

The signs of successful safeguarding arrangements [statements from 'Inspecting Safeguarding']	Evidence sources [Inspecting Safeguarding/ Ofsted framework EYs/ EYFS ~ add provider evidence]	Notes
<p>Overview: Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.</p>	<p>Safeguarding arrangements: see WTSC definition of safeguarding in Inspecting Safeguarding pg5</p> <p>~ the extent to which leaders, governors and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level the application and effectiveness of safeguarding policies and safe recruitment and vetting processes</p> <p>~ the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the setting or in the family or wider community outside the setting</p> <p>~ the timeliness of response to any safeguarding concerns that are raised the quality of work to support multi-agency plans around the child or learner.</p>	
<p>Leaders and managers have put in place effective safeguarding and staff behaviour policies that are well understood by everyone in the setting. There is a positive culture and ethos where safeguarding is an important part of everyday life. Leaders have effective arrangements to identify children who may need early help/ at risk; help prevent abuse through awareness raising; make timely referrals, keep accurate records and work with other agencies to ensure children get the help and support they need; check staff suitability and manage allegations effectively. It also requires settings to understand the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. EYFS p16/p17</p> <p><i>EYFS pg21 Supervision should provide opportunities for staff to: ~ discuss any issues – particularly concerning children's</i></p>	<p>Leaders, governors and supervisory bodies (where appropriate) fulfil legislative requirements, such as those for disability, safeguarding, and health and safety</p> <p>Safeguarding policies and procedures are in place and regularly reviewed to keep all children and learners safe. The setting's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored. Once appointed the on-going suitability of staff is considered to ensure children are not placed at risk.</p> <p>The setting is implementing its safeguarding policy and processes effectively and keeping them under review. ... ensuring that children and learners are safeguarded while on the premises, ...proactive about anticipating and managing risks that children and learners face in the wider community. The setting adheres to locally agreed arrangements for safeguarding children. <i>[Solihull LSCB ~ key information such as the threshold levels and contacts [Ofsted/ LADO/ MASH teams] are displayed]</i></p> <p>An effective child protection policy is in place, together with a staff behaviour policy <i>It doesn't matter if you call your policy a safeguarding policy or a child protection policy, as long as it meets the requirements set out in EYFS (Inspecting safeguarding</i></p>	

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Highlight aspects which are in line with the statements [note evidence sources] Green for meeting requirements/ Amber – some further development or embedding needed / Red- the requirements are not yet met

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<p><i>development or well-being; ~ identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness.</i></p> <p>Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras [ICT] in settings.</p>	<p><i>in the early years, Oct 2016 Gill Jones, Ofsted Early Education Deputy Director)</i> It would be useful to consider arrangements where children attend multiple settings [eg you are a part of their 30 hours offer]</p>	
<p>Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner and there is a named and designated lead <i>[and possibly a deputy]</i> who is enabled to play an effective role in pursuing concerns and protecting children and learners. This includes procedures for concerns linked to attendance and emergency contacts.</p>	<p>There is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners</p> <p>Practitioners who are expected to engage in partnership working in child protection should have access to high quality multi-agency training, in addition to their agency specific training.</p> <p>As a general guide, all those who regularly make child protection referrals, are expected to attend child protection conferences and core groups, and/or manage or supervise those who do, should receive a minimum of 3 hours and ideally 6 hours of multi-agency training per year. (LSCB multi-agency safeguarding workforce development strategy- units are available on the LSCB website with unit 2 multi-agency training a priority)</p> <p>Settings have created a culture of vigilance where children's and learners' welfare is promoted and timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer significant harm. Practitioners are aware and confident about the signs of risk and potential action [see Ofsted Inspecting Safeguarding in Early Years, Education and Skills Setting page 5-6]</p> <p><i>Steps are taken annually to ensure all staff understand child protection and are transferring this knowledge into practice and aware of the settings policy/procedures [Solihull LSCB]</i></p>	

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Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, such a trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.	Settings fulfil their statutory responsibilities and staff exercise their professional judgement in keeping children and learners safe.	
There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after , the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.	Where a child is currently receiving services or support from children's social care services and is subject to a multi-agency plan, the role, actions and participation of the setting works in partnership with external agencies regarding any concerns.	
Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.	Children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, peer-on-peer abuse and are aware of the support available to them. EYFS p20 Staff taking medication and other substances <i>[NB parent responsibility and substances]</i>	
Adults understand the risks posed by adults or learners	There is a clear approach to implementing the Prevent duty and keeping children and	

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<p>who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.</p>	<p>learners safe from the dangers of radicalisation and extremism. <i>They know where to seek further advice. [Prevent guidance June 2015~Channel/ helpline]</i></p> <p>Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe</p> <p>Staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours</p> <p>The provider actively promotes British values</p>	
<p>Leaders and staff make clear risk assessments and respond consistently to protect young babies, children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development. EYFS p31</p>	<p>The provision is successfully promoting and supporting children's and learners' safety. Staff promote young children's understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision.</p> <p>The learning environment is fit for purpose and properly planned and evaluated to ensure that it meets appropriate standards and learners' needs.</p> <p>Leaders notify Ofsted of a significant event [see Ofsted Early years compliance handbook p15+]</p>	
<p>Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to</p>	<p>Children and learners are taught how to keep themselves safe.</p> <p>Registered providers ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe</p>	

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<p>assess their impact, taking into account the views and experiences of the child or learner. EYFS p28+29</p>		
<p>Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.</p> <p>EYFS p18-20</p>	<p>The provider has evidence of suitability of relevant staff and adults.</p> <p>Adheres to statutory responsibilities to check staff who work with children and learners [enhanced DBS check with barred list. No further checks are required for any staff unless the person has a break in service of more than three months. However a setting may request an enhanced DBS check with barred list information should there be concerns and bearing in mind the duty settings are under not to allow a barred person to work in regulated activity.] An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of pre-employment checks.</p> <p><input type="checkbox"/> an identity check <input type="checkbox"/> a barred list check <input type="checkbox"/> an enhanced DBS check/certificate</p> <p><input type="checkbox"/> a prohibition from teaching check <input type="checkbox"/> further checks on people living/ working outside the UK</p> <p><input type="checkbox"/> a check of professional qualifications <input type="checkbox"/> check to establish the person's right to work in UK.</p> <p>For supply staff, providers include evidence of where written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.</p> <p><i>A requirement for a single central record only applies to schools and colleges. However, other early years providers must be able to demonstrate to Ofsted, during inspection, that they have carried out the necessary DBS checks on all relevant staff (Inspecting safeguarding in the early years, Oct 2016, Gill Jones, Ofsted Early Education Deputy Director</i></p> <p>Recruitment procedures help deter, reject or identify people who might abuse children and learners</p>	

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	<p>Suggest at least one person on any appointment panel has undertaken safer recruitment training <i>[Safer Recruitment Training Solihull LA/Early Years is available]</i> Provider takes proportionate decisions on whether to ask for checks beyond those that are required</p> <p>The provider has effective systems in place to find out information about whether a person may be disqualified. Disqualification also includes relevant staff working in early or later years provision or those who are directly concerned with the management of such provision who are disqualified 'by association'. A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed.</p> <p>Setting ensures that volunteers/ those without checks are appropriately supervised [If a setting allows an individual to start work in regulated activity before the DBS certificate is available, it should ensure that the individual is appropriately supervised and that all other checks have been completed.]</p> <p>Staff carry out reasonable checks, on all visitors who are intending to work with children</p>	
<p>The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.</p>	<p>Appropriate arrangements are made with regards to health and safety to protect staff and learners from harm</p> <p>The setting's premises provide a safe learning environment with secure access.</p>	
<p>All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.</p>	<p>All prioritise the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns</p> <p>There are procedures in place to handle allegations against members of staff and volunteers [leads / DMS are clear of the thresholds for allegations against members of staff and volunteers to be referred to the local authority's designated officer(s) involved in the management and oversight of allegations against people who work with children] There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been removed had they not</p>	

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	<p>resigned. This is a legal obligation and failure to do so is a criminal offence. <i>[LSCB Managing Allegations Training]</i></p> <p>There are procedures in place to handle allegations against other children or learners</p> <p>Recruitment procedures help deter, reject or identify people who might abuse children and learners</p>	

DfE Keeping Children Safe in Education [KCSE Sept 2018] / Working Together to Safeguard Children [WTSC June 2018] / Prevent Duty for England and Wales 2015 and The Prevent Duty : for schools and childcare providers' 2015/ EYFS Statutory framework 2017 / Disqualification under the Childcare Act 2006- amended 2018 regulations

Actions	Person responsible	Date completed

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