

Safeguarding Policy

Appendices

These appendices should be read in conjunction with the Safeguarding Policy.

Appendix 1: People staff roles and responsibilities

Designated Safeguarding roles

Designated Safeguarding Officer: Lindsey Hart, Little People Nursery Manager

Designated Safeguarding Leads: Laura Shepherd, Sharna Melcer, Amy Prosser and Shelley Lawday (Little People Nursery), and Camille Kalaja (Local Delivery Team).

National Training and Accreditation Manager: Liz Ersoy

The role of the Designated Safeguarding Officer is to take overall responsibility for Safeguarding procedures and the handling of individual cases in People. This includes:

- Individual cases and referrals
- To be available to discuss any safeguarding issue. To be consulted by staff prior to any action involving safeguarding with a person or agency external to People
- To ensure that internal guidelines for consultation are followed
- Clearly record decisions and action taken, the basis for them and who was involved in the decision-making process
- To make referrals where appropriate
- To liaise with other agencies where appropriate
- To ensure the People CEO (Sally Smith) or Chair of Trustees (David Bailey) are kept informed of any significant developments including allegations against staff
- Preventative work and family support
- Ensure that information is organised centrally about additional needs/special circumstances of families known to People
- Ensure systems are in place for update of information about additional needs of families
- Oversee systems whereby this information is given to relevant staff at point of need

The Designated Safeguarding Officer also has responsibility for the Safeguarding Policy and associated procedures. This includes:

- To keep up to date with good practice in safeguarding
- To have available named contact details to refer to in cases of concern (see **Appendix 2**)
- To ensure that all delivery staff are aware of factors which constitute child abuse including physical, mental and sexual. This may be from training before entry into People, through People induction training, or through People in-service training.
- To ensure training records relating to safeguarding are kept up to date.
- To ensure staff are aware of People procedures in cases where there is concern and to provide relevant systems and documentation forms
- To maintain relationships with key providers to enable People to ascertain whether families about whom we have some concerns are receiving support

Managers

Line manager/ supervisor responsibilities are as follows:

- To be available to listen to any concerns a staff member has about the safety of well-being of a child and provide advice and support
- To ensure that any ongoing concerns are recorded, a note made of all actions taken, and records stored in a secure place
- To refer the matter to the Designated Officer or a Lead if they feel that further action may be needed
- To make sure the staff member raising the concern is informed of any action arising from their communication.
- To ensure all staff are trained appropriately and that training is updated at least every 3 years

Delivery Staff:

Early Education and Childcare staff, Peep Practitioners and Assistants (including anyone who volunteers regularly in delivering services to families) should all receive regular training in safeguarding procedures. They should:

- Be alert to situations which cause concern
- Be familiar with People procedures, roles and responsibilities involved in safeguarding
- Raise issues of concern with their line manager or supervisor or with one of the Designated Leads.
- Be aware of the personal stresses inherent in recognising and reporting concerns relating to safeguarding and to access the People support available

Appendix 2: Contact Numbers – Child Protection

| Contact | Contact Details |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oxfordshire Multi Agency Safeguarding Hub (MASH) <i>8.30 am – 5pm Monday to Thursday and 8.30 – 4.pm Friday</i> | Tel: 0345 050 7666 Email: mash-childrens@oxfordshire.gcsx.gov.uk |
| Out of Hours Emergency Duty Team (EDT) | Tel: 0800 833 408 |
| Thames Valley Police - Child abuse investigation unit | Tel: 01865 335200 |
| Education Safeguarding Advisory Team ESAT Manager and Designated Officer: Jo Lloyd Assistant Designated Officers: Lorna Berry, Sandra Barratt, Donna Crozier Education Safeguarding Adviser: Becky Langstone <i>When quoting advice from the team, please ensure you state in what capacity the advice was given: Designated Officer or ESAT</i> | Tel: 01865 810603 Email: lado.safeguardingchildren@oxfordshire.gov.uk |
| Locality and Community Support Service (LCSS) | Tel: 0345 2412705 E: LCSS@oxfordshire.gov.uk |
| Oxfordshire Safeguarding Children Partnership | Tel: 01865 815843 Email: oscp@oxfordshire.gov.uk Website: www.oscp.org.uk |

To find out more about the Multi-Agency Safeguarding Hub (MASH) and referral process, visit: <https://www2.oxfordshire.gov.uk/cms/node/154149>

If you are a practitioner and have concerns or allegations about a professional or volunteer who works with children, phone the LADO (number above).

Appendix 3: Definitions of Abuse and Neglect

Concerns about a child’s welfare can vary greatly in terms of the nature and seriousness, but all concerns about a child’s wellbeing should be raised with the appropriate person within Peeples.

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Abuse may include:

- physical abuse
- emotional abuse

- sexual abuse
- neglect (failure to meet a child's basic physical and/or psychological needs)

The following might be indicators of abuse and neglect. A Designated Officer or Lead will be informed when any of the following are observed:

- failure to thrive
- dirty unkempt condition
- significant development delay
- absence of responsiveness of child to parent
- severe post-natal depression
- extremely aggressive behaviour by the child or parent/carer
- overt sexual behaviour
- worrying and unsatisfactorily explained bruises, injuries or marks
- any bruises, injuries or marks on a baby not yet mobile
- domestic abuse

Appendix 4: Handling a disclosure

The following key points give a guide on what to do and what not to do if anybody gives you information about actual or suspected abuse.

Adults who work closely with children or young people should know what to do if they suspect that a child has been abused, or if a child tells them that this is happening. No one likes to think of children being abused, but child abuse is, unfortunately, a reality.

Whether a disclosure is made by a child, young person, parent/carer or other adult the steps below should be considered and followed:

1. **Always stop and listen straight away** to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed.
2. **Offer reassurance.** It is often extremely hard to 'tell' and it is important to offer reassurance that it is right to tell you and that it is not their fault.
3. **If possible, make brief factual notes, about what they are actually telling you.** Keep these notes, however rough they are, as they can prove to be extremely important later. If you are unable to take notes at the time, write down what was said as soon as possible. Ensure as far as possible that you record what was actually said and not the impression. Encourage children to use their own words and language and use it yourself when replying and confirming what has been said.
4. **Keep calm, don't panic and don't appear shocked or angry.** Avoid making judgements (the alleged perpetrator may be a family member or close friend, and it is not helpful to show any judgemental behaviour).

5. **Never make a promise that you can keep what is said confidential or secret.** If you are told about abuse, then you have a responsibility to report it so that action can be taken. Give reassurance that only those who need to know will be told. Do offer reassurance that they were right to speak to you.
6. **Do not ask leading questions that might result in a distortion of the facts** (e.g. 'did he do X to you?') Questions should be open, for example, "What is it that you want to tell me? Is there anything else you want to say?"
7. **Immediately report the incident to a Designated Officer or Lead** (unless they are themselves accused or suspected of abusing), do not tell any of the other adults or young people what you have been told. If someone has made an accusation to you about a senior member of staff, or a Designated Officer or Lead, then YOU should contact the LADO (Local Authority Designated Officer) and ask what to do next.
8. **Discuss with a Designated Officer or Lead whether there are any steps that need to be taken to protect the person making the disclosure.** This discussion might need to include the person who spoke to you.
9. **Never attempt to carry out an investigation of suspected abuse by interviewing the person or any others involved yourself.** The interviewing of possible victims of abuse is highly skilled and any attempts by yourself could damage possible criminal proceedings.
10. **As soon as possible, a Designated Officer or Lead should refer the matter to the local Children and Families Assessment Team.** It is good practice to take contact details of the person you speak with, as it is appropriate to keep checking on the progress of the investigation.
11. **Make sure that the person is kept informed about what is happening.**
12. Being informed about abuse and receiving a disclosure is emotionally very challenging and stressful. **Discuss with one of the People Designated Officers or Leads and/or others what support you might require.**

All members of staff should know the procedures for reporting and recording as the welfare of children is paramount (Children Act 1989).

Appendix 5: Other relevant People policies and where to find them

For the following policies, visit the People website (www.people.org.uk/policies) or contact info@people.org.uk:

- Confidentiality Policy
- Equal Opportunities and Diversity Policy
- Complaints Procedure
- Whistleblowing Policy

- Code of Conduct
- Recruitment policy

For childcare policies, visit the People website (www.peeple.org.uk/policies). This includes:

- Acceptable use of mobile phones & cameras
- Promoting positive behaviour, including section on use of physical intervention
- Health and safety general standards for People childcare settings

Appendix 6: Seven golden rules for information sharing

1. Remember that the General Data Protection Regulations, Data Protection Act 2018 and human rights laws are not barriers to justify information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners or your information governance lead if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible share with consent and, where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful reason to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (Practitioners must always follow their organisation's policy on security for handling personal information);
7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

Extract from HM Government OSCB 7 Golden rules for information sharing. Available at: [GDPR Remember-002.pdf \(oscb.org.uk\)](http://www.oscb.org.uk/GDPR_Remember-002.pdf)

Appendix 7: British Values and the Prevent Duty

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Children should develop a positive sense of themselves. Staff 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.
- Practitioners 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 discussing in a small group what they feel about transferring into Reception Class.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Practitioners 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 tolerance, appreciation 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.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners 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 or racial stereotyping.
- In our work and settings, 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.

The Prevent Duty

The Counterterrorism and Security Act 2015 places a Prevent duty on settings to have “due regard to the need to prevent people from being drawn into terrorism”. Settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements consider the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in the setting

Further guidance

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Appendix 10: Further guidance - forced marriages, female genital mutilation (FGM), child sexual exploitation and other forms of abuse

Forced marriage

Forced marriage is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014. A forced marriage is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

Forced marriage is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)

- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

Link to the guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Female Genital Mutilation (FGM)

Female Genital Mutilation is child abuse and a form of violence against women and girls and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures. FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident (section 3 of the Act).

Practitioners understand the mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

Link to the guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) because of them performing and/or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

Key facts about child sexual exploitation:

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.

- It affects both girls and boys and can happen in all communities
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Link to the guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Other forms of abuse

This list is not exhaustive. Other forms of abuse to look out for include human trafficking, modern slavery, fabricated or induced illness, breast ironing or flattening, and fabricated or induced illness.

Link to the guidance:

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Appendix 11: Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Review and approval

These appendices will be regularly reviewed and updated in line with the Safeguarding Policy.

Last reviewed: May 2026

Next full review date: May 2027

Signed: 

Name: Sally Smith

Position: CEO