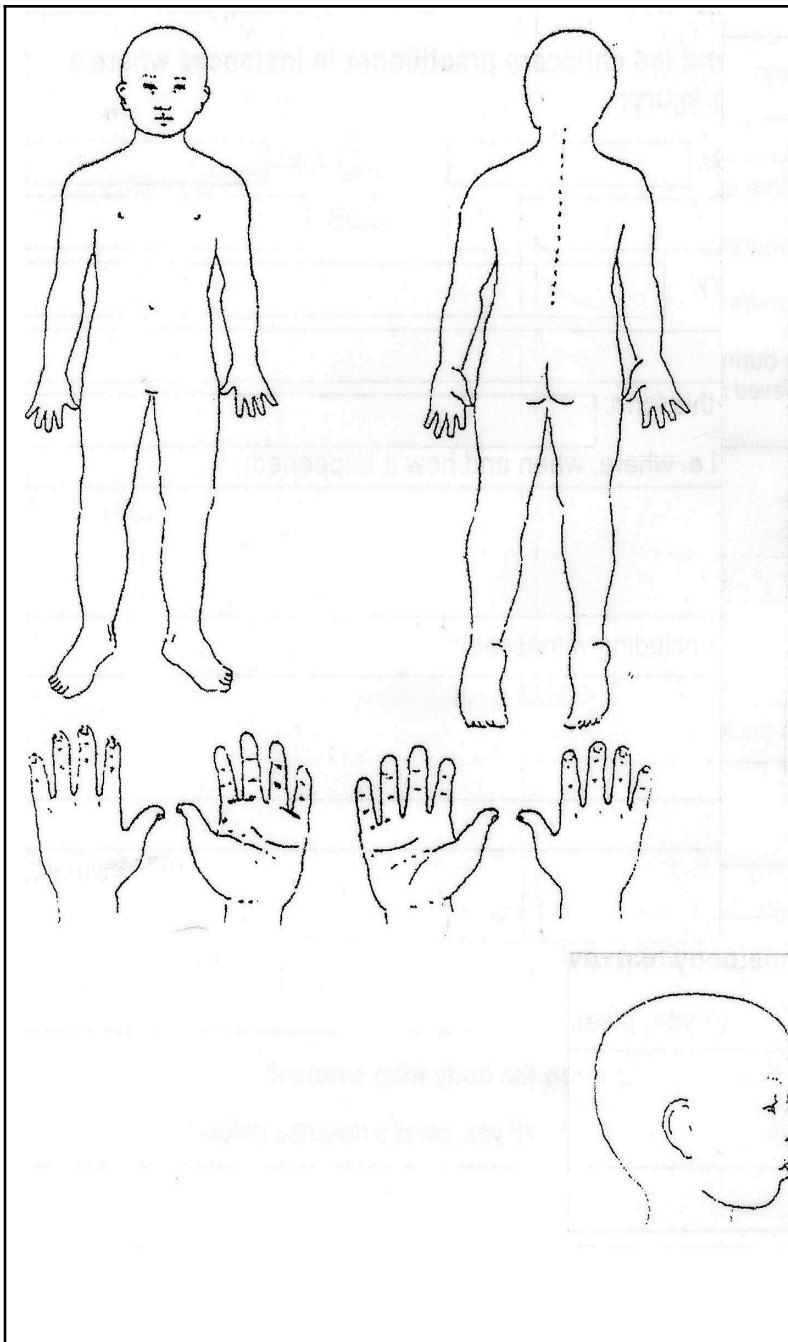
EYFS 2024 3.62 Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

A copy of the body map should be kept on the child's concern/confidential file

Date and time of observation:

Name of p Date and time of the recording:

[illegible]



Part 2 (for use by DSL)

| | |
|---|--|
| <p>Time and date information received, and from whom.</p> | |
| <p>Any advice sought – if required (date, time, name, role, organisation and advice given).</p> | |

| | |
|---|--|
| <p>Action taken (referral to children's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p> | |
| <p>Parent's informed? Y/N and reasons.</p> | |

| | |
|--|--|
| <p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p> | |
| <p>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</p> | |
| <p>Should a concern/confidential file be commenced if there is not already one? Why?</p> | |

| | |
|--------------|--|
| Signed | |
| Printed Name | |
| Date: | |
| Time: | |

Logging concerns/information shared by others external to the nursery
(Pass to Designated Person)

| | |
|---|---|
| Pupil's Name: | Date of Birth: Class/form: |
| Date and Time of Incident: | Date and Time of receipt of information: Via letter / telephone etc. |
| Recipient (and role) of information: | |
| Name of caller/provider of information: | |
| Organisation/agency/role: | |
| Contact details (telephone number/address/e-mail) | |
| Relationship to the child/family: | |
| Information received: | |
| | |
| Actions/Recommendations for the school/setting: | |

| | |
|---|--|
| | |
| Outcome: | |
| | |
| Name: | |
| Signature: | |
| Date and time completed: | |
| Counter Signed by Designated Safeguarding Lead | |
| Name: | |
| Date and time: | |

Appendix 8

Case Activity/Involvement Template

| Name of Child | DOB Group room | Home Address | Parents/carer contact details | Name of Social worker and contact details | Other Agencies | Type of Plan LAC CP CIN CAF | Dates of: Conference, Reviews and Meetings |
|---------------|-------------------|--------------|-------------------------------|---|----------------|---|--|
| | | | | | | | |
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Appendix 9

Request for Help, Support, Protection or Safeguarding Form

Request for Help, Support, Protection or Safeguarding V 2.0

Guidance

If you have a safeguarding concern or request for support for either children or adults then this form should be completed and emailed to the appropriate MASH team, which can be contacted on:

Tel: 0208 496 2310 Email: MASHrequests@walthamforest.gov.uk
for NHS.net account please can you send to
MASHrequests@walthamforest.gov.uk.cjsm.net

Requests for Help, Support, Protection or Safeguarding must be made via this form and all relevant sections **MUST** be completed in order to support a good referral. Advice and guidance on a Request for Help and Support of Protection:

https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=27fyEuq_Qzo

You can make a **'Request for Help and Support'** if you think the subject has additional emerging, complex or acute needs which require a multi-agency intervention; for example, persistent truanting, chronic/recurring health problems, concerns re mental health, substance misuse or behaviour that is harmful to self and others. Before making this request, you should **gain consent** of the child/young person/adult or family concerned.

If you are worried that a child is at risk of significant harm i.e. through abuse or neglect, or their condition is acute, you should make a **'Request for Protection'**. In this case you should inform the parents unless this will endanger the child's safety.

If you have an Adult Safeguarding Concern as you are concerned that the adult is at risk of abuse or neglect you should make a **'Request for Safeguarding'**.

Any decision made by the MASH team will be in line with the [Early Help and Threshold Criteria for Intervention](#) which outlines and defines different levels of need (including emerging, multiple, complex and acute) for children.

The Care Act guidance and Adults Threshold Documents will be applied when referrals are made for Adult to determine if a statutory Duty is applied to assist and support vulnerable adults who have eligible needs

WHEN TO EXPECT A RESPONSE

- We will make sure that you receive an automatically generated written response to your referral within 24 hours
- If you do not hear back from us regarding the outcome and/or progress of your referral, please contact the MASH Team

- If you encounter any difficulties in relation to your referral that you wish to bring to the attention of a Senior Manager, please contact the MASH Head of Service

Contact details and personal information

| | |
|------------------|--|
| Name: | |
| Agency/Team: | |
| Role/Job title: | |
| Address: | |
| Contact Numbers: | |
| Date of request: | |

Details of the person making contact: **What type of request is this?**

| | | | | | |
|------------------|--|-------------|--|---------------|--|
| Help and support | | Protection: | | Safeguarding: | |
|------------------|--|-------------|--|---------------|--|

Does the client/parent or next of kin know about the referral?

| | | | |
|------|--|----------|--|
| Y/N: | | Details: | |
|------|--|----------|--|

Has the client/parent or next of kin consented to the request being made?

| | | | |
|------|--|----------|--|
| Y/N: | | Details: | |
|------|--|----------|--|

Details of the client:

| NHS ID | UPN ID | First Name | Surname | Date of Birth/Expected Due Date | Age | Gender | Address | Ethnicity | Religion | Do they have an EHC plan? |
|--------|--------|------------|---------|---------------------------------|-----|--------|---------|-----------|----------|---------------------------|
| | | | | | | | | | | |

Details of family/household members or other significant people:

| Name | Other Name(s) | DOB/EDD | Age | Gender | Address | Contact Number | Relationship with Subject | Parental Responsibility | Disabilities | Ethnicity | Religion |
|------|---------------|---------|-----|--------|---------|----------------|---------------------------|-------------------------|--------------|-----------|----------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

If there are more than four family/household members or significant people, please continue on a separate sheet and attach

Presenting issues

Client

| | | | | | | | | | | | |
|------------------------------------|---------------------------------|--------------------------|--------------------------|---------------------------------|--|---------------------------------------|---------------------------------------|----------------------------------|-----------------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Sexual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Mental | <input type="checkbox"/> financial abuse | <input type="checkbox"/> Challenging/ | <input type="checkbox"/> Child Missin | <input type="checkbox"/> Missing | <input type="checkbox"/> Under 16 | <input type="checkbox"/> | <input type="checkbox"/> Alcohol or |
|------------------------------------|---------------------------------|--------------------------|--------------------------|---------------------------------|--|---------------------------------------|---------------------------------------|----------------------------------|-----------------------------------|--------------------------|-------------------------------------|

| | | | | | | | | | | | |
|--|---|---------------------------------|---|------------|--|----------------------------------|--------------------|--------------|------------------------------|-------------------|--------------------|
| l abuse | Abus e | Dome stic abuse | Physi cal abuse | Healt h | | Anti-So cial Behavio ur | g Educa tion | from home | Year old pregn ancy | Self- Har m | drug Misus e |
| <input type="checkbox"/> Other (speci fy) | <input type="checkbox"/> Gang -viole nce | <input type="checkbox"/> FGM | Please give any details on the presenting issues: | | | | | | | | |

Parent/Carer/next of kin

| | | | | | | | | | | |
|---|---|--|---|--|--|--|--|---|---|--|
| <input type="checkbox"/> Alcoh ol Misus e | <input type="checkbox"/> Housi ng | <input type="checkbox"/> Menta l Health | <input type="checkbox"/> Dome stic Abus e | <input type="checkbox"/> Drug Misu se | <input type="checkbox"/> No Recours e to Public Funds | <input type="checkbox"/> Intenti onally Homele ss | <input type="checkbox"/> Learni ng Disabi lity | <input type="checkbox"/> Acute or emerging Physical Disability or illness | <input type="checkbox"/> Gang- violen ce | <input type="checkbox"/> Other (specif y) |
| Please give any details on the presenting issues: | | | | | | | | | | |

General issues

| | | | |
|---|--|---|--|
| <input type="checkbox"/> Hous ing | <input type="checkbox"/> Family dispute/ | <input type="checkbox"/> Financia l support | <input type="checkbox"/> Other (specify) |
|---|--|---|--|

| | | | |
|--|-----------|--|--|
| | breakdown | | |
|--|-----------|--|--|

Request for Help Support, Protection or Safeguarding

If appropriate, what level of need does this client or family display?

| | | | |
|----------|----------|---------|-------|
| Emerging | Multiple | Complex | Acute |
|----------|----------|---------|-------|

What led to this referral? If possible, please refer to the level of need.

What support has been provided to the client or family? How have the level of needs been met?

Please state why you think the client has met the threshold for an assessment

Has an Our Family Journey assessment or any other assessment been completed?

| | | |
|-----|--|---|
| Y/N | | If Yes, please attach the assessment to this referral |
|-----|--|---|

Once you have completed this form the information will be collated, and our Multi Agency Team will make a decision about the next step. This decision will be made within 48 hours of receipt of a fully completed form (24 hours if there are Protection concerns) and you will be notified accordingly

Appendix 10

Waltham Forest LADO Referral Form

For the statutory reporting of Allegations against Staff & Volunteers (ASV) working with children & young people

By law, organisations / sole traders must complete and email this referral within 24 hours of becoming aware that someone working with children has:

Behaved in a way that has harmed, or may have harmed, a child/ren (under 18)

Possibly committed a criminal offence against, or related to, a child/ren (under 18); or

Behaved towards a child/ren in a way that indicates they are unsuitable to work with children

Upon becoming alerted to an allegation against staff & volunteers (ASV), the senior officer must:

Remove the immediate risk

Support the child(ren) and inform their parents

Refer to MASH as required

Treat concerns seriously & follow procedures

Do not investigate

Keep an open mind

Do not notify the member of staff/volunteer of the details of the allegation / the person making the complaint

Make LADO referral

Remind all parties of the requirement for confidentiality; failure could result in criminal charges

LADO Referrals

The employing organisation's senior officer should call the Duty LADO immediately (or within 24 hours) to discuss the next course of action on **0208 496 3646**, complete a LADO referral form, and send it securely to:

LADO@walthamforest.gov.uk

| Referrer Details – person completing this form | | | |
|--|---------------------------|-----------|---------------------------|
| Name | Click here to enter text. | Job Title | Click here to enter text. |
| Date | Click here to enter text. | Signature | |
| Organisation | Click here to enter text. | Address | Click here to enter text. |
| Tel | Click here to enter text. | Email | Click here to enter text. |

| Adult of Concern – subject of allegation | | | |
|--|---------------------------|-----------|---------------------------|
| Name | Click here to enter text. | Gender | Click here to enter text. |
| Date of Birth | Click here to enter text. | Ethnicity | Click here to enter text. |
| Telephone | Click here to enter text. | Email | Click here to enter text. |
| Job Title | Click here to enter text. | | |

| | | | |
|---|---------------------------|-----------------|---------------------------|
| Employer | Click here to enter text. | | |
| Employment status | Click here to enter text. | Location | Click here to enter text. |
| Home Address | Click here to enter text. | | |
| HR history (previous concerns) | Click here to enter text. | | |
| Previous allegations | Click here to enter text. | | |
| Latest DBS / Blemished? Safer Recruitment followed? | Click here to enter text. | | |
| Date of DBS | Click here to enter text. | | |
| Does the person have children of their own (under 18), or live with children? Click here to enter text. | | | |
| If Yes please, give full details of names and DOBs: Click here to enter text. | | | |

| Child/ren Details | | | |
|---|---------------------------|------------------|--|
| Name | Click here to enter text. | Gender | |
| Date of Birth | Click here to enter text. | Ethnicity | |
| Telephone | Click here to enter text. | Email | Click here to enter text. <div>Click here to enter text.</div> <div>Click here to enter text.</div> |
| Home Address | Click here to enter text. | | |
| School / College / Work | Click here to enter text. | | |
| Additional information (e.g. disability, communication or other SEN / previous child protection concerns) Click here to enter text. | | | |
| Child's Family Details | | | |
| Parents / Carers | Click here to enter text. | | |
| Relationship | Click here to enter text. | | |
| Telephone contact | Click here to enter text. | | |
| Email contact | Click here to enter text. | | |
| What is the parent's view of the allegation? | | | |
| Additional Information (e.g. disability, communication or other SEN / previous child protection concerns) Click here to enter text. | | | |

| Details of Allegation / Concern | | | | | |
|---|---------------------------|---------------------------|---------------------------|----------------------------|---------------------------|
| Date of Allegation | Click here to enter text. | Time of Allegation | Click here to enter text. | Place of Allegation | Click here to enter text. |
| Allegation in Personal Life? | | | Click here to enter text. | | |
| Allegation in Professional Life? | | | Click here to enter text. | | |

| | |
|---|---------------------------|
| Record the details of the allegation (using the child/adult's own words where possible) | |
| Click here to enter text. | |
| Record nature of allegation – physical abuse, sexual abuse, emotional abuse, neglect: | Click here to enter text. |
| Did the incident involve an authorised physical restraint? | Click here to enter text. |
| Has the child been spoken to about this incident or concern? Please give details | Click here to enter text. |
| Has a parent/carer been informed? If yes, give reason and details | Click here to enter text. |
| Has the member of staff / volunteer been informed? If yes, please give reason and details | Click here to enter text. |
| What other actions has your agency/organisation undertaken so far? | Click here to enter text. |
| Are any other agencies involved? | Click here to enter text. |

Please return this form to: LADO@walthamforest.gov.uk

Ask LADO for our **Risk Assessment** form to help you determine the suitability of the subject of the allegation to remain in post for the duration of the investigation.

Appendix 11

Risk Assessment for Staff Causing Concerns

When you have concerns about a member of staff's conduct or behaviour, either in the course of their work or in their personal lives, you may wish to complete a risk assessment.

This is designed to act as a live document and should be updated as the case progresses.

Complete this part of the risk assessment when you first become aware of concerns.

Please note that if LADO is involved, you should follow LADO guidance in managing your concerns and complete the LADO process prior to conducting your internal disciplinary review.

1. Individuals

| | |
|--|--|
| Risk Assessment Case Manager | |
| Case Manager Job Title | |
| Case Manager Email | |
| Case Manager Phone | |
| | |
| HR Consultant | |
| HR Consultant Job Title | |
| HR Consultant Email | |
| HR Consultant Phone | |
| | |
| Staff Member Name | |
| Position Held | |
| Date issue raised with staff member | |
| Union Rep / Solicitor | |

| | |
|--|--|
| 2. Risk Assessment | |
| Did the member of staff disclose concerns appropriately to the organisation? | Yes / No / Unknown |
| Are the police investigating into the allegation? | Yes / No / Unknown |
| Does the Police have concerns about the employee continuing to work during the investigation? | Yes / No / Unknown |
| Does the LADO have concerns about the employee continuing to work during the investigation? | Yes / No / Unknown |
| If the allegation were true, would it lead you to suggest that a child has been harmed or is at risk of harm? | Yes / No If so, DBS referral may be made at this stage – cf KCSIE 2024 |
| How serious is the allegation or other matter revealed? | |
| Has the individual accused accepted that the information provided is correct? | |
| Is there any other information at this stage to support the allegation? If so, what information? | |
| How long is it since the incident or other matter revealed? | |
| Does the individual have a pattern of offending behaviour or other relevant matters? | |
| Has the employee breached or potentially breached statutory guidance or behavioural / safeguarding policy? e.g. Safer Working Practice for the protection of children & staff in Education Settings? | |
| Has the employee potentially breached Trust and Confidence with the school / education setting? | |
| What is the nature and relevance of the contact that the individual will have with children? | |
| What supervision is available to reduce or remove any associated risk? | |
| What additional safeguards can be implemented to reduce or remove any risks? | |
| Do I believe that a child or other children is / are at risk of significant harm? Or is the allegation so serious that it might be grounds for dismissal? | Yes / No If so, DBS referral may be made at this stage – cf KCSIE 2024. |

| | |
|--|----------|
| 3. Decision-Making | |
| Decision on whether to undertake a precautionary suspension from duty pending further information? Ensure that you have consulted HR and Legal as required. | Yes / No |
| Please list reasoning for this decision | |
| If not suspended, how will you ensure that children and staff are adequately safeguarded? | |
| What is your plan with regards to your duty of care of your staff member? If staff member is suspended, please detail who will remain in contact with the member of staff and how they will share information (e.g., method, type, frequency). NB: this should not be the person who would investigate concerns or who would chair disciplinary panel should either of these be required. Please list review date (no later than 4 weeks' time). | |
| Do you have sufficient information to refer to DBS at this time? | |
| 4. Process | |
| What is your plan for responding to the risk identified? Date when you shared your plan / risk assessment with LADO. | |
| Are Police investigating? If so, please delay disciplinary process until LADO approves; list status, outcomes and dates. | |
| Will there be an investigation into concerns for LADO? If so, please delay disciplinary process until LADO approves; list status, ASV dates, outcomes and dates. What is the deadline for the Safeguarding Management Review to be sent to LADO? | |
| Will this lead into disciplinary procedures? Have HR been consulted accordingly? If so, list status, outcomes and dates. | |
| Has the member of staff been dismissed? If so, on what date? | |
| Has the concern been referred to TRA? | |
| Has the concern been referred to DBS? | |

| | | | |
|---|--|-------|--|
| Has LADO been updated at end of the case? | | | |
| | | | |
| Case Manager Name | | | |
| Signed | | Dated | |
| HR Consultant Name | | | |
| Signed | | Dated | |

Part 2. Review

| | |
|---|----------|
| Have you implemented your plan? | Yes / No |
| In what way have you clarified the levels of risk involved? | |
| In what ways have you managed risk? | |
| What has changed since the last meeting? | |
| Review date | |

| | | | |
|---|--|-------|--|
| Decision on whether the precautionary suspension from duty should remain? Please list reasoning and next actions | Continue with Suspension Re-instate into Position | | |
| | | | |
| Case Manager Name | | | |
| Signed | | Dated | |
| HR Consultant Name | | | |
| Signed | | Dated | |

Part 3. Suspension review

| | |
|--|--|
| What has changed since the last meeting | |
| How does this impact your decision to suspend? | |
| Further information | |

| | | | |
|---|--|-------|--|
| Decision on whether the precautionary suspension from duty should remain? Please list reasoning and next actions | Continue with Suspension Re-instate into Position | | |
| | | | |
| Case Manager Name | | | |
| Signed | | Dated | |
| HR Consultant Name | | | |
| Signed | | Dated | |

Part 4. Disciplinary Action

If through the course of this process, you have identified misconduct that meets your thresholds for disciplinary action, upon conclusion of the LADO process, you may proceed with disciplinary action.

| | |
|--|--|
| What has changed since the last meeting | |
| How does this impact your decision to suspend? | |
| Further information | |

| | | | |
|---|--|-------|--|
| Decision on whether the precautionary suspension from duty should remain? Please list reasoning and next actions | Continue with Suspension Re-instate into Position | | |
| | | | |
| Case Manager Name | | | |
| Signed | | Dated | |
| HR Consultant Name | | | |
| Signed | | Dated | |

Internal Investigations & Safeguarding Management Review report

This document provides a format for internal investigations & safeguarding management review (SMR) reports in order to support the investigation and assessment of concerns raised to the LADO & Safeguarding in Education team.

Key Information

| | |
|------------------------------------|---------------------------|
| Organisation | Click here to enter text. |
| Address | Click here to enter text. |
| Lead Officer | Click here to enter text. |
| Report Date | Click here to enter text. |
| Reviewer | Click here to enter text. |
| Reviewer job title | Click here to enter text. |
| Reviewer phone | Click here to enter text. |
| Reviewer email | Click here to enter text. |
| Relevant background / experience | Click here to enter text. |
| LADO | Click here to enter text. |
| Adult subject of allegation | Click here to enter text. |
| Job Title / Role | Click here to enter text. |
| DOB | Click here to enter text. |
| Ethnicity | Click here to enter text. |
| Gender | Click here to enter text. |
| Address | Click here to enter text. |
| Email | Click here to enter text. |
| Phone | Click here to enter text. |
| Child/ren | Click here to enter text. |
| DOB | Click here to enter text. |
| Address | Click here to enter text. |
| Gender | Click here to enter text. |
| Ethnicity | Click here to enter text. |

Context of Concerns

Organisational context

Includes a description of the organisation, its function, management arrangements in the areas of the organisation involved in the case, policies, procedures/guidance relevant to any actions taken, any factors that might have affected the operation of the service at the time covered by the chronology.

Click here to enter text.

Factual & contextual summary

Provide a brief factual and contextual summary of your agency's involvement with the child and the worker

Click here to enter text.

Consider the adult who is subject to the allegation. What is their experience of working? How long have they been employed; what are their key relationships and supports in their roles. How do they usually present at work? Have there been past concerns or allegations relating to them and what were these, including outcomes. Do they have a second job? Do they have children of their own or access to children outside of work? How have they responded to the process of investigation? Who has been allocated to support and update them? What other support do they have access to (e.g., unions, employee assistance programmes, etc).

Child / Children's allegedly harmed

Click here to enter text.

A chronology should be organised in date order any notable events relating to this incident, the child and the worker, showing key interventions, actions taken and decisions made.

The overall time period under investigation is between [Click here to enter text.](#) (date) [Click here to enter text.](#) (time) and [Click here to enter text.](#) (date) [Click here to enter text.](#) (time)

During the above-listed time period, note the locations under investigation.

- Click here to enter text. **(location)** Between Click here to enter text. **(date)** Click here to enter text. Click here to enter text. **(location)** (time) and Click here to enter text. **(date)** Click here to enter text. **(time)**
- Click here to enter text. **(location)** Between Click here to enter text. **(date)** Click here to enter text. **(time)** and Click here to enter text. **(date)** Click here to enter text. **(time)**
- Click here to enter text. **(location)** Between Click here to enter text. **(date)** Click here to enter text. **(time)** and Click here to enter text. **(date)** Click here to enter text. **(time)**

[illegible]

Key Professionals and Agencies

List any key professionals and agencies who may be able to share information relating to this concern, dates contacted and information gained. Any interview documentation should be appended to this document.

| Name | Role | Agency | Contacted | Evidence |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

Source documentation

List all documents looked at, where it was accessed, and name/position of any staff spoken to, and dates.

Click here to enter text.

Analysis

Rigorously analyse the evidence gathered. Consider the events that are alleged to have occurred against this evidence. Consider decisions made, and the actions taken and not taken.

Click here to enter text.

Learning

Demonstrate good practice, as well as areas for improvement. What would need to happen to prevent this happening again?

Click here to enter text.

Recommendations & Action Plan

Recommendations should be concise, focussed and specific and capable of being implemented (SMARTR).

| Action Number | Lead Officer | Action Details | Identifiers that Action is Met | Deadline |
|---------------------------|---------------------------|---------------------------|--------------------------------|---------------------------|
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

Proposed Follow-up

What is the plan to review changes recommended in action plan?

Click here to enter text.

Recommendation

In light of the investigation and SMR you have completed, and bearing in mind that the burden of proof is the 'balance of probabilities', what is your view of the allegation and recommendation to the LADO?

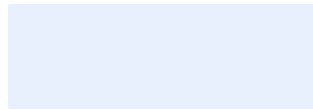
- ☐ **Substantiated:** Sufficient evidence, on balance of probabilities, to prove the allegation
- ☐ **Unsubstantiated:** Insufficient evidence to prove or disprove; does not imply guilt or innocence
- ☐ **False:** Sufficient evidence, on balance of probabilities, to disprove allegation
- ☐ **Malicious:** Clear evidence to prove deliberate act to deceive & allegation is false
- ☐ **Unfounded:** No evidence to support allegation despite being made in good faith; may involve misinterpretation of facts or new information coming to light.

Please include your reasoning to be considered by LADO:

Click here to enter text.

Signed by Reviewer

Click here to enter text.



Click here to enter text.

Reviewer Name

Signature

Date

Appendices

Please list all appendices to this document, and include the documents listed alongside this report.

Click here to enter text.

Appendix 13

Investigation Report - Guidance

This template report format is for guidance purposes only and may be changed to reflect the individual circumstances/needs of a case.

| | |
|---|---|
| Allegation/Issue | Here give the details of the complaint/allegation. If appropriate you can split into the different categories |
| Type of Investigation e.g. Disciplinary/Grievance etc. | |
| Name of employee(s) subject to investigation | |
| Job Title of the Post Holder | It may be helpful to put here some of their duties as well. |
| Name of complainant (if appropriate) | |
| Investigator (s) | |
| HR Support Link | |

| |
|---|
| Background |
| <p>This may cover:</p> <ul style="list-style-type: none">• How did the issue come to light?• Have any other actions been taken prior to the investigation? <p>When we are thinking about an allegation context is very important. There may be a history of complaints; a staff member you already have concerns about; a client group where complaints may be more likely due to the nature of the work</p> |
| Remit Of The Investigation |
| <p>This may cover:</p> <ul style="list-style-type: none">• What specific allegations/concerns (by bullet points) were investigated? |
| Investigation Process |

| | |
|--|--|
| <p>This may cover:</p> <ul style="list-style-type: none"> • A brief description of method(s) used to gather information • Policies and Procedures you referred to • A record of what interviews/statements were undertaken and documents reviewed <p>Think about here – what reports/ evidence you used. Safeguarding record sheets; staff and child interviews; CCTV</p> | |
| Witnesses | |
| <ul style="list-style-type: none"> • List of witnesses interviewed; dates and who by | |
| Findings | |
| <p>This should cover:</p> <ul style="list-style-type: none"> • A summary of findings and observations for each specific allegation/issue of concern investigated, cross-referencing any documentation where needed. | |
| Conclusions | |
| <p>This may cover:</p> <ul style="list-style-type: none"> • For each concern/allegation investigated an overall opinion based ‘on the balance of probabilities’ on whether there is evidence to support allegations made • If the allegations/complaints are upheld – substantiated; not substantiated malicious, unfounded; • Recommendations on whether further actions under the relevant employment procedure should be taken | |
| Appendices | |
| <ul style="list-style-type: none"> • These should be attached and may include witness statements, investigatory interview notes, chronology of events etc. | |
| Signed by Investigating Officer | |
| Date | |

If applicable

| | |
|---|--|
| Date sent to the LADO | |
| Date feedback received from the LADO and copy of feedback | |
| Close date to the LADO | |

| | |
|----------------------------------|--|
| Further actions - | This may include – date of further referrals such as to DBS, regulatory bodies etc |
| Conclusion of additional actions | Such as Disciplinary panel outcomes |