

Safeguarding and Child Protection Policy

Shrewsbury Prepatoria Limited.

Policy reviewed	September 2024	
Date approved by manager.	Jane Smalley	
Next review date	September 2025	

Key Personnel

Role	Name	Contact details
Manager	Jane Smalley	01743 460 199 07921823050
Designated Safeguarding Lead (DSL)*/**	Jane Smalley	01743 460 199
Deputy DSL SEND Lead	Helen Parke Hannah Evans Jones	01743 460 199

**Out of hours contact details will be made available to staff*

***Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and Safeguarding Partnerships.*

Contents

Policy Scope and Aims
Safeguarding Statement
Key Terms
Legislation, Standards and Guidance
Linked Policies
Roles and Responsibilities
Professional development and support
Ensuring Safe Practice
Record Keeping and Information Security
Working in Partnership
Teaching our children how to keep safe.
Online Safety
Preventing Radicalisation
Children potentially at greater risk of harm
Child-on-Child Abuse
Staff Safeguarding Concerns: Recognise, Respond, Report
Designated Safeguarding Lead Response
Appendix A: Child-on-Child Abuse Procedures
Appendix B: File Transfer Record and Receipt
Appendix C: Safeguarding Concern Reporting Form

Policy Scope and Aims

This policy applies to anyone working on behalf of *Shrewsbury Preparatoria* including senior managers and staff, volunteers, contractors, agency staff and students.

The policy is publicly available on the website and in hard copy form in each building, so that it can be accessible for our children; their families and anyone visiting and /or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping Children Safe in Education 2024.

Safeguarding Statement

We believe that:

- All children have the right to protection from all types of abuse, neglect and exploitation.
- Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting and always challenging or raising concerns about words or actions which downplay, justify, or promote abuse, neglect and exploitation. This applies to anyone who is part of, comes into or works with our setting
- Be child centred ¹and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard (using communication tools and advocacy if necessary); and that children are age appropriately) involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse, neglect or exploitation of a child.
- Ensure no child or group of children are treated less favourably by us than others.
- Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

Key Terms

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children 2024* as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether this is within or outside of 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; and

¹ See [Working Together to Safeguard Children: Chapter 1: A child centred approach](#)

- taking action to enable all children to have the best outcomes²:

Child Protection is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experiences its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are several types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex B of Keeping Children Safe in Education 2024.

Staff refers to all those working for or on behalf of the setting full or part time, temporary or permanent in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children's Act 1989) or has care of a child.³

Here is a table of some specific forms of abuse and the related safeguarding issues.

Specific Forms of Abuse	Safeguarding Issues
<p><u>Four main categories</u></p> <ul style="list-style-type: none"> • Emotional Abuse • Physical Abuse • Neglect • Sexual abuse and exploitation (including sexual violence and sexual harassment between children) 	<ul style="list-style-type: none"> • Child missing from education, home or care • Children and the court system • Children with family members in prison • Drug and/or alcohol use (parental or child) • Extremism

² [Children's social care: national framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/childrens-social-care-national-framework)

³ S576 Education Act 1996

Rev Sept 24

<p><u>Other types of abuse</u></p> <ul style="list-style-type: none"> • Abuse motivated by Hate (hate related incidents will be reported to Shropshire Council using the Hate related Incident Reporting Form) • Abuse linked to faith or belief • Child abduction and community safety incidents • Child-on-child abuse (see below) • Child exploitation (including criminal and sexual exploitation) • Cybercrime (including cyberbullying) • Domestic Abuse • Gender based abuse/violence against women and girls • Fabricated or induced illness • Modern Slavery (including Trafficking) • Online abuse • Radicalisation • So-called honour-based abuse (including Female Genital Mutilation and Forced Marriage) 	<ul style="list-style-type: none"> • Health and Wellbeing (parental or child). Includes medical conditions, physical health, mental health. • Homelessness • Private fostering arrangements • Serious Violence
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There are many other safeguarding issues, other than those documented here, that may present in children and or their families. Staff can go to GOV.UK for help and guidance for these specific topics.

- Bullying, including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation
- Domestic violence/abuse
- Drugs/substance abuse

- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Criminal and sexual exploitation
- Private fostering
- Preventing radicalization/extremism
- Relationship abuse
- Sexting
- Trafficking

The Prepatoria will ensure that the following areas are covered within the curriculum to prevent the risk of harm to our children and others:

- Online Safety (also please refer to the Safe use of ICT and mobile phones section)
- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour

2.15 Taking action

The following section will be followed by all staff at The Prepatoria

It is vital that as staff working with children in our setting that you build trusted relationships with them. This means listening to and supporting them in a way which meets their needs in your everyday work. This will help our children to feel reassured, safe and able to communicate with you more easily.

Key points to remember for taking action are:

- in an emergency take the action necessary to protect the child, for example, call 999

- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a Raising Concerns Form (Appendix F)
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

Low level concerns

There may be occasions when a teacher or practitioner has low level concerns that are not serious and do not warrant either a referral to the DSL or Compass. A teacher or practitioner may feel that they have concerns that may escalate or concerns that make them feel uncomfortable or concerned about the child or family. We encourage all teachers and practitioners to share these concerns with the DSL anyway.

There are a number of mechanisms for sharing concerns. Staff may use the Raising Concern Form to document their concerns, they may raise concerns at the monthly staff meeting or they may simply chat to the DSL as part of the daily feedback sessions between staff.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but inconclusive signs.

Children may not feel ready or know how to tell you that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could also be due to their vulnerability, experiences, individual characteristics or needs.

In these circumstances, use your professional curiosity and the trusted relationship you have with them to try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the Raising Concern form to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'.

You must discuss your concerns with the designated person.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

If a child tells you that they've been abused

Make sure you are aware of the Shropshire [Children Reporting Concern guidance](#)

It takes a lot of courage for a child to tell someone that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

Rev Sept 24

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. Telling a child you must pass information on might mean that the child is worried about or chooses not to talk to you. Keep in mind and recognise how difficult telling you is likely to be. Offer them reassurance and explanations that you want to help them to be safe (making sure you do not make any promises about what will happen. Be honest and say if you do not know.

All staff should be able to reassure children who tell them about abuse that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Not should a child ever be made to feel ashamed for making a report or choosing not to talk to staff.

During your conversation with the child:

Allow them to speak freely.

- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Please refer below:

- if you have a safeguarding concern or an allegation about another staff member.
- Whistleblowing if you have concerns about safeguarding practices within the setting

Managing allegations of abuse made against staff (this includes apprentices & supply staff), students or volunteers

Rev Sept 24

As part of our whole school approach to safeguarding, this school will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the schools or college (including support teachers, volunteers and contractors) are dealt with promptly and appropriately.

There are two levels of allegation/concern:

1. Allegations that **may** meet the harms threshold
2. Allegation/concerns that **do not** meet the harms threshold – which may be referred to as ‘low level concerns’

Further information about the two levels of concern can be found in our separate policy titled Staff behaviour and Conduct policy.

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college, will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children (transferable risk).

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Staff

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **posing a risk of harm to children**, then:

- this should be referred to the headteacher or principal
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the Local Authority Designated Officer (LADO). Please refer to [Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations](#).

Rev Sept 24

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns practice as referred to previously.

Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately in line with [Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations](#). There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care in line with the Shropshire Safeguarding Community Partnership Procedures
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

In all cases, we will notify Ofsted as soon as reasonably practical within 14 days of the allegations first being made and inform them about what actions are being taken by completing the on-line form at: https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified. You will need to consider who makes the referral if an allegation is made against the Designated Safeguarding Lead e.g., if an allegation is made against the Designated Safeguarding Lead the Registered Person/Headteacher will make the referral. If we are aware of the details of a child who has or may have been harmed by a member of staff or volunteer, we will contact Compass to make a referral to seek support for the child.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. [Safeguarding Vulnerable Groups Act 2006](#)

Whistleblowing

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the DSL who will make a decision about the course of action. A separate Whistleblowing policy outlining procedures is kept in the Policies and Procedures file and is kept in the reception area of each building.

Legislation, Standards and Guidance

This policy is based on the following legislation, guidance, standards, and procedures:

Legislation	Statutory National Guidance/Standards	Local Procedures
<ul style="list-style-type: none"> Children Act 2004 	<ul style="list-style-type: none"> Keeping Children Safe in Education and any legislation or guidance (statutory/non-statutory) outlined or referenced within it. Early years foundation stage (EYFS) statutory framework Working Together to Safeguard Children and any legislation or guidance (statutory or non-statutory) outlined or referenced within it. 	<ul style="list-style-type: none"> West Midlands Safeguarding Children Procedures Shropshire Safeguarding Community Partnership (SSCP) Children Threshold Document Shropshire Safeguarding Community Partnership Allegations about staff/volunteers protocol Shropshire Schools Operation Encompass Protocol

Linked Policies

<ul style="list-style-type: none"> Behaviour/Anti-Bullying Policy Staff Behaviour Policy / Code of Conduct Whistleblowing Health & Safety Attendance Curriculum Complaints SEND 	<ul style="list-style-type: none"> Administration of first aid/medicines Online Safety, including staff use of mobile phones/ devices with imagery and sharing capacity. Risk Assessments Safer Recruitment Preventing Radicalisation Data Protection/GDPR Guidance
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Roles and Responsibilities

We follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified for:

The Manager:

At Shrewsbury Prepatoria the Principal is responsible and is the Designated Safeguarding Lead for ensuring safeguarding arrangements are implemented effectively in setting.

This includes:

- Having the overarching responsibility of ensuring the effectiveness of our setting safeguarding arrangements as outlined in this policy.
- Being accountable for the effectiveness of setting safeguarding arrangements.
- Supporting and promoting a whole setting safeguarding culture and ethos as outlined in our [Safeguarding Statement](#). This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole setting approach to safeguarding.
- Take the lead role ensuring all practice is safe, including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The manager is also the lead person responsible for receiving, managing, and referring to/liasing with the Local Authority Designated Officer or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use setting premises.
- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all setting policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

The Role of the Designated Safeguarding Lead (DSL):

Takes the lead responsibility for safeguarding and child protection in our setting Annex C Keeping Children Safe in Education 2024 outlines their key responsibilities. Our Deputy Designated Safeguarding Lead(s) (hereafter referred to as DDSL) support the Designated Safeguarding Lead in the discharge of their responsibilities.

Responsibilities include:

- Ensuring that the setting has a child protection policy in place as required by Keeping Children Safe in Education, that is implemented and followed by all staff.
- Being available to deal with safeguarding and child protection during setting hours. The DSL and the DDSL both work 40 hours per week, with alternate days off. The setting is open from Monday to Friday 8 am to 6 pm and either the DSL or the DDSL are present on these days. They do not take holidays at the same time and the Manager is available for advice even when not present on site.
- Acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the setting filtering and monitoring system) and to our setting
- Supporting the safe practice across all areas of our setting.
- Managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see [Designated Safeguarding Lead Response](#)).
- Working closely with the relevant senior leadership team members to ensure a whole setting safeguarding culture and ethos as outlined in our [Safeguarding Statement](#) and the implementation of effective safeguarding arrangements, as outlined in this policy.
- Acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in [Working in Partnership](#).

Rev Sept 24

- Ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in [Working in Partnership](#).
- Act as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and children protection in setting
- Ensuring the effective management and oversight of safeguarding information as outlined in [Record Keeping and Information Security](#).
- Maintaining and access [Professional development and support](#).

Key Person

- Help ensure that every child's care is tailored to meet their individual needs.
- Help the child become familiar with the setting.
- Build a relationship with the parents.
- Offer a settled relationship for the child.

All staff (including students and volunteers):

Are expected to work in line with our [Safeguarding Statement](#) and adhere to the policies, processes and systems that support safeguarding as outlined in this policy. This specifically includes:

- Accessing and maintaining [Professional development and support](#) to ensure they remain knowledgeable and confident in their safeguarding practice.
- Recognise, Respond and Report [Staff Safeguarding Concerns](#)
- Engaging in safe practice. This includes raising concerns (however small) about individual behaviour or practices or cultures in settings that compromise the safety of children as outlined in our Staff Behaviour Policy.
- Teaching our children how to keep safe

Professional development and support

To ensure all our staff are knowledgeable and confident in keeping children safe in our setting; they will complete the professional development activities as outlined below. We monitor professional development activities and maintain a central professional development record.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) provide all staff with ongoing safeguarding support, advice, and expertise. Staff safeguarding knowledge and competence is overseen as part of the staff induction, six individual monthly reviews, supervision sessions, and performance processes in setting

The Designated Safeguarding Lead and deputy receive regular training updates and support from the local authority safeguarding team. Effective supervision provides support, coaching and training for practitioners and promotes the interests of the children. It should foster a culture of mutual support, teamwork and continuous improvement, which encourages confidential discussions of sensitive issues. Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness.

All Staff (including volunteers)

Activity	Frequency
Receive information on setting safeguarding arrangements and procedures as outlined in KCSiE 2024 (Part 1: page 8-9, paragraph 11).	Induction or when arrangements/procedures are updated.
Read <u>Keeping Children Safe in Education</u> (KCSiE): <ul style="list-style-type: none"> • All Staff: Part 1; Part 5 and Annex B. • Senior Leadership Team: Entire document • Staff who do not work directly with children: Annex A 	Induction then annually (in Autumn Term) or when updated.
Complete Safeguarding Awareness Training	Induction and then every 3 years
Complete FGM training appropriate to their role.	Induction and then every 3 years
Complete Prevent Awareness Training appropriate to role.	Induction and every 2 years.
Receive regular national and local safeguarding updates (including those relating to online safety).	DSL receives local updates weekly newsletter and updates from SCSB and from safeguardingschools.co.uk@kjbmsafeguardingschools.co.uk

Designated Safeguarding Leads (including any deputies)

Activity (in addition to all staff above)	Frequency
Complete Settings Designated Safeguarding Lead Training to a standard as outlined in KCSiE Annex C	On induction in role and then every 2 years
Read <u>Keeping Children Safe in Education</u> in its entirety.	Induction into role then annually (in Autumn Term) or when updated.
Maintain knowledge and development relating to the role of DSL	As required, but at least annually

Staff involved in recruitment of staff (including administration)

Activity (in addition to other relevant above)	Frequency
Read Part 3: <u>Keeping Children Safe in Education</u> 2024	Induction into role then annually (in Autumn Term) or when updated.
Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE)	Induction and every 3 years (or when KCSiE Part 3 is updated)

Ensuring Safe Practice

Safer recruitment

We adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in our setting. All staff involved in recruitment complete safer recruitment training. Our recruitment procedures are outlined in our policy Safe Recruitment of staff Policy and are in alignment with Keeping Children Safe in Education 2024: Part 3 and Early Years Foundation Stage Statutory Framework – Suitable people.

As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. This policy is included in the application information for candidates. Applicants submit a CV the details of which are questioned at interview and can be verified before interview, if needed. We seek suitable references and carry out online social media checks prior to interview; as well as ensure that there is a focus on the candidate's knowledge and competency in safeguarding practice as part of the interview processes.

In accordance with Keeping Children Safe in Education 2024: Part 3; we maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and students); Contractors; and visitors who attend our setting in a professional capacity. We complete the checks on staff, volunteers who we recruit ourselves. For those who are recruited by others; we ensure that we receive written confirmation of the relevant checks completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks or suitability does not work unsupervised or engage in regulated activity with children. We reserve the right to refuse access to the setting site any person who we are not assured is safe to work or engage in regulated activity with children.

On appointment, staff (including volunteers) receive a robust induction programme which provides them with the relevant safeguarding knowledge but also clarity on the expected standards of behaviour within and outside of setting as stated in the Staff Behaviour Policy.

If any safeguarding concerns of allegations arise relating to a member of staff, or other person working on our setting premises; staff are expected to act in line guidance set out in this policy.

Visitors

We have procedures for recording the details and confirming the identity of visitors, including prospective candidates. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children. This is inline with our Answering the Door Policy.

All visitors to our setting are expected to act in accordance with our Safeguarding Policy.

When external speakers or visitors attend our setting premises we conduct due diligence checks to ensure that their views and delivery of material continues to ensure our setting is a safe place. This continues to ensure we are Teaching our children how to keep safe; as well as promoting fundamental British Values and community cohesion (please also see Preventing Radicalisation).

Visitors to the setting.

Visitors who wish to tour our setting only do so via our prebooked tour calendar. This ensure that we have the name, address and contact details for all those who visit us. On arrival visitors are met by one of our senior team leaders. The visitors sign in and are instructed not to use their mobile phones on site. We do not offer tours speculatively.

Use of setting premises for non-setting activities

When we have arranged extra-curricular activities out of setting hours which are under the direct supervision or management of setting staff, this safeguarding policy is to be followed and any concerns should be managed in accordance with [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#).

We will follow safeguarding procedures if we become aware of any allegations relating to an organisation or individual using our setting premises.

Our setting is not available outside of our working hours. It is not available to rent or use to outside agencies.

Ensuring safe staff

Managing allegations (including low level concerns)

We promote an open and transparent culture in which all concerns about the behaviour or conduct of any adults working in, at or on behalf the setting is dealt with appropriately.

There are two levels of allegations / concerns:

1. Allegations that may meet the harm threshold.

Circumstances where someone working within the setting has or may have:

- behaved in a way that have harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have occurred outside of the setting that could pose a transferable risk.

Allegations that someone working in, at or on behalf the setting has met the harm threshold should be immediately referred to the manager in person. Staff may be required to provide a written statement at the request of the manager.

If the allegation relates to the manager; this should be immediately verbally reported to the DDSL.

If there is any conflict of interest or immediate risk of harm to a child or; then the person with the concern must ensure [Immediate safety](#) and contact the Local Authority Designated Officer in accordance with [Shropshire Safeguarding Community Partnership Managing Allegations Procedures](#).

In most cases, the manager will lead on managing allegations, with the support Deputy Designated Safeguarding Lead. They will ensure that Part 4 [Keeping Children Safe in Education 2024](#) and [Shropshire Safeguarding Community Partnership Managing Allegations Procedures](#) are applied. Any allegations that meet the above criteria will be referred to the Local Authority Designated Officer within 1 working day and we will follow their advice and guidance.

We will notify OFSTED as soon as reasonably practical and within 14 days of the allegation first being made, informing them of action taken by completing the online form - [Report-a-serious-childcare-incident](#).

Rev Sept 24

It is essential that any allegations of abuse against a member of staff are dealt with quickly, in a fairly and consistent way to effectively safeguard all those involved.

We also have a duty of care towards our staff, and we will provide a named contact for the staff member.

If necessary, we will adhere to our legal reporting duties (such as referring to the Disclosure and Barring Service or Teaching Regulation Agency) as employers as outlined in Part 3 Keeping Children Safe in Education if the criteria for such reporting is met.

2. Allegations / concerns that do not meet the harms threshold (Low level concerns).

The term low level does not mean that these concerns are insignificant. A low-level concern is when staff or volunteer may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Our staff code of conduct outlines examples of what could be considered a low-level concern.
- Does not meet the harm threshold at point 1 above.

Low level concerns should be reported in person to the DSL or DDSL to embed our culture of openness and transparency. To ensure that our setting's values and expected behaviours are lived, monitored, and reinforced by all staff.

The DSL will gather as much information as possible and notify the manager or work with the DDSL to discuss the outcomes of information gathering.

The manager will decide the outcome of all low-level concerns in consultation with the Deputy Designated Safeguarding Lead if necessary, raised in line with relevant policies. Consideration will be given to whether there is a pattern of behaviour by the individual; or if there is a wider setting culture issue and if policies need to be revised, or if all staff guidance or additional staff training is required.

Whistle Blowing

Whistleblowing is the mechanism by which staff can raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the setting's arrangements in good faith without fear of repercussions. All staff have a duty to raise concerns about malpractice or wrongdoing where this is impacting on the safety and welfare of children. This may include attitude or actions of colleague's poor or unsafe practice or potential failures in adhering to the settings' policies, procedures and staff code of conduct.

If staff have such concerns; these should be raised to the DSL who will refer to the whistleblowing policy and procedure for our setting

If staff feel unable to raise concerns with the setting directly; they can contact [NSPCC Whistleblowing Advice Line](#).

Record Keeping and Information Security

We have a legal duty to act in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). We have data protection processes in place to ensure that we keep and process (manage) personal information about children, their families, staff and others safely and lawfully. This includes:

- Securely manage electronically held information in line with our policy for GDPR and Camera Policy.
- Manage requests for access to personal information we hold (known as subject access requests).

Details of our processes and how to request access to personal information we hold are outlined in our policy for GDPR and Camera Policy.

Storage and management of safeguarding information (child protection files)

Safeguarding [concerns](#) and [responses](#) for individual children are kept in a Safeguarding and Child protection file. Child Protection files are stored individually for each child and are separate to a child's main pupil file. The Designated Safeguarding Lead is responsible for ensuring the quality, maintenance, and management of these files; as well as using the system to monitor themes and patterns of concern to inform and continue to improve the whole setting approach to safeguarding.

Staff with concerns about a child will complete the form, Raising Concerns. This form is given to the DSL/DDSL to review or question before being filed in chronological order under the child's name. On adding a Raising Concern form to the file the DSL/DDSL will review any forms already in the file for that child and will look for patterns of concerns raised. When this is the case the DSL/DDSL will review all documents and hold a core meeting to discuss the child with the key person/manager/DDSL. If it using is appropriate the concerns will be raised with SLSCB via COMPASS.

Sharing safeguarding information with others

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse, neglect, and exploitation.

Staff are expected to share information with one another as part of their work in setting about the needs and risks of children on a need-to know basis in line with our [Safeguarding Statement](#) so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

Sharing information with other organisations

Staff should be familiar with and can use [Information sharing advice for safeguarding practitioners](#).

As part of our [work in partnership](#) with parents and children; consent to share their information with others outside of setting should always be sought from a child and their parent(s) unless it is not safe to do so. This includes where seeking consent would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

If a parent or child does not consent to information being shared, the law does not prevent the sharing of information if sharing is necessary for the purpose of keeping a child safe and promoting their welfare. Therefore, staff must make parents and children aware that information may still be shared with other organisations if necessary to help keep their child safe or promote their welfare or if there is another legal basis to do so.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to [Designated Safeguarding Lead Response](#)). The Designated Safeguarding Lead will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including rationale for those decisions. This should include instances where referrals have or have not been made to another agency.

Transfer of child protection files and other safeguarding information

When a child leaves for a new education setting; the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child's welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term. Where the move is planned; the Designated

Rev Sept 24

Safeguarding Lead will consider sharing information in advance of the child leaving to help with the child's transition and to enable any help and support they may need. This is shared separately to any child's main file and confirmation of receipt of the files should be gained.

We share relevant information with the Local Authority as required by law (please also see [Children potentially at greater risk of harm](#)). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

Working in Partnership

As is outlined in our [Safeguarding Statement](#); and in order to ensure all children in our setting are effectively safeguarded and their welfare is promoted; we will work in partnership with our children, their parents and other agencies/partnerships as follows:

Children

Our children are [taught how to keep safe](#); including how and when to share or report to us any worries or concerns they may have about their safety and wellbeing or that of others. We encourage children to share, and report worries and concerns by:

- Teaching children to use emotion words to describe how they may be feeling
- Appointing a key person to build a warm and nurturing relationships with the child and their parents
- Teaching children, from as young as two years of age to 'say No' and hold up their hand to signal 'no'
- By having experienced and knowledgeable staff who know children well and can interpret their utterances.
- Having staff who value children's voices, feelings and emotions

Staff are expected to build trusted relationships with and work in the best interests of children in line with our [Safeguarding Statement](#); and recognise, respond and report [Staff Safeguarding Concerns](#).

We also actively seek children's views of safety in our setting through Circle Time activities, inviting children to share their views on activities and events and by listening to children.

Parents

We recognise the importance of working together with and supporting parents to safeguard and promote the welfare of their children.⁴ This includes:

- Communicating to parents how we keep children safe in our setting (including online). This policy is made available to all parents as a hard copy document, in each building as well as being available on our website. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in setting *through twice yearly parent questionnaires*.
- Encouraging parents to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. We do this by having open professional relationships with parents. We greet parents personally, giving feedback and listening twice a day at drop-off and collection times. At other times parents and staff communicate using the FAMILY app. Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with [Staff Safeguarding Concerns: Recognise, Respond, Report](#) .

⁴ Outlined in [Working Together to Safeguard Children Chapter 1: Principles for working with parents and carers](#)

Rev Sept 24

- The Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare (see [Designated Safeguarding Lead Response](#)) in line with the local arrangements in the area that they live.
- Ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies. We do this by *through our Safeguarding Newsletters which sign-post parents to agencies who can help them. This provides parents with regular information, guidance and lets them know about the external support available to them.*

Other agencies/partnerships

As we operate in Shropshire; we engage and co-operate with our local safeguarding arrangements. Our local safeguarding partnership is [the Shropshire Safeguarding Community Partnership \(SSCP\)](#). We engage and co-operate by:

- Ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with [Working together to safeguard children](#) and the Shropshire Safeguarding Community Partnership local criteria for action and assessment; as outlined in the [SSCP Threshold Document](#). Where children do not live in Shropshire but attend our setting; we will work in line with the relevant local arrangements in their home area.
- Ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding [Children potentially at greater risk of harm](#).
- Supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
- Working closely with Shropshire Council Learning and Skills Services and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
- Participating in the local [Operation Encompass Protocol](#); an arrangement where police notify settings when a child who attends their setting may have been subject or witness to police-attended incidents of domestic abuse. This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse. All new parents/carers are sent a letter informing them of our participation in Operation Encompass [School Operation Encompass – Shropshire Learning Gateway \(shropshirelq.net\)](#)).

Teaching our children how to keep safe.

We recognise that educating our children in how to keep themselves and others safe both online and in face-to-face situation plays a crucial role in safeguarding them. We have a clear set of values and standards that provide opportunities for children to learn how to keep themselves and others safe; that are demonstrated and reinforced throughout setting life and underpinned through -

- [Safeguarding Statement](#)
- [Behaviour/Anti-Bullying Policy](#)
- [Preventing Radicalisation](#)
- Our approach to [Online Safety](#)

Online Safety

The use of information and communication technology (ICT); is a vital part of the everyday functioning of and life in setting We also recognise the important role ICT plays in the lives of our children and their families.

Whilst there are many benefits and strengths in using ICT; there are also a number of risks to children's welfare and safety in setting when using internet enabled technology; which are summarised in the following categories⁵:

- **content:** being exposed to illegal, inappropriate, or harmful content.
- **contact:** being subjected to harmful online interaction with other users.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm to children or others.
- **commerce:** - illegal, inappropriate, or harmful online commercial activities that can compromise the health and wellbeing or security of children or others.

We adopt a whole setting approach to online safety which aims to safeguard and educate our children and their families, staff, visitors and our setting in our use and management of ICT (including the use of camera enabled; mobile and personal devices and the ICT systems we have in place). Our online safety policy outlines our approach.

- The setting's safeguarding policies and procedures include advice about all electronic devices with imaging and sharing capabilities, not just mobile phones and cameras For further information staff can refer to [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations) and [Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK](https://www.ncsc.gov.uk/early-years-practitioners-using-cyber-security-to-protect-your-settings)

Where there are online safety concerns involving identified children (including child-on-child abuse); we will follow [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Safeguarding Response](#).

Any setting cyber security incidents will be reported to [Action Fraud \(National Fraud and Cyber Crime Reporting Centre\)](#) and, if there is a data breach this will be reported in line with our Data Protection Processes to the [Information Commissioners Office](#).

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2024. We will respond to online safety incidents which indicate safeguarding concerns in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#) sections of this policy.

Preventing Radicalisation

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015; places a duty on settings and registered childcare providers to have due regard to the need to prevent people from being radicalised into terrorism.

We have a Preventing Radicalisation/Terrorism policy in place.

We regularly review our adherence to the Prevent Duty.

All Staff are appropriately trained (see [Professional Development and Supervision](#)) to enable them to ensure that all children, particularly those who may be susceptible to radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to radicalisation in line with

⁵ Examples of what could be included in the categories is further detailed in [Keeping Children Safe in Education 2024 \(Part 2\)](#)

the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#) sections of this policy.

Children potentially at greater risk of harm

We recognise that whilst all children should be protected, some groups of children, are potentially at risk of greater harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups. Where a child falls into multiple groups above; this potentially further increases their vulnerability.

Children who need a social worker (Child in Need and Child Protection Plans).

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or exploitation and /or complex family circumstances. A child's experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

We recognise that children will receive the very best helps and support only when professionals work well together. Sharing information appropriately and working to achieve the best outcomes for them. Staff attend any and all professional meetings we are invited to. Where we have identified a child in need, we will contact the relevant professionals to meet, seek advice and or to report concerns.

Looked After Children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family's life.

At setting, we ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements.

Children whose attendance is low or sporadic

We are aware that non-attendance, poor attendance, inconsistency in attendance or frequent lateness may be a sign or indicator of further concerns or where early help support for the child and/or family is required, and that the early years setting may be a protective factor for the child and/or family. If we are concerned about a child's attendance we will follow the Early years attendance guidance [Early Years and Schools Safeguarding Policies and Guidance | Shropshire Learning Gateway \(shropshirelg.net\)](#)

Children who have experienced multiple suspensions and are at risk or, or have been permanently excluded

It is important that children in our setting know and understand how we expect them to behave, and we ensure that our setting is a safe place where all children feel safe and are able to learn. Serious, harmful and/or repeated behaviour by children will always be responded to. Such behaviour can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or are experiencing/have experienced abuse, neglect, exploitation or some other form of adverse experience⁶ in their life.

Our Behaviour Policy outlines the expected standards of behaviour for our children; as well as how the setting will support and respond to children with additional needs (including Special Educational Needs and Disabilities), or whose needs or circumstances might affect their behaviour. Where a child's behaviour also

⁶ See [Understanding trauma and adversity | Resources | YoungMinds](#) for further information.

indicates a safeguarding concern; staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children who have mental health needs will often need early help or support to avoid their safety and welfare being compromised.

Children with Special Education Needs Disabilities or other health issues.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children (e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury) relate to the child's impairment without further exploration. Knowing children well and having a professional and open relationship with parents helps us to avoid assumptions and to ask open questions, using our professional curiosity.

The settings SENCO is a qualified and experienced practitioner who refers to the SEND code of practice and The SEND local offer | Shropshire Council to ensure that we meet the needs of children with additional needs.

Child-on-Child Abuse

As set out in our [Safeguarding Statement](#); we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our setting. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in setting this does not mean child-on-child abuse is not happening. Staff will be made aware of the signs and indicators of child-on-child abuse as part of their Professional Development and Supervision; which do not just rely upon children telling someone. Staff are expected to follow our [Appendix B: Child-on-Child Abuse Procedures](#)

The setting monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by the DSL/DDSL

Staff Safeguarding Concerns: Recognise, Respond, Report

Recognise

Be alert and curious!

Pay attention to possible **signs or indicators** of abuse from the child or others either from your own observation or what the child/others tell you:

Appearance

Behaviour

Communication.

Do not just rely on a child telling you (there are lots of reasons why they won't)

Any child in any family could become a victim of abuse, neglect or exploitation. Abuse and safeguarding issues are complex; and can often involve a child experiencing multiple issues or types of abuse.

Staff should always maintain the attitude that abuse "could happen here". Staff should be particularly alert to Children potentially at greater risk of harm and vigilant in identifying the signs and indicators which could indicate a concern that a child is being or could be at risk of abuse.

As well as maintaining their Professional development and accessing support; staff can remind themselves of the signs and indicators of abuse and safeguarding issues by referring to: Keeping Children Safe in Education 2024: Part 1 and Annex B. and SSCP - Contacts and Definitions.

Signs and indicators of concern may be evident in spaces and places where children spend time (including when online). They may be present in the child or others around them (including adults or children); in their:

- Appearance
- Behaviour
- Communication

Signs and indicators can be recognised by staff through:

Concerns shared directly by a child: Staff *must not rely* on children telling them they are experiencing abuse, neglect or exploitation. Children may not recognise; feel ready; know how to or be able to communicate concerns or worries. Staff must therefore act in accordance with our [Safeguarding Statement](#); [work in partnership](#) and use professional curiosity and skills in developing trusted and supportive relationships in their everyday work with children.

Observations: In person or online (including online behaviour in setting) of a child or someone else (for example a parent, someone working or visiting the setting).

Concerns shared by others: either verbally or in written communications. This could be parents; other children; other staff members or other adults who may be working in or with the setting or individual children.

There will be occasions where there are signs and indicators of concern but not enough evidence to indicate that the child is at risk of or experiencing abuse. Signs and indicators could be present for a variety of reasons as well as abuse (for example other family circumstances; health or learning needs); and may

act as an early sign for the need for early help and support. In such circumstances, staff are still expected to respond in line with this policy.

Respond

Ensure the immediate safety of the child potentially at risk. If there is **immediate danger**; take action as necessary to protect the child, others and yourself (including contacting emergency services on 999 and [refer child protection concerns](#))

Apply other relevant policies/procedures (e.g. behaviour; first aid; attendance, staff code of conduct and/or [Appendix B: Child-on-Child Abuse Procedures](#) as applicable).

Seek views/gather relevant information (if safe to do so).

Remember: Listen (don't investigate), reassure (don't promise) and explain you will be reporting the concerns.

Immediate safety

If a child is in **immediate danger**; staff must take individual action as necessary to keep the child, others, and themselves safe. They must:

- Contact emergency services if someone is in immediate danger (999).
- If necessary; refer child protection concerns themselves (follow [Multi-agency Referral: Reporting concerns \(MARF\)](#))
- Work in line with our Behaviour Policy
- Report any allegations of harm by adults in a position of trust or unsafe practices

Other relevant policies/processes

Staff may need to follow other setting safeguarding policies/processes as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved; ensuring they act in their best interests. Where there are concerns of child-on-child abuse; [Appendix B: Child-on-Child Abuse Procedures](#) should be referred to.

Injuries

We request parents notify us of any accidents or injuries to their child before attending setting. We will make a written record of the notification along with any injuries the child may have. Should a child receive any injuries during setting time; staff will follow our accident reporting and first aid procedures.

We use body maps to record information about physical injuries to a child as part of our accident/behaviour/first aid safeguarding concern reporting processes.

Seek views and gather information from the child and others.

Where safeguarding concerns are identified; staff should (where it is safe to do so) always seek the views of and directly from:

- children (where appropriate and depending on the circumstances and their role with children).
- any other people involved in setting (only on a need-to-inform/know basis for the purposes of gathering information for the purposes of safeguarding)

Rev Sept 24

- Their parents (if necessary and depending on the circumstances and their role).

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead.

Seeking views from the child/parents means asking them what they think using open questions (What? How? etc) and if they want any help or support. Staff should listen, reassure, and explain that concerns will be reported. Staff should avoid making assumptions, judgments or investigating.

Views should always be sought unless it is not safe to do so. This includes where seeking views would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

If needs for help and support are identified; parents and children should always be asked for their consent to share information with other organisations so that help and support can be provided to them. If consent is not given; staff should follow guidance in this document and any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead. Decisions to share safeguarding concerns with other organisations without consent will be [reported to](#) and overseen by the Designated Safeguarding Lead.

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views. Staff providing SEND support have MAKATON training and those caring for babies build warm and nurturing relationships that promote the ability to read and respond to non-verbal cues.

When concerns are directly shared by a child

Children are more likely to share their experiences and feelings with someone they know and feel comfortable talking to.

When children share the details of or feelings about abuse; the process of sharing can sometimes take time. Children may not share in full or give staff (and sometimes not the same staff member) pieces of information over time. When they do share, this may not always be verbally or directly; but the child may share in their Appearance, Behaviour or other forms of communication.

It takes a lot of courage for a child to share that they feel unsafe or are experiencing abuse, neglect or exploitation. There are many reasons why children do not share their experiences (for example, uncertainty, shame, experiences of discrimination, fear, denial or a lack of understanding or ability to recognise and explain their experience).

When children are sharing their concerns; staff should:

- **Listen to the child.** Please refer to the [NSPCC poster](#) copy included in this policy and on display in each building.
- **Remain calm:** the child may stop sharing if they feel the staff member is upset or shocked by what the child is telling them.
- **Explain it can't be a secret.** Staff must explain to the child that what they share must be passed on and to who so that you can help them. Think about when to do this to make sure the child feels safe and can continue to trust you and other staff.

Rev Sept 24

- **Reassure** and offer comfort to the child (physical touch should not be automatically offered as comfort); recognise their feelings and their courage in sharing their experience. Never deny or minimise what the child is telling you or reprimand them if they decide not to share or for not telling you before.
- Seek the child's views: use questions or communication tools that help the child to share from their own point of view. Gather information: do not investigate or assume what is happening to the child.
- **Explain** what will happen next. If you don't know everything that is going to be done, tell the child that you will make sure that they are kept informed.
- **Report and record** the conversation immediately as outlined in the [Reporting concerns](#) section.
- **Seek support** if you feel distressed by talking to a line manager, the DSL or DDSL.

Report

Report in person to the Designated Safeguarding Lead as soon as possible.

Record your concerns, decisions, actions and outcomes on the safeguarding recording system.

If concerned about a member of staff or someone else in the school; report in line with this policy.

Report to Designated Safeguarding Lead

All safeguarding concerns must be Reported to the Designated Safeguarding Lead as soon as they are recognised and after the initial response to the child and others. Staff are expected to verbally report their concerns to the Designated Safeguarding Lead in the first instance and then complete the Raising Concerns Form.

Where concerns involve an allegation of harm or a low-level concern about someone working in or at the setting; staff must follow this policy and report concerns immediately.

Record concerns

All safeguarding concerns must be recorded by the staff member in writing using the [Appendix C: Safeguarding Concern Reporting Form](#). The form must be handed to the DSL and not filed before it has been read and action agreed and taken.

Where physical injuries to a child form part of the evidence of the concern; staff will record information about the physical injuries observed on a Body Map using the [Compass Multi-Agency Referral Form](#)

Each safeguarding concern record should include:

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

If staff are unsure of the recording requirements staff should seek advice from the Designated Safeguarding Lead.

Designated Safeguarding Lead Response

Safeguarding concerns can be raised by staff as above; but may also be raised to the Designated Safeguarding Lead by:

- Children, parents, or visitors to the setting
- Other agencies (see [Working in Partnership](#))
- The setting's ICT filtering and monitoring systems.

The Designated Safeguarding Lead will:

Consider and assess the concern.

Review the information reported; gather any further information as necessary; including conducting a risk and needs assessment if necessary. The Designated Safeguarding Lead will use and refer to the following:

- [Working Together to Safeguard Children 2023](#) (particularly Chapters 1 and 3)
- [Keeping Children Safe in Education 2024](#)
- [SSCP Threshold Document](#)
- If applicable [Understanding and identifying radicalisation risk in your education setting](#)
- [When to Call the Police Guidance for Schools](#)

Decide on what action to take.

Once the concern has been considered and assessed; the Designated Safeguarding Lead will decide on action(s) to be taken. They may wish to delegate actions to other members of staff, in the best interests of the child. The DSL will assist the manager with decisions to ensure staff are safe in setting

In making decisions; the Designated Safeguarding Lead will work in partnership with the manager; relevant staff/senior leadership team in line with their roles and responsibilities and any other organisations as appropriate.

Actions could include one or more of the below

Manage internally: in alignment with setting policies and processes including offering support to the child and their family through the settings own targeted support, in a way which addresses the needs/risks identified. This may also include actions to make locations/infrastructure/practice safer.

- **Offer Early Help/Targeted Early Help.** This could include offering and/or referring the child or their family enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](#) and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the [SSCP Thresholds document](#) and [relevant local tools and pathways](#).
- **Report to the Police.** If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police.

Where there is possible criminal behaviour by a child (including in circumstances of child-on-child abuse); we will take account of [When to call the police: guidance for schools and colleges](#).

Other local referral processes will also be followed as applicable: including referring to relevant multi-agency forums and processes as outlined in [relevant local tools and pathways](#) (e.g. to [Prevent Radicalisation](#); ensure [Online Safety](#); respond to domestic abuse: [Multi-Agency Risk Assessment Conference](#)).

Record actions, decisions, and outcomes.

On the child protection file and in line with [Record Keeping and Information Security](#). This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see [Working in Partnership](#)). The Designated Safeguarding Lead will keep detailed, accurate,

Rev Sept 24

written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency.

Manage and oversee any ongoing response.

Once the initial actions are taken; the Designated Safeguarding Lead will decide whether there is an ongoing need to actively monitor or manage the safeguarding needs of a child. Where this is decided; they will ensure that the setting [works in partnership](#) with the child; parents, and any other involved agencies. This may include taking further actions (as outlined above) where concerns escalate.

The [SSCP Escalation/Resolution of Professional Disagreements Policy](#) will be used to challenge, resolve and if necessary escalate any concerns the setting may have when working with other agencies in safeguarding children.

Appendix A: Child-on-Child Abuse Procedures

We aim to prevent, identify, and respond to child-on-child abuse at the earliest opportunity by:

- Expecting all staff in our setting to ensure they are adhering to and promoting the commitments we make in our [Safeguarding Statement](#).
- Ensuring staff are aware of and respond to signs and indicators of child-on-child abuse. This includes ensuring that our Designated Safeguarding Lead and other relevant staff have completed training in how to assess and respond to child-on-child abuse.
- Being clear how we expect our children to behave towards one another. Our Behaviour Policy outlines these expectations; how the setting will support our children to understand and fulfil them; and how we will prevent and respond to behaviour which falls below our expected standards (including all forms of bullying as detailed in the Behaviour Policy. Where behaviour also indicates child-on-child abuse; staff will adhere to the processes outlined in this section.
- Ensuring we are teaching our children how to keep safe through the delivery of our curriculum.
- Making sure that children who experience or are at risk of experiencing abuse from other children are identified, feel supported and safeguarded from further harm.
- Making sure that children who have caused or are identified as being at risk of being abusive in their behaviour towards other children are identified, supported and safeguarded from engaging in further harmful behaviour.
- Making sure that we are taking positive action to ensure that Children who are more vulnerable to child-on-child abuse are not disproportionately impacted by child-on-child abuse in our setting

What is child-on-child abuse?

Child-on-child abuse:

- Is when a child or group of children inflicts harm or fails to act to prevent harm to another child.
- Actions that cause harm can be a single serious incident or a pattern of incidents.
- Harm caused to a child can be physical, emotional and/or psychological; and can include witnessing the ill treatment of others.
- In the setting context, we know that child-on-child abuse can take place in spaces and at times of the setting day where children are less likely to be supervised, however in our setting strict ratios apply to the supervision of all children, making abuse less likely.
- A child may experience one or multiple types of child-on-child abuse at the same time.

Children who are more vulnerable to child-on-child abuse

Please read this alongside [Children potentially at greater risk of harm](#).

Children who are perceived to be different to others can be particularly vulnerable to child-on-child abuse. When children are abused by other children; there is often a misuse of power or privilege by the child(ren) causing harm. However, in an early years' setting child-on-child abuse may occur negligently or ignorantly as children have not understood the need to be kind in words or actions. This can have a significant impact on the emotional development and mental wellbeing of the child who is being harmed; and lead them to feel isolated, unsafe, and traumatised.

Children who harm others may have additional or complex needs. Harmful behaviour by children can also be a sign or indicator that a child has an unmet need or could indicate that they themselves are at risk of or are experiencing/have experienced abuse or neglect or some other form of adverse experience⁷ in their life.

⁷ See [Understanding trauma and adversity | Resources | YoungMinds](#) for further information.

Rev Sept 24

Children who harm other children may have power or privilege over a child(ren) they are causing harm to but can also be powerless or vulnerable in other part of their lives.

Child-on-child abuse is harmful to all children involved.

Evidence⁸ indicates that children from particular groups are more vulnerable to child-on-child abuse. This includes children who:

- Have special education needs and/or disabilities and/or health issues.
- Have already been and/or are experiencing abuse or some other kind of adversity or trauma. This includes children who are looked after or who have a social worker due to safeguarding concerns.
- Are eligible for free setting meals. Socio economic inequality can increase incidents of bullying.
- Are from Black, Asian and/or other minoritized ethnic communities (including travelling communities and children for whom English is an additional Language). These children are more likely to be the target of hate-related behaviour. They are less likely to be identified as children who are being harmed and more likely to be over identified as children who are a risk of causing harm. This is known as adultification bias⁹.

Where a child has several differences and would fall into multiple groups above; this further increases their vulnerability.

When is child-on-child behaviour considered abusive?

We recognise the importance of distinguishing between behaviour that is developmentally inappropriate, problematic, or harmful. Harmful behaviour is abusive. It can also (but not always) include physical abuse.

In considering whether behaviour is abusive; staff should consider:

- **The impact on the child(ren) affected by the behaviour:** Any behaviour that is likely to have an impact on a child's physical and emotional health and development should be considered potentially harmful. The greater the impact of the behaviour on the child's health and development; the greater level of harm caused to them.

The needs and circumstances of the child who is identified as being potentially harmed should always be considered. This should also include ensuring that their wishes and feelings are sought and recognised in considering the impact upon them.

Even where children do not/are not able to express their wishes and feelings; staff should also pay attention to other potential signs/indicators of abuse, as detailed in this policy.

Children raising child-on-child concerns either for themselves or others will be taken seriously and never be given an impression they are creating a problem.

- **The behaviour of the child(ren) who is/are causing harm:** It is important to consider the behaviour of children on a continuum; taking account of their age and level of development; as well as any other needs or circumstances that may influence their behaviour (for example a child who is

⁸ Evidence sources:

- [Keeping Children Safe in Education 2024](#); Part 2: Children potentially at greater risk of harm.
- [Prevalence of bullying \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk).
- [Safeguarding d/Deaf and disabled children | NSPCC Learning](#);
- [Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning](#);
- [Safeguarding LGBTQ+ children and young people | NSPCC Learning](#);
- [Spotlight #3: Young people and domestic abuse | Safelives](#).
- [Addressing child-on-child abuse: a resource for schools and colleges \(farrer.co.uk\)](https://farrer.co.uk)

⁹ [Adultification bias within child protection and safeguarding \(justiceinspectorates.gov.uk\)](https://justiceinspectorates.gov.uk)

Rev Sept 24

causing harm to other children could be an indication that they have unmet needs; or may be a sign or indicator that they are experiencing abuse, or are experiencing some other adverse experience which is having an impact upon them).

Features of abusive behaviour¹⁰ can include:

- A pattern of similar behaviour (this can include lower-level problematic behaviours that have occurred over time that have begun to increase in frequency or seriousness)
- A misuse of power over the child who is being harmed. (please also see children who are more vulnerable above).
- Victimisation of the child who is being harmed. This could also include circumstances where the child causing harm is supported or joined by other children.
- Intrusive behaviour: not considering or enabling the child being harmed to freely agree and/or consent to the behaviour.
- An element of control; coercion and/or force.
- Physical violence (this does not always have to be present; but where it is so would heighten the level of concern).
- Evidence that a child is actively seeking, planning or getting enjoyment or pleasure from causing harm would also heighten concern.

Our response to child-on-child abuse

In most instances, we will use our Behaviour policy to manage the conduct of children towards each other. However, where behaviour is considered abusive or indicates safeguarding concerns; then staff will also need to raise such concerns to the Designated Safeguarding Lead in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) section.

In responding to any concern of child-on-child abuse; we will take account of:

- Part 5 Keeping Children Safe in Education 2024.

Risk and needs assessment.

All staff will immediately consider how best to support and protect **all children involved** in child-on-child abuse incidents; ensuring they act in their best interests.

We may deem it necessary to complete a formally recorded risk and needs assessment for all children involved in child-on-child abuse incidents. The decision to complete a formal risk assessment will be taken by the Designated Safeguarding Lead. This formal assessment will always take place where there is evidence of [violent or abusive behaviour](#).

The purpose of the risk and needs assessment is to safeguard **all children involved** (including children who may not be at the setting such as siblings) and will clearly outline the strategies to be put in place to mitigate risk and address any identified needs.

The risk and needs assessment will be completed, taking account of information from all key staff (and relevant involved professionals) working with the children, as well as their parents/carers. It will also include the views and feelings of the children; where this is safe and appropriate to do so.

¹⁰ Adapted from Hackett Continuum as described in [Understanding sexualised behaviour in children | NSPCC Learning](#). When drawing on Hackett's continuum, in order to assess the seriousness of other (i.e. non Harmful Sexual Behaviour) alleged behaviour, it should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider (see [Farrer and Co \(2022\) page 35-36](#))

Rev Sept 24

The risk assessment will be shared with all staff and relevant involved professionals who work with the children, as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

Response

The parents/carers of **all involved children** will be notified of and involved in our response. We will only share the details of other children to parents/carers who do not have parental responsibility for them where we have consent to do so or where a decision has been taken to share to enable them to effectively safeguard their child.

The risk and needs assessment will inform the response taken. The following responses will be considered; (more than one response can be considered):

- **Manage internally** in alignment with our Behaviour Policy in a way which addresses the needs/risks identified. Any sanctions imposed on the child causing harm will be proportionately balanced with any other responses (such as police involvement) and take account of risks and needs; as well as the ongoing impact on/risk to the child who has been harmed or others. This may also include actions to make locations/setting infrastructure (including online) safer; adapt our curriculum to ensure we are [Teaching our children how to keep safe.](#); or [Working in Partnership.](#)
- **Offer Early Help/Targeted Early Help.** This could include offering and/or referring **any child involved** to enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](#) and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the [SSCP Thresholds document.](#)
- **Report to the Police.**

Recording and monitoring

All child-on-child abuse concerns and responses will be recorded and stored securely on the child's individual records and will be reported if appropriate, to COMPASS.

Child-on-child incidents that do not indicate abuse or raise safeguarding concerns are recorded in line with our Behaviour Policy on a Raising Concerns Form.

Appendix B: File Transfer Record and Receipt

You may wish to add your college/setting logo on to this proforma.

PART 1: To be completed by sending / transferring setting, school or college.

NAME OF CHILD:	
DOB:	
NAME OF SETTING SENDING CP FILE:	
ADDRESS OF SETTING SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving setting, school or college.

NAME OF SETTING RECEIVING FILE:	
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Rev Sept 24

ADDRESS OF SETTING RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix C: Safeguarding Concern Reporting Form

Recording a concern about a child's safety or welfare

Part 1 – For staff use.

Child Name:			
Date of birth:		Age of child:	
Name of referrer:		Role of referrer:	
Details of concern: <i>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?</i> <i>What is the pupil's account/perspective?</i>	Insert a Body map here, from Compass Multi-Agency Referral Form		

Rev Sept 24

Reported to:		Role of person reported to:	
Signed:			
Date:			

Part 2: For DSL/Deputy DSL to complete.

<p>What actions have been taken by the DSL:</p>
<p>Has the concern / referral been discussed with parent / carer? If yes note discussion</p> <p><i>If not, state reasons why:</i></p>
<p>Referral made to: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i> If making a safeguarding referral to Compass, follow up with a <u>Compass Multi-Agency Referral Form</u></p> <p>If not, state rationale and reasons why:</p>

Rev Sept 24

Feedback given to referring member of staff:		By whom:	Date:
Response to / action taken with child/ parent:		By whom:	Date:
Other notes / information: Any other action required:			
Signature of DSL :			Date:

Appendix D

Fundamental British Values in the Early Years

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rev Sept 24

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- **Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.**
- **Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.**

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- **Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.**
- **Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.**

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- **Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.**
- **Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.**

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

It is NOT acceptable to:

- **actively promote intolerance of other faiths, cultures and races**
- **fail to challenge gender stereotypes and routinely segregate girls and boys**
- **isolate children from their wider community**
- **fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs**

Appendix E - Applicable to early years settings only

Serious injuries, accidents and illnesses

The setting must tell Ofsted about any of the following in relation to serious injuries, accidents and illnesses:

- **the death of a child**
- **anything that requires resuscitation**

- **admittance to hospital for more than 24 hours**
- **a broken bone or fracture**
- **dislocation of any major joint, such as the shoulder, knee, hip or elbow**
- **any loss of consciousness**
- **severe breathing difficulties, including asphyxia**
- **anything leading to hypothermia or heat-induced illness**
- **any confirmed cases of coronavirus (COVID-19) in staff or children**

Minor injuries

The setting does not need to tell Ofsted about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

- **animal and insect bites, such as a bee sting that doesn't cause an allergic reaction**
- **sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces**
- **cuts and grazes**
- **minor burns and scalds**
- **dislocation of minor joints, such as a finger or toe**
- **wound infections**

Eyes

The setting must report to Ofsted if a child suffers any loss of sight, whether it is temporary or permanent. You must also tell us about any:

- **penetrating injury to the child's eye**
- **chemical or hot metal burn to the child's eye**

Substances and electricity

If a child in our care suffers any injury from, or requires medical treatment for, any of the following situations we must tell Ofsted:

- **from absorption of any substance:**
 - **by inhalation**
 - **by ingestion**

- **through the skin**

- **from an electric shock or electrical burn**
- **where there is reason to believe it resulted from exposure to:**
 - **a harmful substance**
 - **a biological agent**
 - **a toxin**
 - **an infected material**

The setting must fulfil our legal requirements and submit the online report to Ofsted as soon as reasonably practicable, but no later than 14 days by completing the on-line reporting process at <https://www.gov.uk/guidance/report-a-serious-childcare-incident>