A: Safeguarding policies and procedures - Childminders

What do I need to know?

- Legal Framework
  - [The Children Act 1989](#)
  - [Children Act 2004](#)
  - [Protection of Children Act 1978](#)
  - [Data Protection Act 1998](#)
  - [Children Act 2004 - Explanatory Notes](#)
  - [Safeguarding Vulnerable Groups Act 2006](#)
  - [Sexual Offences Act 2003](#)
  - [Criminal Justice and Court Services Act 2000 (legislation.gov.uk)](#)
  - [Equality Act 2010 (legislation.gov.uk)](#)
- [EYFS statutory framework for childminders (publishing.service.gov.uk)](#) page 15-16, paragraph 3.4 – 3.7.
- **See model Child Protection Policies on SchoolsNet and links below for contact details and training opportunities.**

Safeguarding policies and procedures (pages 7-8 of audit)	Things to consider and discuss:
Do you **ensure** that childminders working alone or with assistants must take lead responsibility for safeguarding children in their setting? Do you **ensure** you know how to contact the local statutory children's services, and the LSP (local safeguarding partners)?	• Are you aware that if you work alone or with assistants, that there is someone to take the lead responsibility for safeguarding in your setting? • Have you identified who this person will be? • How did you identify this person as being suitable to take the lead responsibility? • How do you ensure this lead person knows their roles and responsibilities? • Has the lead person accessed an advanced level of safeguarding training? • How do you know the lead person knows their roles and responsibilities in terms of: • Managing Referrals • Working with others

	- Training - Raising Awareness - Child Protection File - Availability - How do you ensure the lead person is available at all times whilst the setting is open? - How do you know that all staff are aware of who has lead responsibility each day and how to contact them?
Do you **ensure** you are alert to any issues of concern in the child's life at home or elsewhere?	- How do you stay alert to issues of concern in a child's life at home or elsewhere? - What is a "concern"? - How do you know that staff know what could be an issue of concern? - How do you know that all staff are alert to the signs that children may need early help? - How do you ensure children are given opportunities every day to communicate their needs? Is this encouraged and implemented by all staff in the provision? How can you link this in with the promotion of British Values? - Do you have a confidential area in which to discuss the individual needs of children with parents, and or staff, and or other professionals? Are you able to provide or make a confidential area available if you needed to? - How do you know that should a child tell a member of staff that they are being abused or neglected, that staff know how to gather accurate information from the child? - How do you know staff are professionally curious? What does this mean day-to-day?
In the case of childminders working together, are you aware each childminder is responsible for meeting the requirements of their own registration? Do you **ensure** you have a shared responsibility when working together with other childminders for the wellbeing of all the children present?	- How do make sure that childminders who work together are each aware of their own responsibilities for meeting the requirements of their registration? - How would you challenge a fellow childminder who you work with if you felt they were not meeting the requirements of their registration? - Do you have a whistleblowing policy and know what steps you would take if needed?

Where childminders work together, are you aware that each childminder also has a responsibility to refer any concerns where another childminder does not continually meet the requirements of their registration?	
Do you **ensure** you have and implement policies and procedures to keep children safe and meet EYFS requirements? Do you ensure you are able to explain your policies and procedures to parents, carers, and others (for example Ofsted inspectors or the childminder agency with which they are registered)? Do you **ensure** any assistants follow these policies and procedures?	• Do you have policies and procedure to follow to safeguard children? • How do you know if you are aware of all the elements that should be included in your policies and procedures? • How do you ensure that you and any assistants have read and understood the policy and procedures? • How do you know your policies are implemented effectively? • Do your policies and procedures identify the roles and responsibilities of all staff? • How do you ensure that all adults working within the setting (including students, volunteers, parents and helpers know, understand, can explain and implement your policy and procedures? • What procedures are in place to review the policy and procedures at least annually or after an incident or change to requirements? Who is involved in this process? • What procedures do you have in place to record any issues of concern's in a child's life at home or elsewhere? • How do you ensure appropriate records of any assistants and children are kept secure (including any chronologies), separate from other records and are they only kept for as long as is necessary? • How do you and any assistants know what to include in a child's child protection file? • Do you and any assistants know what and how to access and use supportive assessment tools? How do you know? • Do you know your responsibilities under the Data Protection Act 2018 and the GDPR requirements? How do you ensure you meet these? (Refer to: 'T- Information & records' support document.

	- Has the setting registered with the Information Commissioner's Office (ICO) regarding the storage of personal data? How do you know? - What procedures do you have in place to investigate prolonged absences and, or children missing in education? - Do your policies and procedures reflect the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and, or disabilities? - What consideration have you given to adjustments you might need to make regarding child protection for SEND children? - How do you ensure that appropriate training is provided for you and any assistants to support complex medical conditions and emergencies is provided? - How do you know you and any assistants are able to recognise peer on peer abuse? Is this risk is covered adequately in your policies and procedures? - Do you ensure there is a paediatric first aid trained member of staff and first aid kit on site, on outings and on school runs? - What procedures are in place to ensure all accidents and incidents are recorded and shared with parents and, or carers? Are accident and incident records reviewed regularly?
Are you aware that policies and procedures should be in line with the guidance and procedures of the relevant LSP?	- How do you know your policy and procedures are in line with the guidance and procedures of the Derby and Derbyshire Safeguarding Children Partnership (DDSCP)? - Have you used or cross referenced your child protection policy with the model policy available on Derbyshire SchoolsNet? - How do you ensure you and any assistants are familiar with the DDSCP procedures at induction **and** have regular updates? - Do you know what help, support and guidance is available on the DDSCP website? - What procedures do you have in place to contact any cross border Local Safeguarding Partnerships to report concerns about a child living in neighbouring local authorities?

Do you **ensure** safeguarding policies include:	• Can you describe what action would be taken:
	   - when there are safeguarding concerns about a child?
	   - in the event of an allegation being made against a member of yourself, or an assistant?
	   - cover the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting?
	• Do these actions corollate with the actions in your written procedures?

• The action to be taken when there are safeguarding concerns about a child?	• How do you know both you and any assistants know the procedures to follow when there are safeguarding concerns about a child?
	• How do you ensure you and any assistants have access to the child protection concern flow chart in the model child protection policy?
	• Do you and any assistants have access to the DDSCP Threshold Guidance? How do you know and understand how to use the criteria in the document?
	• Do you and any assistants know about the different levels of concern? Do you know what actions to take at each level? How do you know?
	• How do you know that you and any assistants know where to quickly access all necessary contact details and documentation?
	• Do you and any assistants know how and when to:
	   - organise Team Around the Family (TAF) meetings and, or plans?
	   - apply for an Early Help assessment and services?
	   - make a referral to children's social care services (via Starting Point)?
	• contact the police or contact Starting Point when a child or an adult is at risk of immediate harm and is in need of protection?

• The action to be taken in the event of an allegation being made against the childminder or an assistant?	• How do you know both you and, or any assistants know the procedures to follow in the event of an allegation being made against a member of staff? • Are you and any assistants aware of when to contact the local designated officer (LADO)?

	• How do you ensure you and, or any assistants know how contact to the Local Area Designated Safeguarding (LADO) officer?
	• Do you and, or any assistants have access to the 'Allegations and Concerns against a member of staff or persons living on the premises where Ofsted registered childcare takes place' process document?
	• How often do you check and evidence of any assistant's knowledge on where to report a concern or allegation about a colleague?
	• What procedures are in place for 'whistleblowing'? Do all you and, or any assistants know how and where to 'whistle blow'?
	• Can you describe your safer recruitment and vetting procedures? How do you know these meet current requirements of the EYFS and the DDSCP?
	• How do you ensure all assistants are suitable to work with children? How do you ensure all assistants have the required enhanced criminal records checks and barred list checks are carried out against them? How do you monitor this? How often to you review this?
• How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting?	• What are the policies and procedures in place for the safe storage of you and, or any assistants, and visitor's mobile phones or any other technology which can take digital images?
	• How do you share your policy and procedures on using and, or wearing mobile phones and cameras (including personal devices) in the setting with assistants, parents and, or carers and visitors?
	• How does this link to your code of conduct for assistants and parents?
	• Do you and your assistants know what to do if a person is found to be using a mobile phone and, or camera on the premises when children are present or about to be present? How do you prepare to respond appropriately?

	• Are you and your assistants confident to challenge and, or report a person using a mobile phone and, or camera and other electronic device with imaging and sharing capabilities on the premises?
Have you referred to 'Safeguarding children and protecting professionals in early years settings: online safety considerations to help safeguard children and practitioners online? [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK (www.gov.uk)](www.gov.uk)	• What are your online safety policy and procedures? How do you know they are implemented effectively? • Do your policy and procedures include an Acceptable Use Policy (AUP) as part of your provisions code of conduct? Have you made any assistants aware that it is recommended that they do not accept friend requests or communications from learners or their family members? How do you know they adhere to this? • How do you ensure you keep children safe and staff protected when online? • How do you promote online safety with young children? • How do you involve parents in keeping children safe online? • Is relevant training available to help staff keep children safe online? • How do you monitor use of the internet and online safety in your provision? • What appropriate measures, filters, monitoring systems are in place to regulate the use of the internet and protect learners from potentially harmful online material? • How do you ensure online safety concerns are reported and recorded and actioned? • Do you use any social media platforms with families or the community? How do you ensure these do not jeopardise children's safety?

Useful links and further help:

Derby and Derbyshire Safeguarding Children Partnership

Inspecting safeguarding in early years, education and skills settings

Early years inspection handbook

Report a serious childcare incident

Information sharing advice for safeguarding practitioners

Home (saferrecruitmentconsortium.org) -(Guidance for safer working practice for those working with children and young people in education settings)

Disqualification Under the Childcare Act

Counter-terrorism strategy (CONTEST) 2018

Channel and Prevent Multi-Agency Panel (PMAP) guidance

National Referral Mechanism Guidance

Information sharing advice for safeguarding practitioners

Data protection

ICO – Information Commissioners Office

NSPCC – National Society for the Prevention of Cruelty to Children

Derbyshire County Council - Support for families and early help

Prevent referrals (saferderbyshire.gov.uk)

Derby & Derbyshire - Emotional Health & Wellbeing

Stronger Families Safer Children

Think Family

CONTACT INFORMATION:

Child or adult at risk of immediate harm and in need of protection: Derbyshire Police – 999/ Starting Point – 01629 533190

Worried about a child: Derbyshire Police -101/ Starting Point Consultation & Advice Service for Professionals - 01629 535353/ Starting Point Referral Form/

Local Safeguarding Designated Officer - 01629 533190/ Derby and Derbyshire LADO Referral Form

Education Data Hub/Data Protection: Email - educationdatahub@derbyshire.gov.uk

DBS The East Midlands Regional Outreach Officer: Email DBSRegionaloutreach@dbs.gov.uk/Tel: 01325 953 562 / 07867 153 500

TRAINING

DSL training: Derbyshire Early Years Service - Eventbrite or Email: CS.EYS@derbyshire.gov.uk

Other training: Training (ddscp.org.uk)

MODEL POLICIES for the PVI sector

Safeguarding (derbyshire.gov.uk)

Derbyshire SchoolsNet - Early Years Quality Team