



**Safeguarding Policy  
Incorporating  
Child Protection procedures  
(including safer recruitment, allegations  
against staff and low-level concerns)**

**September 2025**

**AUGHTON EARLY YEARS CENTRE SAFEGUARDING  
AND CHILD PROTECTION POLICY**

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**Policy Consultation & Review**

This policy is available on our Centre website and is available on request from the Centre office.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[\*Keeping Children Safe in Education\*](#)', DfE

This policy will be reviewed in full by the Governing Body on an annual basis.

# **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

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# **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

## **Aims:**

### **Aughton Early Years Centre aims:**

- Safeguarding children and young people is everyone's responsibility. We want all children and young people to be safe, feel secure, well cared for and able to reach their full potential.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibility and trained annually to recognise and report safeguarding issues.
- We provide an environment that is welcoming and relaxed so that everyone feels valued, respected, listened to and safe to talk.
- We actively promote fundamental British values through the Early Years Foundation Stage framework and all the children are encouraged to develop self-esteem and confidence, build resilience and begin to understand right from wrong. Our curriculum gives children the opportunities to develop the skills and knowledge they need to begin to identify risks and stay safe.

## **1. Legal Framework**

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2025, and Working Together to Safeguard Children 2023. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy has been devised in accordance with (but not limited to) the following legislation and statutory guidance:

### **Legislation**

**The Children Act 1989 and (2004 amendment)**

**The Education Act 2002 (sections 157 and 175) places a duty on Centre's and local authorities to safeguard and promote child welfare**

**The Safeguarding Vulnerable Groups Act 2006**

**The Equality Act 2010**

**Data Protection Act/GDPR Regulations 2018**

**The Children and Families Act 2014**

**The Sexual Offences Act 2003**

**Voyeurism Offence Act 2019**

**Female Genital Mutilation Act 2003 and statutory guidance on FGM**

**Counter Terrorism and Security Act 2015 and statutory guidance on the Prevent duty**

**Domestic Abuse Act 2021**

**The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amended) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which sets out who is disqualified from working with children.**

**This safeguarding policy is written in compliance with locally agreed multi-agency procedures that have been put in place by the statutory, safeguarding partners:**

- The local authority (LA)
- Integrated Care Boards (previously known as clinical commissioning groups)
- The chief officer of police for a South Yorkshire

# AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

## Statutory guidance

- DfE (updated December 2023)) Working together to safeguard children
- DfE (2025) Keeping Children Safe in Education
- DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- Home office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage
- The Human Rights Act 1988
- The Equality Act 2020

## Non-statutory guidance

**DfE (2025) What to do if you are worried a child is being abused'**

**DfE (2018) 'Information sharing'**

**DfE (2017) 'Child sexual exploitation'**

**DfE (2016) 'Children missing education'**

**DfE (2018) 'Mental Health and Behavior in Schools'**

**DfE (2019) 'Teaching Online Safety in Schools'**

**The Equality Act 2020**

**DfE (2025) 'Filtering and Monitoring standards for schools and colleges**

## **2. Purpose and Aims**

The purpose of **Aughton Early Years Centre's** safeguarding policy is to ensure every child who is a registered at our Centre is safe and protected from harm, and we expect everyone who works in our Centre to share this commitment. This means we will work to take all welfare concerns seriously and always act in the best interests of the child to:

- Provide help and support to meet the needs of children as soon as problems emerge
- Protect children from maltreatment whether that is within or outside the home, including online
- Prevent 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
- Taking action to enable all children to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our Centre.

Our Centre fully recognises the contribution it can make to protect children from harm, and support and promote the welfare of all children who are registered children at our Centre. This will include recognising when they are at risk of harm, how to get help as soon as it is identified, and when they need it, and identifying children who may benefit from early help support.

We also assess the risks and issues in the wider community, known as contextual safeguarding (assessment of risk outside the home) when considering the wellbeing and safety of our children. All staff will have an awareness of safeguarding issues that can put children at risk of harm. It is also recognised that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can also leave children vulnerable or at risk of harm.

The key aims of our policy are **prevention, protection, and support.**

This policy applies to all children, staff, parents, governors, volunteers, and visitors.

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

### 3. Our Ethos

Every child's welfare is of paramount importance. Our Centre will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children at our Centre will be able to talk freely to any member of staff if they are worried or concerned about something.

**Everyone** who comes into contact with children and their families has a responsibility in safeguarding.

It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating. All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. Safeguarding and child protection is everyone's responsibility. Our policy and procedures also apply to extended Centre activities and off-site activities.

All staff will, via the Centre's regular and scheduled training and induction process, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child not to share information appropriately where they are at risk of harm, and we will not keep secrets. We will not promise confidentiality.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills and knowledge they need to identify risks and stay safe.

The Centre plays a crucial role in preventative education. This is in the context of a whole Centre approach. This will prepare our children for life in modern Britain through our personal, social and emotional curriculum and Centre rules.

This will be evident in planned activities, interventions including Tusky's and the following policies:

- Behaviour and discipline policy
- The role of key person
- Staff code of conduct
- Anti-bullying policy
- Inclusion policy
- Confidential reporting code
- E Safety policy
- Parental involvement
- Positive handling CPD and Learning

We will always work in partnership and endeavour to establish effective working relationships with parents, carers and professionals from other agencies in line with Working Together to Safeguard Children.

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have received, read and understood the guidance.
- Reinforce the importance of online safety when communicating with parents and carers.
- Ensure that all staff understand about e-safety and the risks posed by adults and children who use technology, including the internet, to bully, groom, radicalise or abuse children
- Sign the staff declaration form annually and inform SLT if their circumstances change

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### 4. Understanding the views of children

At Aughton Early Years Centre we understand how important it is that children feel heard and understood. There is a child centered and listening culture from all the adults.

All staff will:

- Build good relationships with all children and families and listen to and support parents/carers to safeguard and promote the welfare of their children and to keep them safe at home, in the community and online.(Child Exploitation and Online Protection)
- Listen to children's wishes and feelings sympathetically and respond appropriately to comments children make which give cause for concern
- Build positive relationships and demonstrate an empathetic, understanding and caring attitude
- Support children to recognise how to keep safe and how to get help when they need it
- Undertake Child Protection/Safeguarding, First Aid and other training, when necessary
- Have an appreciation and understanding of children's individual needs and circumstances.

### 5. Children with a social worker or Early Help

We recognise that when a child has a social worker or early help, it is an indicator that the child has vulnerabilities or may be at risk of harm requiring additional support and services.

Staff will:

- Follow the procedures set out by Rotherham's Local Safeguarding Children's Partners (health, police & social care) and key documents including 'Working Together To Safeguard Children 2023 and Keeping Children Safe in Education 2025
- Be aware that these children could be more vulnerable and face barriers to learning
- Work in partnership with parents, carers and professionals
- Take individual needs into account when making plans to support children who have a social worker or, are receiving Early Help support
- Liaise with the DSL to ensure any decisions are made in the best interest of the children's safety, welfare and development

#### Virtual Head

A virtual head has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of LAC children with a social worker. They should identify and engage with key professionals, e.g., DSLs, special educational needs coordinators (SENCOs), social workers, mental health leads and others. The virtual head teacher's role has recently been expanded to incorporate children who are in kinship care

The Virtual Head for our Centre is **Tina Hohn**.

### 6. What is Child Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Abuse may fall into several categories:

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**Child protection:** refers to activities undertaken to prevent a child suffering, or likely to suffer, significant harm

**Abuse:** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm

**Victim:** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about the terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Specific safeguarding issues are:**

### **Mental Health**

Staff are aware of the impact that Adverse Childhood Experiences (ACEs) can have on children's mental health, well-being, behaviour and development. Staff will respond sensitively to the children's needs.



## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

### **Criminal Exploitation of Children (CCE)**

The criminal exploitation of children (CCE) is a geographically widespread form of harm that typically crosses county boundaries. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

### **Contextual Safeguarding – Harm Outside the Home**

School staff, particularly the DSL and their deputy(s), are aware that children may face additional extra-familial risks outside of the school context. These extra-familial threats might arise at educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- teenage relationship abuse
- sexual exploitation and
- the influences of extremism leading to radicalisation

Our close connections to the M1, Sheffield, Barnsley, Doncaster and other surrounding towns and City's make the young people in our area vulnerable to Child Criminal Exploitation. We also have 2 areas of open water that pose a risk to our young people. We are aware that domestic abuse is also a big concern in our area.

Rotherham Children's Social Care have created a Rotherham Partnership Child Exploitation (CE) pathway for multiagency partners. The pathway has been designed to help professionals who work with children and their families to make decisions regarding referrals where child exploitation (CE) is suspected. The tool contained in the pathway indicator is designed to be a guide which can support professionals to the most appropriate course of action where concerns related to child exploitation are present.

The framework is designed to help different agencies to work to the same criteria when considering possible CE. The pathway indicator can be used in two ways, either as a tick box screening tool which can be used to enable practitioners, including school staff understand an individual's risk of exploitation, or as supplementary guidance which allows practitioners and school staff to embed the learning into their existing assessments and plans.

The pathway indicator utilises a tiered framework for identifying potential child exploitation; and risk factors that are well established indicators of exploitation are in the red section, probable risk factors and indicators in the amber section, and additional factors in the yellow section. Similarly, there are also distinctions within risk factors, such as 'confirmed/suspected' and 'currently/previously'. While they are important distinctions, they are both significant in deciding whether an individual child or young person is at risk.

Partner agencies, including schools are encouraged to report information to the police if they believe that the information may relate to potential issues concerning sexual exploitation of children or adults. The information will be assessed as to whether action needs to be taken to safeguard others, and whether it provides valuable information to the wider 'jigsaw'. Concerns and suspicions shared by schools will always be taken seriously.

When providing information, always give as much detail as possible, including where the information came from, how recent or how old it is, names, dates of births, addresses, vehicle details etc: Who? What? Where? When? Why? How?

The guidance concludes with a tiered tool and a flow chart to support you in using this, alongside useful

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telephone numbers.  
exploitation-pathway.pdf

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more different urban or rural areas, using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children groomed and exploited to move [and store] drugs and money from urban areas to suburban areas, rural areas, and market and seaside towns. Gangs use coercion, intimidation, violence, sexual violence, and weapons to ensure the compliance of their victims. Staff members who suspect a child may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to MASH and the National Referral Mechanism on a case-by-case basis.

Indicators that a child may be a victim of criminal exploitation include the following:

- **Persistently going missing or being found out of their usual area**
- **Unexplained acquisition of money, clothes, or mobile phones**
- **Excessive receipt of texts or phone calls**
- **Relationships with controlling or older individuals or groups**
- **Leaving home without explanation**
- **Evidence of physical injury or assault that cannot be explained**
- **Carrying weapons**
- **Sudden decline in Centre results and a decline in attendance**
- **Becoming isolated from peers or social networks**
- **Self-harm or significant changes in mental state**
- **Parental reports of concern.**

### **Serious violence and violent crime**

All staff, through training, will be made aware of the indicators which may signal that a family is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from Centre
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions.

If any staff member suspects that a family may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL as this will have a significant effect on the child and potentially put them at risk.

### **Child Sexual Exploitation (CSE) and Trafficking**

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur using technology.

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CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our Centre are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

There are two different types of **trafficking** of children and young people for the purposes of sexual exploitation. Firstly, there is trafficking from abroad into the United Kingdom. The second category is internal trafficking, where children and young people are moved from one place to another in the UK for the purposes of sexual exploitation. This may be from one street to a neighbouring street, from one area of a town or city to another area, or across county borders. It is not the distance that is relevant in the definition of internal trafficking, but the movement of a child or young person for the purpose of sexual exploitation.

### **Child-on-Child Abuse**

Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. Child-on-child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Child-on-child abuse may not just occur between peers, but also family members, siblings etc. Key areas where child on child abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including sexting and harmful sexual behaviour
- Up-skirting - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019).

Most cases of children hurting each other will be dealt with under our Centre's Behaviour Policy but the Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put children in the Centre at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

### **Female Genital Mutilation (FGM)**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old. The Centre is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman.

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FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-Centre to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Abuse (HBA)**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Our Centre has due regard to the **mandatory reporting duty (FGM Act 2003)**, which places a **statutory duty** on all teaching staff (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Our staff will be vigilant and will report promptly any FGM or other honour-based abuse concerns to the DSL. If a member of staff has reason to believe FGM has been carried out on a girl under 18 years and this occurs out of Centre, then they must exercise their statutory duty and report this to the police personally.

### **Preventing radicalization and extremism (prevent Duty)**

Our Centre has due regard to the **Prevent Duty** Guidance 2023, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

In our Centre we are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Embedding the Centre rules and core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the Centre's website, to the Local Safeguarding Children Partnership website which provides information on radicalisation for children and young people, their parents/carers and professionals.

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel programme**.

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Centres to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

### **Children witnessing domestic abuse**

Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- See the abuse
- Hear the abuse from another room
- See a parent's injuries or distress afterwards
- Be hurt by being nearby or trying to stop the abuse.

The Domestic Abuse Act 2021 recognises that children are victims of domestic abuse in their own right.

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The definition of domestic abuse applies to children if they see or hear, or experience the effects of, the abuse and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

### **Children with Special Educational Needs and Disabilities (SEND)**

We understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in Centre, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

The Designated Teacher for Children who are Looked After (CLA) in our Centre is **Andrea Smith**.

We have separate CLA and SEND policies.

### **Operation Encompass**

As a Centre we support an initiative called '**Operation Encompass**' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children Partnership. This has been designed to provide support for any child in Centre who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in Centre will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable staff in Centre to monitor children possibly affected and, provide appropriate support to promote their welfare. This will remain confidential; no information about specific incidents is shared with Centre. The Centre will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe that Operation Encompass will enhance safeguarding within our Centre. This will be extremely beneficial for all those involved.

Our key safeguarding adults for Operation Encompass alerts are: **Gail Napper and Andrea Smith**

## **7. Private fostering**

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Private Fostering is one form of kinship care, as defined below under 'Kinship Care'

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A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it **does not** include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Centre staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. It is recommended the designated safeguarding lead speak to the family of the child involved to check that they are aware of their duty to inform the LA.

### 8. Kinship care

In October 2024, the Government issued statutory guidance on 'Kinship Care', which included of kinship care: 'any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term.' This covers a wide span from informal arrangements and private fostering to Children in Care fostered by family or friends, and children subject to Court orders proving their family or friends with parental responsibility. This would include:

- ☐ Informal arrangements where the carer does not hold parental responsibility, and no Court order has been made but cares for the child with parental consent.
- ☐ Private fostering arrangements.
- ☐ Where a Child Arrangements Order has been made for the child to 'live with' a kinship carer.
- ☐ Where a Special Guardianship Order has been made for a child to live with a kinship carer.
- ☐ Where a Looked After Child lives with a family/friend's carer.

Some kinship children will be eligible for Pupil Premium Plus as children who have left care.

Schools are asked to consider how kinship children's wellbeing and educational outcomes can be promoted and how their needs can be recognised and addressed as early as possible. Kinship children have sometimes experienced trauma and may feel different than children who live with their parents.

The statutory guidance also extends the role of the Virtual School to promote the educational outcomes of all kinship children.

Each local authority is required to publish a multi-agency Kinship Local Offer:

Kinship care: statutory guidance for local authorities

### 9. Children who are Looked After (CLA)

Our Centre has a named designated teacher for Children who are Looked After who works closely with the Virtual School Team and the Local Authority. We have a separate CLA policy which gives further detail about CLA procedures.

More information on these issues is contained in Part 1 of Keeping Children Safe in Education and the Rotherham and Doncaster LSCB child protection online procedures:

<http://rotherhamsccb.proceduresonline.com/index.htm>

#### Online Safety

The use of technology has become a significant component of many safeguarding issues and staff will adhere to the Online safety policy at all times. As a Centre we are aware that the predominant issues associated with online safety are:

- **Content** – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – harmful online interaction with other users such as peer-to-peer pressure, commercial advertising as well as adults posing as children or young people with the intention to groom or exploit them for sexual, criminal, financial or other purposes

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

- **Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Our Centre recognises that today's children are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our E-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school's (January 2023), this helps teach our children how to stay safe online, within both new and existing Centre subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach children about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

To address this our Centre aims to:

- Have robust processes in place to ensure the online safety of children, staff, volunteers and governors
- Protect and educate the whole Centre community in its safe use of technology, including mobile technology
- Set clear guidelines for the use of mobile phones for the whole Centre community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the Centre's IT systems
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our Centre community.

At our Centre, we understand the responsibility to educate our children about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

\*We have a separate Online Safety Policy.

As a Centre, we will provide information for parents and carers on online safety plus links to useful websites.

## 10. Roles and Responsibilities

### The Governing Body

The Governing Body of **Aughton Early Years Centre** are accountable for ensuring the effectiveness of this policy and our compliance with it. They will ensure that:

- The safeguarding policy is in place and it will be reviewed annually, be available publicly via the Centre website and has been written in line with Keeping Children Safe in Education, Local Authority advice and the requirements of Rotherham Safeguarding Children Partnership's policies and procedures.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- Centre contributes to inter-agency working in line with Working Together to Safeguard Children.
- Centre has due regard to the **Prevent Duty** Guidance 201, under Section 26 of the Counter-Terrorism and Security Act 2023, which aims to prevent children and young people from being drawn into extremism and

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for Centres to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation. The DfE also has a dedicated telephone helpline, 020 7340 7264, which Centre staff and governors can call to raise concerns about extremism with respect to a child. Centre can also email [counter.extremism@aducation.gov.uk](mailto:counter.extremism@aducation.gov.uk). Note this is not for use in emergency situations.

In an emergency, Centre would call 999 or the confidential anti-terrorist hotline on 0800 789 321 if we:

- Think someone is in immediate danger
  - Think someone may be planning to travel to join an extremist group
  - See or hear something that may be terror-related.
- 
- Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”. Centre has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation Act 2003** which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
  - All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of ‘*Keeping Children Safe in Education*’ and the staff behaviour policy/code of conduct.
  - All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
  - Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education
  - Safer recruitment practices are followed in accordance with Part Three of Keeping Children Safe in Education
  - They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention
  - Ensure all relevant persons are aware of the Centre’s local safeguarding arrangements, including the governing board itself, the SLT and DSL.

### The Governing board

The governing board will:

- Facilitate a whole Centre-approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of our Centre’s process and policy development
- Evaluate and review this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a senior leader to monitor the effectiveness of this policy in conjunction with the full governing body, this is always a different person to the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such trainings is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the Centre has appropriate filtering and monitoring systems in place, and review their effectiveness
- Ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support
- Make sure that safeguarding requirements are a condition of using the Centre premises, and that any



## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

agreement to use the premises would be terminated if the body fails to comply

- Ensure safeguarding is a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead
- Ensure updates and the report show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children.

### **The Headteacher**

The Headteacher of Aughton Early Years is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

### **The Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) **Gail Napper** or the **Deputy Designated Safeguarding Leads, Tina Worthington or Laura Gregory**, will:

- Carry out their role in accordance with the responsibilities outlined in Annex C of Keeping Children Safe in Education. The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in Centre is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.
- Act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements.
- Take lead responsibility for promoting the educational outcomes of vulnerable children. They need to ensure that:
  - Information is shared about welfare, safeguarding and child protection issues with teachers and leaders;
    - There is a particular focus on children with social workers/early help
    - Staff know who these vulnerable children are
    - They understand these children's academic progress & attainment
    - They maintain a culture of high aspirations for vulnerable child
    - They support teaching staff to identify challenges these children may face and the academic support and adjustments that could be made.
- Undertake safeguarding training as recommended by Rotherham Safeguarding Children Partnership and update this training every two years. Additionally, the DSL will receive regular updates to safeguarding training via the termly Education Safeguarding Forum, e-bulletins, e-learning, etc
- Liaise with Children's Social Care and other agencies where necessary and make referrals of suspected abuse to Children's Social Care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments

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- Maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely. (When a child leaves the Centre), contact the DSL at the new provision and will ensure that the child protection file is forwarded to the receiving Centre in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving Centre
- Ensure that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education and the Rotherham Safeguarding Children Partnership
- Lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place). This should be explicit in the role of the job holder's job description, Keeping Children Safe in Education.

### 11.First Day Calling Procedures

Our Centre recognises that children who are absent from education for long periods/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect. We will identify early any children who are persistently absent to prevent them becoming **missing from education** in future.

Children **missing education** are defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life. Knowing where children are when they are registered to be present at the Centre is an extremely important aspect of safeguarding.

Children who attend our Centre are not of compulsory school age, however, we have a robust 'first day calling' procedure for when a child has not arrived within the expected time-frame. At least **two** emergency contact details will be held for each child and where possible four. These will be updated annually as children transition through bases.

Parents are encouraged to inform the Centre of any non-attendance due to illness, holidays etc. If we have not received a message then admin will call parents/carers as requested from each base. Where there are concerns for a child's welfare/safety, a home visit will be undertaken.

We are highly vigilant when children transition out of Centre, particularly for our vulnerable children. The DSL will pass on all any necessary safeguarding concerns and ensure they have transitioned to their allocated school/setting.

### 12.Family Help and support for children in need:

Family help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to commencement of adulthood. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Any child may benefit from early help, but staff will be alert to the potential need for early help for children who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether they have a statutory Education, Health, Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

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- Is frequently missing/goes missing from home, education or care
- Has experiences multiple suspensions, is at risk of permanent exclusion from Centre, an in Alternate Provision or a Child Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected parental offending
- Is in a family circumstance presenting challenges for the child, such a drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs
- Is at risk of 'so-called honour' based abuse such as Female Genital Mutilation of Forced Marriage
- Is a privately fostered child

All staff will be made aware of the local early help process and understand their role in it.

[Early Help – Rotherham Metropolitan Borough Council](#)

### **13.Safer Recruitment**

At all times, the Headteacher and Governing Body will follow relevant guidance in Keeping Children Safe in Education September (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in KCSIE September
- We will use the recruitment and selection process to deter, reject or identify unsuitable candidates.
- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity
- We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information
- We will ensure that all staff and volunteers have read the staff behaviour policy, staff behaviour policy/code of conduct and understand that their behaviour and practice should be in line with it
- In addition, as part of the shortlisting process, Centre will consider carrying out online searches as part of the due diligence process relating to shortlisted candidates. The Centre will inform shortlisted candidates that online searches may be done as part of the recruitment process.

Our Centre will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred lists check
- An enhanced DBS check/certificate
- An overseas check if required
- A prohibition from teaching check
- A section 128 check if applicable (for management positions in independent Centre's, free Centre's and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records, etc.

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At least one person on the interview panel will have accessed safer recruitment training.

### 14. Staff Conduct and the management of challenging behaviour

Centre staff understand the importance of creating an environment that is calm and supportive for all children, and especially for those who may have emotional and behavioural needs. They also realise the importance of listening and responding to the feelings of the child that lie beneath the behaviour, as well as to the behaviour itself. Please refer to the positive handling policy.

### 15. Managing Allegations against Staff (including governors, volunteers, supply teachers and agency staff)

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our Centre. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. We promote an open and transparent culture in which **all** concerns about staff (including **low level concerns\***) are shared with the DSL/Headteacher and are recorded and dealt with appropriately.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our Centre are safe to work with children. We will always ensure we adhere to RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance Keeping Children Safe in Education.

Any allegations against staff (including governors, volunteers or cover staff) that indicate that they may have:

- 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk)

will be reported immediately to the Headteacher or the Designated Safeguarding Lead if the Headteacher is not present.

If an allegation is made or information is received about an adult who works in our Centre which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in Centre and outside (including online) may have an implication for the safeguarding of children in our Centre.

The Headteacher will inform the **Local Authority Designated Officer (LADO)** within one working day, following the guidance in KCSIE. The Headteacher or Chair of Governors will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the **Local Authority Designated Officer (LADO)** on **01709 336491** or email

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**LADO@rotherham.gov.uk**

### **\*Low Level Concerns**

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Keeping Children Safe in Education gives examples of such 'low-level' concerns which could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating, or offensive language
- Humiliating children

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (KCSIE Part four) are shared responsibly with the DSL/Headteacher, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of Centres from potential false allegations or misunderstandings.

Low-level concerns should be recorded in writing, including:

- Name of individual sharing their concerns
- Details of the concern
- Context in which the concern arose
- Action taken

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

### **Referral to DBS**

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

## **16.Child on Child Abuse (including sexual violence/assault and sexual harassment)**

Child on Child abuse occurs when a young person is exploited, bullied and or harmed by their peers who are the same or similar age. At the Centre we believe that all children have the right to attend and learn in a safe environment. Children should be free from harm by adults and other children in the Centre. Adults will support the children to behave appropriately and follow our 3 main rules Be Kind, Be Careful and Be Helpful. Inappropriate behaviour will be challenged and dealt with appropriately following our behaviour policy.

### **Risk Assessment**

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If there becomes an ongoing concern then a risk assessment will be considered and if necessary put in place. The risk assessment must consider:

- The protection and support of the child (victim)
- The child or young person who has displayed the harmful behaviour and further risk
- The risk to other children, staff, etc

It should be reviewed regularly and should be shared with parents, and other agencies as required.

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### **17.Communication and confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with Centre data protection policies.

The updated Working Together to Safeguard Children guidance clarifies that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Consent is not required when sharing information for the safeguarding and protecting the welfare of a child. It is also stated that, while encouraged, the agreement of the child and parents is not required to share information, though it is important to explain the reasons for this.

The Centre must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a child, staff members will not promise the child confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the children involved, unless such a discussion could potentially put a child at risk of harm.

### **18.Training and Induction**

All new members of staff or volunteers will have an induction programme which includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our Centre and the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of Keeping Children Safe in Education, the Centre safeguarding booklet and will be expected to read these.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Keeping Children Safe in Education and advice from Rotherham Safeguarding Children Partnership.

The DSL and deputy DSL's will attend training courses organised by RSCP at least once every two years. They will also receive regular safeguarding updates throughout the Centre year to keep up with and developments relevant to their role.

In accordance with part three of Keeping Children Safe in Education all Centre governors will also undertake training, appropriate to their role, to ensure they are able to carry out their duty to safeguard all of the children in our Centre. The Governing Body will review IT standards and discuss IT with staff and service providers to decide what more needs to be done to support the Centre in meeting the required standard.

### **19.Whistleblowing Policy**

Where there are concerns about the way that safeguarding is carried out in the Centre, staff should refer to the Whistleblowing Policy.

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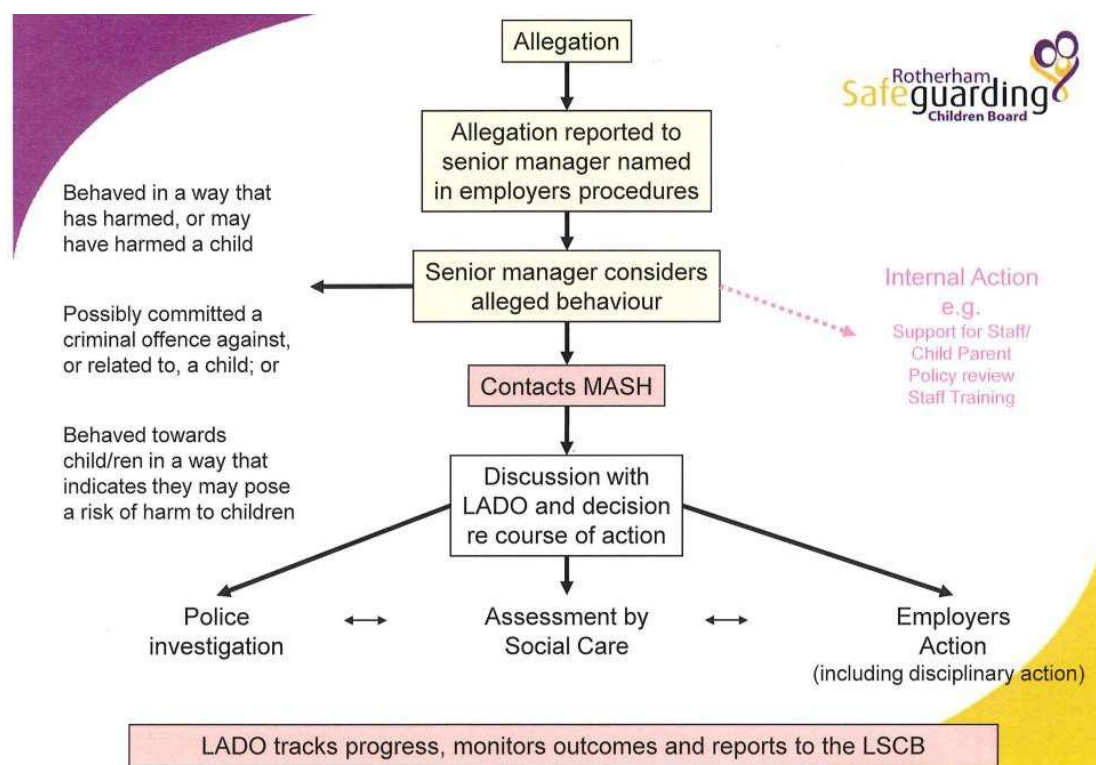
A whistleblowing disclosure must be about something that affects the public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health or safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Further information is also available in Chapter 5.4 of the RSCP online child protection procedures:

[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)



## 20.Procedures for Managing Concerns

**Aughton Early Years Centre** adheres to child protection procedures that have been agreed locally through Rotherham Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are:

1. Local Authority
2. Integrated Care Board
3. The Chief Police Officer

We will ensure that all Centre staff understand their responsibilities in being alert to the signs of abuse and neglect so that they can identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously and in line with this policy. However, it is *not* the responsibility of Centre staff to investigate welfare concerns or determine the truth of any disclosure or allegation.



## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Centre. Any member of staff or visitor to the Centre who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to either of the Deputy DSL's. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or

the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing in the safeguarding file stored in the locked filing drawer in the Family Support office.

Following receipt of any information raising concern, the DSL or Deputies will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with RSCP online child protection procedures –  
[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

If, after a referral, the child's situation does not appear to be improving, we will consider following the RSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the child's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member, then this should be referred to the Headteacher or DSL. Where there are concerns about the Headteacher or DSL this should be referred to the chair of governors.

### **21. Use of the Centre premises for non-Centre activities/extra-curricular activities**

Where the Centre hires or rents out Centre facilities or the Centre premises to organisations or individuals, e.g., for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep children safe.

Where the Centre provides the activities under the direct supervision or management of Centre staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, Centre will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

If the Centre receives an allegation relating to an incident that happened when an individual or organisation was using their Centre premises for the purposes of running activities for children. As with any safeguarding allegation, the Centre will follow all safeguarding policies and procedures, and contact with LADO will be made.

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

### 22. Working with Parents and Carers

We are committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new children join our Centre, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the Centre website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Centre has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the Centre requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details – at least two in order to be able to make contact with a responsible adult
- Should a concern arise i.e., illness, not being collected at the end of the Centre day, a child going missing or a safeguarding concern
- Full details of any other adult authorised by the parent to collect the child from Centre (if different from the above)
- A password is agreed and recorded and this will be used if an unfamiliar adult arrives to pick up a child
- If we have not been informed that a child is to be picked up by someone unknown to us we would ask for the password and phone parents to confirm
- If parents cannot be contacted other emergency numbers will be used to identify unfamiliar adult
- If parents or emergency contacts cannot be reached the child will remain in the Centre
- No child will be allowed to go home with a person under the age of 18 unless they have parental responsibilities or it is agreed with parents and senior leaders in exceptional circumstances.

In the event of a parent/carer failing to collect a child, staff will:-

- Phone the parent/carer at home/work
- Phone the emergency numbers provided by parent/carers.

If staff are unable to contact anyone and the Centre is due to close two of the most senior staff will remain on site with the child until 6.30pm. and will then contact the MASH (Multi Agency Safeguarding Hub) on 01709 336080

The Centre will retain this information on the child file. The Centre will only share information about children with adults who have parental responsibility for a child or where a parent has given permission and the Centre has been supplied with the adult's full details in writing.

### 23. Relevant Policies

To underpin the values and ethos of our Centre and our intent to ensure that children are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive Handling and managing behaviour
- Safer Recruitment and selection
- Whistleblowing
- Attendance and Children Missing in Education
- Online Safety
- Health and Safety including site security/fire evacuation and lockdown procedures
- Harassment and discrimination including racial abuse
- Meeting the needs of children with medical conditions
- Intimate Care
- First aid/medication
- Educational visits including overnight stays.

### **24. Policy consultation and Review**

This policy will be reviewed in full by the Governing Body on an annual basis. Any changes made to this policy will be communicated to all members of staff.

This policy is available on our Centre website and is available on request from the Centre office. We also inform parents and carers about this policy when their children join our Centre and through our Centre newsletter.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2026**.

# AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

## APPENDIX 1

### Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

Duty LADO – 01709 336491

LADO email (not for referrals) – [LADO@rotherham.gov.uk](mailto:LADO@rotherham.gov.uk)

South Yorkshire Police non-emergency number – 101

In an emergency ring 999

To report non emergency incidents online-  
[www.southyorkshire.police .uk](http://www.southyorkshire.police.uk)

Rotherham Safeguarding Children Partnership (RSCP): [www.rscp.org.uk](http://www.rscp.org.uk)

### National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

<http://www.saferinternet.org.uk/>

<https://www.swgfl.org.uk>

[Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](http://internetmatters.org)

<https://www.pshe-association.org.uk/>

[educateagainsthate.com](http://educateagainsthate.com)

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

[LGfl Home LGFL](#)

[Safety and Security Online SWGfl](#)

[Ofsted 0300 1231231 or email enquiries@Ofsted.gov.uk](#)



**Safeguarding Policy  
Incorporating  
Child Protection procedures  
(including safer recruitment, allegations  
against staff and low-level concerns)**

**September 2025**

**AUGHTON EARLY YEARS CENTRE SAFEGUARDING  
AND CHILD PROTECTION POLICY**

| <b>Role</b>                                             | <b>Name</b>                        | <b>Contact details</b>                                                          |
|---------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------|
| <b>Headteacher/<br/>Head of centre</b>                  | Andrea Smith                       | Andrea.smith@aughtoneyc.org<br>0114 2872530                                     |
| <b>Designated<br/>Safeguarding Lead</b>                 | Gail Napper                        | Gail.napper@aughtoneyc.org<br>0114 2872530                                      |
| <b>Deputy Safeguarding<br/>Lead/s</b>                   | Tina Worthington and Laura Gregory | Tina.worthington@aughtoneyc.org<br>Laura.gregory@aughtoneyc.org<br>0114 2872530 |
| <b>Designated Teacher for<br/>Looked After Children</b> | Andrea Smith                       | Andrea.smith@aughtoneyc.org<br>0114 2872530                                     |
| <b>Named Safeguarding<br/>Governor</b>                  | Sally Margetts                     | sally@aughtoneyc.org                                                            |
| <b>Chair of Governors</b>                               | Dawn Price                         | dawn@aughtoneyc.org                                                             |

**Policy Consultation & Review**

This policy is available on our Centre website and is available on request from the Centre office.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[\*Keeping Children Safe in Education\*](#)', DfE

This policy will be reviewed in full by the Governing Body on an annual basis.

# **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

## **CONTENTS - Section:**

1. Legal Framework
2. Purpose and Aims
3. Our Ethos
4. Understanding the views of children
5. Children with a social worker
6. Types of Abuse, including specific issues
7. Roles and Responsibilities
8. Private Fostering
9. Kinship Care
10. First Day Calling Procedures
11. Children who are Looked After
12. Early Help and support for Children In Need
13. Safer Recruitment
14. Staff Conduct and the management of challenging behaviour
15. Managing Allegations against staff
16. Child on child abuse (including sexual violence and sexual harassment)
17. Communication and Confidentiality
18. Training and Induction
19. Whistleblowing Policy
20. Procedures for Managing Concerns
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22. Working with Parents and Carers
23. Relevant Policies
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Appendix 1: Useful Contact numbers and e-mail addresses/websites

# **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

## **Aims:**

### **Aughton Early Years Centre aims:**

- Safeguarding children and young people is everyone's responsibility. We want all children and young people to be safe, feel secure, well cared for and able to reach their full potential.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibility and trained annually to recognise and report safeguarding issues.
- We provide an environment that is welcoming and relaxed so that everyone feels valued, respected, listened to and safe to talk.
- We actively promote fundamental British values through the Early Years Foundation Stage framework and all the children are encouraged to develop self-esteem and confidence, build resilience and begin to understand right from wrong. Our curriculum gives children the opportunities to develop the skills and knowledge they need to begin to identify risks and stay safe.

## **1. Legal Framework**

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2025, and Working Together to Safeguard Children 2023. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy has been devised in accordance with (but not limited to) the following legislation and statutory guidance:

### **Legislation**

**The Children Act 1989 and (2004 amendment)**

**The Education Act 2002 (sections 157 and 175) places a duty on Centre's and local authorities to safeguard and promote child welfare**

**The Safeguarding Vulnerable Groups Act 2006**

**The Equality Act 2010**

**Data Protection Act/GDPR Regulations 2018**

**The Children and Families Act 2014**

**The Sexual Offences Act 2003**

**Voyeurism Offence Act 2019**

**Female Genital Mutilation Act 2003 and statutory guidance on FGM**

**Counter Terrorism and Security Act 2015 and statutory guidance on the Prevent duty**

**Domestic Abuse Act 2021**

**The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement)**

**(Amended) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which sets out who is disqualified from working with children.**

**This safeguarding policy is written in compliance with locally agreed multi-agency procedures that have been put in place by the statutory, safeguarding partners:**

- The local authority (LA)
- Integrated Care Boards (previously known as clinical commissioning groups)
- The chief officer of police for a South Yorkshire



# AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

## Statutory guidance

- DfE (updated December 2023)) Working together to safeguard children
- DfE (2025) Keeping Children Safe in Education
- DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- Home office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage
- The Human Rights Act 1988
- The Equality Act 2020

## Non-statutory guidance

**DfE (2025) What to do if you are worried a child is being abused'**

**DfE (2018) 'Information sharing'**

**DfE (2017) 'Child sexual exploitation'**

**DfE (2016) 'Children missing education'**

**DfE (2018) 'Mental Health and Behavior in Schools'**

**DfE (2019) 'Teaching Online Safety in Schools'**

**The Equality Act 2020**

**DfE (2025) 'Filtering and Monitoring standards for schools and colleges**

## **2. Purpose and Aims**

The purpose of **Aughton Early Years Centre's** safeguarding policy is to ensure every child who is a registered at our Centre is safe and protected from harm, and we expect everyone who works in our Centre to share this commitment. This means we will work to take all welfare concerns seriously and always act in the best interests of the child to:

- Provide help and support to meet the needs of children as soon as problems emerge
- Protect children from maltreatment whether that is within or outside the home, including online
- Prevent 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
- Taking action to enable all children to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our Centre.

Our Centre fully recognises the contribution it can make to protect children from harm, and support and promote the welfare of all children who are registered children at our Centre. This will include recognising when they are at risk of harm, how to get help as soon as it is identified, and when they need it, and identifying children who may benefit from early help support.

We also assess the risks and issues in the wider community, known as contextual safeguarding (assessment of risk outside the home) when considering the wellbeing and safety of our children. All staff will have an awareness of safeguarding issues that can put children at risk of harm. It is also recognised that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can also leave children vulnerable or at risk of harm.

The key aims of our policy are **prevention, protection, and support.**

This policy applies to all children, staff, parents, governors, volunteers, and visitors.

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

### 3. Our Ethos

Every child's welfare is of paramount importance. Our Centre will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children at our Centre will be able to talk freely to any member of staff if they are worried or concerned about something.

**Everyone** who comes into contact with children and their families has a responsibility in safeguarding.

It is important for children to receive the '**right help at the right time**' to address risks and prevent issues escalating. All staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. Safeguarding and child protection is everyone's responsibility. Our policy and procedures also apply to extended Centre activities and off-site activities.

All staff will, via the Centre's regular and scheduled training and induction process, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child not to share information appropriately where they are at risk of harm, and we will not keep secrets. We will not promise confidentiality.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills and knowledge they need to identify risks and stay safe.

The Centre plays a crucial role in preventative education. This is in the context of a whole Centre approach. This will prepare our children for life in modern Britain through our personal, social and emotional curriculum and Centre rules.

This will be evident in planned activities, interventions including Tusky's and the following policies:

- Behaviour and discipline policy
- The role of key person
- Staff code of conduct
- Anti-bullying policy
- Inclusion policy
- Confidential reporting code
- E Safety policy
- Parental involvement
- Positive handling CPD and Learning

We will always work in partnership and endeavour to establish effective working relationships with parents, carers and professionals from other agencies in line with Working Together to Safeguard Children.

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have received, read and understood the guidance.
- Reinforce the importance of online safety when communicating with parents and carers.
- Ensure that all staff understand about e-safety and the risks posed by adults and children who use technology, including the internet, to bully, groom, radicalise or abuse children
- Sign the staff declaration form annually and inform SLT if their circumstances change

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

### 4. Understanding the views of children

At Aughton Early Years Centre we understand how important it is that children feel heard and understood. There is a child centered and listening culture from all the adults.

All staff will:

- Build good relationships with all children and families and listen to and support parents/carers to safeguard and promote the welfare of their children and to keep them safe at home, in the community and online.(Child Exploitation and Online Protection)
- Listen to children's wishes and feelings sympathetically and respond appropriately to comments children make which give cause for concern
- Build positive relationships and demonstrate an empathetic, understanding and caring attitude
- Support children to recognise how to keep safe and how to get help when they need it
- Undertake Child Protection/Safeguarding, First Aid and other training, when necessary
- Have an appreciation and understanding of children's individual needs and circumstances.

### 5. Children with a social worker or Early Help

We recognise that when a child has a social worker or early help, it is an indicator that the child has vulnerabilities or may be at risk of harm requiring additional support and services.

Staff will:

- Follow the procedures set out by Rotherham's Local Safeguarding Children's Partners (health, police & social care) and key documents including 'Working Together To Safeguard Children 2023 and Keeping Children Safe in Education 2025
- Be aware that these children could be more vulnerable and face barriers to learning
- Work in partnership with parents, carers and professionals
- Take individual needs into account when making plans to support children who have a social worker or, are receiving Early Help support
- Liaise with the DSL to ensure any decisions are made in the best interest of the children's safety, welfare and development

#### Virtual Head

A virtual head has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of LAC children with a social worker. They should identify and engage with key professionals, e.g., DSLs, special educational needs coordinators (SENCOs), social workers, mental health leads and others. The virtual head teacher's role has recently been expanded to incorporate children who are in kinship care

The Virtual Head for our Centre is **Tina Hohn**.

### 6. What is Child Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Abuse may fall into several categories:

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

**Child protection:** refers to activities undertaken to prevent a child suffering, or likely to suffer, significant harm

**Abuse:** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm

**Victim:** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about the terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Specific safeguarding issues are:**

### **Mental Health**

Staff are aware of the impact that Adverse Childhood Experiences (ACEs) can have on children's mental health, well-being, behaviour and development. Staff will respond sensitively to the children's needs.

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

### **Criminal Exploitation of Children (CCE)**

The criminal exploitation of children (CCE) is a geographically widespread form of harm that typically crosses county boundaries. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

### **Contextual Safeguarding – Harm Outside the Home**

School staff, particularly the DSL and their deputy(s), are aware that children may face additional extra-familial risks outside of the school context. These extra-familial threats might arise at educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- teenage relationship abuse
- sexual exploitation and
- the influences of extremism leading to radicalisation

Our close connections to the M1, Sheffield, Barnsley, Doncaster and other surrounding towns and City's make the young people in our area vulnerable to Child Criminal Exploitation. We also have 2 areas of open water that pose a risk to our young people. We are aware that domestic abuse is also a big concern in our area.

Rotherham Children's Social Care have created a Rotherham Partnership Child Exploitation (CE) pathway for multiagency partners. The pathway has been designed to help professionals who work with children and their families to make decisions regarding referrals where child exploitation (CE) is suspected. The tool contained in the pathway indicator is designed to be a guide which can support professionals to the most appropriate course of action where concerns related to child exploitation are present.

The framework is designed to help different agencies to work to the same criteria when considering possible CE. The pathway indicator can be used in two ways, either as a tick box screening tool which can be used to enable practitioners, including school staff understand an individual's risk of exploitation, or as supplementary guidance which allows practitioners and school staff to embed the learning into their existing assessments and plans.

The pathway indicator utilises a tiered framework for identifying potential child exploitation; and risk factors that are well established indicators of exploitation are in the red section, probable risk factors and indicators in the amber section, and additional factors in the yellow section. Similarly, there are also distinctions within risk factors, such as 'confirmed/suspected' and 'currently/previously'. While they are important distinctions, they are both significant in deciding whether an individual child or young person is at risk.

Partner agencies, including schools are encouraged to report information to the police if they believe that the information may relate to potential issues concerning sexual exploitation of children or adults. The information will be assessed as to whether action needs to be taken to safeguard others, and whether it provides valuable information to the wider 'jigsaw'. Concerns and suspicions shared by schools will always be taken seriously. When providing information, always give as much detail as possible, including where the information came from, how recent or how old it is, names, dates of births, addresses, vehicle details etc: Who? What? Where? When? Why? How?

The guidance concludes with a tiered tool and a flow chart to support you in using this, alongside useful

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

telephone numbers.  
exploitation-pathway.pdf

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more different urban or rural areas, using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children groomed and exploited to move [and store] drugs and money from urban areas to suburban areas, rural areas, and market and seaside towns. Gangs use coercion, intimidation, violence, sexual violence, and weapons to ensure the compliance of their victims. Staff members who suspect a child may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to MASH and the National Referral Mechanism on a case-by-case basis.

Indicators that a child may be a victim of criminal exploitation include the following:

- **Persistently going missing or being found out of their usual area**
- **Unexplained acquisition of money, clothes, or mobile phones**
- **Excessive receipt of texts or phone calls**
- **Relationships with controlling or older individuals or groups**
- **Leaving home without explanation**
- **Evidence of physical injury or assault that cannot be explained**
- **Carrying weapons**
- **Sudden decline in Centre results and a decline in attendance**
- **Becoming isolated from peers or social networks**
- **Self-harm or significant changes in mental state**
- **Parental reports of concern.**

### **Serious violence and violent crime**

All staff, through training, will be made aware of the indicators which may signal that a family is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from Centre
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions.

If any staff member suspects that a family may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL as this will have a significant effect on the child and potentially put them at risk.

### **Child Sexual Exploitation (CSE) and Trafficking**

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur using technology.

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our Centre are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

There are two different types of **trafficking** of children and young people for the purposes of sexual exploitation. Firstly, there is trafficking from abroad into the United Kingdom. The second category is internal trafficking, where children and young people are moved from one place to another in the UK for the purposes of sexual exploitation. This may be from one street to a neighbouring street, from one area of a town or city to another area, or across county borders. It is not the distance that is relevant in the definition of internal trafficking, but the movement of a child or young person for the purpose of sexual exploitation.

### **Child-on-Child Abuse**

Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. Child-on-child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Child-on-child abuse may not just occur between peers, but also family members, siblings etc. Key areas where child on child abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including sexting and harmful sexual behaviour
- Up-skirting - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019).

Most cases of children hurting each other will be dealt with under our Centre's Behaviour Policy but the Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put children in the Centre at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

### **Female Genital Mutilation (FGM)**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old. The Centre is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman.

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-Centre to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Abuse (HBA)**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Our Centre has due regard to the **mandatory reporting duty (FGM Act 2003)**, which places a **statutory duty** on all teaching staff (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Our staff will be vigilant and will report promptly any FGM or other honour-based abuse concerns to the DSL. If a member of staff has reason to believe FGM has been carried out on a girl under 18 years and this occurs out of Centre, then they must exercise their statutory duty and report this to the police personally.

### Preventing radicalization and extremism (prevent Duty)

Our Centre has due regard to the **Prevent Duty** Guidance 2023, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

In our Centre we are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Embedding the Centre rules and core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the Centre's website, to the Local Safeguarding Children Partnership website which provides information on radicalisation for children and young people, their parents/carers and professionals.

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel programme**.

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Centres to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

### Children witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- See the abuse
- Hear the abuse from another room
- See a parent's injuries or distress afterwards
- Be hurt by being nearby or trying to stop the abuse.

The Domestic Abuse Act 2021 recognises that children are victims of domestic abuse in their own right.



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The definition of domestic abuse applies to children if they see or hear, or experience the effects of, the abuse and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

### **Children with Special Educational Needs and Disabilities (SEND)**

We understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in Centre, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

The Designated Teacher for Children who are Looked After (CLA) in our Centre is **Andrea Smith**.

We have separate CLA and SEND policies.

### **Operation Encompass**

As a Centre we support an initiative called '**Operation Encompass**' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children Partnership. This has been designed to provide support for any child in Centre who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in Centre will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable staff in Centre to monitor children possibly affected and, provide appropriate support to promote their welfare. This will remain confidential; no information about specific incidents is shared with Centre. The Centre will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe that Operation Encompass will enhance safeguarding within our Centre. This will be extremely beneficial for all those involved.

Our key safeguarding adults for Operation Encompass alerts are: **Gail Napper and Andrea Smith**

## **7. Private fostering**

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Private Fostering is one form of kinship care, as defined below under 'Kinship Care'

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it **does not** include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Centre staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. It is recommended the designated safeguarding lead speak to the family of the child involved to check that they are aware of their duty to inform the LA.

### 8. Kinship care

In October 2024, the Government issued statutory guidance on 'Kinship Care', which included of kinship care: 'any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term.' This covers a wide span from informal arrangements and private fostering to Children in Care fostered by family or friends, and children subject to Court orders proving their family or friends with parental responsibility. This would include:

- ☐ Informal arrangements where the carer does not hold parental responsibility, and no Court order has been made but cares for the child with parental consent.
- ☐ Private fostering arrangements.
- ☐ Where a Child Arrangements Order has been made for the child to 'live with' a kinship carer.
- ☐ Where a Special Guardianship Order has been made for a child to live with a kinship carer.
- ☐ Where a Looked After Child lives with a family/friend's carer.

Some kinship children will be eligible for Pupil Premium Plus as children who have left care.

Schools are asked to consider how kinship children's wellbeing and educational outcomes can be promoted and how their needs can be recognised and addressed as early as possible. Kinship children have sometimes experienced trauma and may feel different than children who live with their parents.

The statutory guidance also extends the role of the Virtual School to promote the educational outcomes of all kinship children.

Each local authority is required to publish a multi-agency Kinship Local Offer:

Kinship care: statutory guidance for local authorities

### 9. Children who are Looked After (CLA)

Our Centre has a named designated teacher for Children who are Looked After who works closely with the Virtual School Team and the Local Authority. We have a separate CLA policy which gives further detail about CLA procedures.

More information on these issues is contained in Part 1 of Keeping Children Safe in Education and the Rotherham and Doncaster LSCB child protection online procedures:

<http://rotherhamsccb.proceduresonline.com/index.htm>

#### Online Safety

The use of technology has become a significant component of many safeguarding issues and staff will adhere to the Online safety policy at all times. As a Centre we are aware that the predominant issues associated with online safety are:

- **Content** – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – harmful online interaction with other users such as peer-to-peer pressure, commercial advertising as well as adults posing as children or young people with the intention to groom or exploit them for sexual, criminal, financial or other purposes

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

- **Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Our Centre recognises that today's children are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our E-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school's (January 2023), this helps teach our children how to stay safe online, within both new and existing Centre subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach children about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

To address this our Centre aims to:

- Have robust processes in place to ensure the online safety of children, staff, volunteers and governors
- Protect and educate the whole Centre community in its safe use of technology, including mobile technology
- Set clear guidelines for the use of mobile phones for the whole Centre community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the Centre's IT systems
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our Centre community.

At our Centre, we understand the responsibility to educate our children about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

\*We have a separate Online Safety Policy.

As a Centre, we will provide information for parents and carers on online safety plus links to useful websites.

## 10. Roles and Responsibilities

### The Governing Body

The Governing Body of **Aughton Early Years Centre** are accountable for ensuring the effectiveness of this policy and our compliance with it. They will ensure that:

- The safeguarding policy is in place and it will be reviewed annually, be available publicly via the Centre website and has been written in line with Keeping Children Safe in Education, Local Authority advice and the requirements of Rotherham Safeguarding Children Partnership's policies and procedures.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- Centre contributes to inter-agency working in line with Working Together to Safeguard Children.
- Centre has due regard to the **Prevent Duty** Guidance 201, under Section 26 of the Counter-Terrorism and Security Act 2023, which aims to prevent children and young people from being drawn into extremism and

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terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for Centres to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation. The DfE also has a dedicated telephone helpline, 020 7340 7264, which Centre staff and governors can call to raise concerns about extremism with respect to a child. Centre can also email [counter.extremism@aducation.gov.uk](mailto:counter.extremism@aducation.gov.uk). Note this is not for use in emergency situations.

In an emergency, Centre would call 999 or the confidential anti-terrorist hotline on 0800 789 321 if we:

- Think someone is in immediate danger
  - Think someone may be planning to travel to join an extremist group
  - See or hear something that may be terror-related.
- 
- Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”. Centre has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation Act 2003** which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
  - All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of ‘*Keeping Children Safe in Education*’ and the staff behaviour policy/code of conduct.
  - All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
  - Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education
  - Safer recruitment practices are followed in accordance with Part Three of Keeping Children Safe in Education
  - They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention
  - Ensure all relevant persons are aware of the Centre’s local safeguarding arrangements, including the governing board itself, the SLT and DSL.

### The Governing board

The governing board will:

- Facilitate a whole Centre-approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of our Centre’s process and policy development
- Evaluate and review this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a senior leader to monitor the effectiveness of this policy in conjunction with the full governing body, this is always a different person to the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such trainings is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the Centre has appropriate filtering and monitoring systems in place, and review their effectiveness
- Ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support
- Make sure that safeguarding requirements are a condition of using the Centre premises, and that any

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agreement to use the premises would be terminated if the body fails to comply

- Ensure safeguarding is a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead
- Ensure updates and the report show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children.

### **The Headteacher**

The Headteacher of Aughton Early Years is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

### **The Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) **Gail Napper** or the **Deputy Designated Safeguarding Leads, Tina Worthington or Laura Gregory**, will:

- Carry out their role in accordance with the responsibilities outlined in Annex C of Keeping Children Safe in Education. The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in Centre is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.
- Act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements.
- Take lead responsibility for promoting the educational outcomes of vulnerable children. They need to ensure that:
  - Information is shared about welfare, safeguarding and child protection issues with teachers and leaders;
    - There is a particular focus on children with social workers/early help
    - Staff know who these vulnerable children are
    - They understand these children's academic progress & attainment
    - They maintain a culture of high aspirations for vulnerable child
    - They support teaching staff to identify challenges these children may face and the academic support and adjustments that could be made.
- Undertake safeguarding training as recommended by Rotherham Safeguarding Children Partnership and update this training every two years. Additionally, the DSL will receive regular updates to safeguarding training via the termly Education Safeguarding Forum, e-bulletins, e-learning, etc
- Liaise with Children's Social Care and other agencies where necessary and make referrals of suspected abuse to Children's Social Care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments

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- Maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely. (When a child leaves the Centre), contact the DSL at the new provision and will ensure that the child protection file is forwarded to the receiving Centre in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving Centre
- Ensure that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education and the Rotherham Safeguarding Children Partnership
- Lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place). This should be explicit in the role of the job holder's job description, Keeping Children Safe in Education.

### 11.First Day Calling Procedures

Our Centre recognises that children who are absent from education for long periods/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect. We will identify early any children who are persistently absent to prevent them becoming **missing from education** in future.

Children **missing education** are defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life. Knowing where children are when they are registered to be present at the Centre is an extremely important aspect of safeguarding.

Children who attend our Centre are not of compulsory school age, however, we have a robust 'first day calling' procedure for when a child has not arrived within the expected time-frame. At least **two** emergency contact details will be held for each child and where possible four. These will be updated annually as children transition through bases.

Parents are encouraged to inform the Centre of any non-attendance due to illness, holidays etc. If we have not received a message then admin will call parents/carers as requested from each base. Where there are concerns for a child's welfare/safety, a home visit will be undertaken.

We are highly vigilant when children transition out of Centre, particularly for our vulnerable children. The DSL will pass on all any necessary safeguarding concerns and ensure they have transitioned to their allocated school/setting.

### 12.Family Help and support for children in need:

Family help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to commencement of adulthood. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Any child may benefit from early help, but staff will be alert to the potential need for early help for children who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether they have a statutory Education, Health, Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

- Is frequently missing/goes missing from home, education or care
- Has experiences multiple suspensions, is at risk of permanent exclusion from Centre, an in Alternate Provision or a Child Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected parental offending
- Is in a family circumstance presenting challenges for the child, such a drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs
- Is at risk of 'so-called honour' based abuse such as Female Genital Mutilation of Forced Marriage
- Is a privately fostered child

All staff will be made aware of the local early help process and understand their role in it.

[Early Help – Rotherham Metropolitan Borough Council](#)

### **13.Safer Recruitment**

At all times, the Headteacher and Governing Body will follow relevant guidance in Keeping Children Safe in Education September (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in KCSIE September
- We will use the recruitment and selection process to deter, reject or identify unsuitable candidates.
- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity
- We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information
- We will ensure that all staff and volunteers have read the staff behaviour policy, staff behaviour policy/code of conduct and understand that their behaviour and practice should be in line with it
- In addition, as part of the shortlisting process, Centre will consider carrying out online searches as part of the due diligence process relating to shortlisted candidates. The Centre will inform shortlisted candidates that online searches may be done as part of the recruitment process.

Our Centre will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred lists check
- An enhanced DBS check/certificate
- An overseas check if required
- A prohibition from teaching check
- A section 128 check if applicable (for management positions in independent Centre's, free Centre's and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records, etc.

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At least one person on the interview panel will have accessed safer recruitment training.

### 14. Staff Conduct and the management of challenging behaviour

Centre staff understand the importance of creating an environment that is calm and supportive for all children, and especially for those who may have emotional and behavioural needs. They also realise the importance of listening and responding to the feelings of the child that lie beneath the behaviour, as well as to the behaviour itself. Please refer to the positive handling policy.

### 15. Managing Allegations against Staff (including governors, volunteers, supply teachers and agency staff)

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our Centre. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. We promote an open and transparent culture in which **all** concerns about staff (including **low level concerns\***) are shared with the DSL/Headteacher and are recorded and dealt with appropriately.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our Centre are safe to work with children. We will always ensure we adhere to RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance Keeping Children Safe in Education.

Any allegations against staff (including governors, volunteers or cover staff) that indicate that they may have:

- 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk)

will be reported immediately to the Headteacher or the Designated Safeguarding Lead if the Headteacher is not present.

If an allegation is made or information is received about an adult who works in our Centre which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in Centre and outside (including online) may have an implication for the safeguarding of children in our Centre.

The Headteacher will inform the **Local Authority Designated Officer (LADO)** within one working day, following the guidance in KCSIE. The Headteacher or Chair of Governors will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the **Local Authority Designated Officer (LADO)** on **01709 336491** or email



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**LADO@rotherham.gov.uk**

### **\*Low Level Concerns**

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Keeping Children Safe in Education gives examples of such 'low-level' concerns which could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating, or offensive language
- Humiliating children

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (KCSIE Part four) are shared responsibly with the DSL/Headteacher, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of Centres from potential false allegations or misunderstandings.

Low-level concerns should be recorded in writing, including:

- Name of individual sharing their concerns
- Details of the concern
- Context in which the concern arose
- Action taken

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

### **Referral to DBS**

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

## **16.Child on Child Abuse (including sexual violence/assault and sexual harassment)**

Child on Child abuse occurs when a young person is exploited, bullied and or harmed by their peers who are the same or similar age. At the Centre we believe that all children have the right to attend and learn in a safe environment. Children should be free from harm by adults and other children in the Centre. Adults will support the children to behave appropriately and follow our 3 main rules Be Kind, Be Careful and Be Helpful. Inappropriate behaviour will be challenged and dealt with appropriately following our behaviour policy.

### **Risk Assessment**

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If there becomes an ongoing concern then a risk assessment will be considered and if necessary put in place. The risk assessment must consider:

- The protection and support of the child (victim)
- The child or young person who has displayed the harmful behaviour and further risk
- The risk to other children, staff, etc

It should be reviewed regularly and should be shared with parents, and other agencies as required.

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### **17.Communication and confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with Centre data protection policies.

The updated Working Together to Safeguard Children guidance clarifies that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Consent is not required when sharing information for the safeguarding and protecting the welfare of a child. It is also stated that, while encouraged, the agreement of the child and parents is not required to share information, though it is important to explain the reasons for this.

The Centre must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a child, staff members will not promise the child confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the children involved, unless such a discussion could potentially put a child at risk of harm.

### **18.Training and Induction**

All new members of staff or volunteers will have an induction programme which includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our Centre and the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of Keeping Children Safe in Education, the Centre safeguarding booklet and will be expected to read these.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Keeping Children Safe in Education and advice from Rotherham Safeguarding Children Partnership.

The DSL and deputy DSL's will attend training courses organised by RSCP at least once every two years. They will also receive regular safeguarding updates throughout the Centre year to keep up with and developments relevant to their role.

In accordance with part three of Keeping Children Safe in Education all Centre governors will also undertake training, appropriate to their role, to ensure they are able to carry out their duty to safeguard all of the children in our Centre. The Governing Body will review IT standards and discuss IT with staff and service providers to decide what more needs to be done to support the Centre in meeting the required standard.

### **19.Whistleblowing Policy**

Where there are concerns about the way that safeguarding is carried out in the Centre, staff should refer to the Whistleblowing Policy.

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

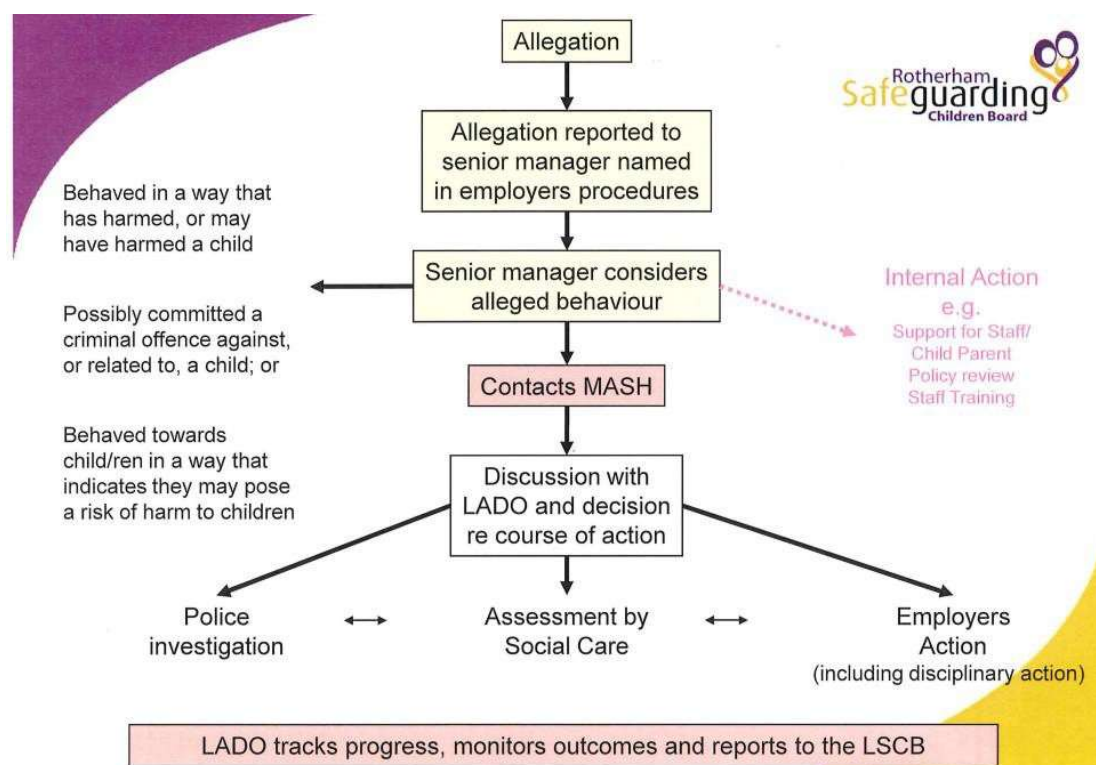
A whistleblowing disclosure must be about something that affects the public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health or safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Further information is also available in Chapter 5.4 of the RSCP online child protection procedures:

[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)



## 20.Procedures for Managing Concerns

**Aughton Early Years Centre** adheres to child protection procedures that have been agreed locally through Rotherham Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are:

1. Local Authority
2. Integrated Care Board
3. The Chief Police Officer

We will ensure that all Centre staff understand their responsibilities in being alert to the signs of abuse and neglect so that they can identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously and in line with this policy. However, it is *not* the responsibility of Centre staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Centre. Any member of staff or visitor to the Centre who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to either of the Deputy DSL's. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or

the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing in the safeguarding file stored in the locked filing drawer in the Family Support office.

Following receipt of any information raising concern, the DSL or Deputies will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with RSCP online child protection procedures –  
[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

If, after a referral, the child's situation does not appear to be improving, we will consider following the RSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the child's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member, then this should be referred to the Headteacher or DSL. Where there are concerns about the Headteacher or DSL this should be referred to the chair of governors.

### **21. Use of the Centre premises for non-Centre activities/extra-curricular activities**

Where the Centre hires or rents out Centre facilities or the Centre premises to organisations or individuals, e.g., for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep children safe.

Where the Centre provides the activities under the direct supervision or management of Centre staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, Centre will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

If the Centre receives an allegation relating to an incident that happened when an individual or organisation was using their Centre premises for the purposes of running activities for children. As with any safeguarding allegation, the Centre will follow all safeguarding policies and procedures, and contact with LADO will be made.

## AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

### 22. Working with Parents and Carers

We are committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new children join our Centre, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the Centre website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Centre has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the Centre requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details – at least two in order to be able to make contact with a responsible adult
- Should a concern arise i.e., illness, not being collected at the end of the Centre day, a child going missing or a safeguarding concern
- Full details of any other adult authorised by the parent to collect the child from Centre (if different from the above)
- A password is agreed and recorded and this will be used if an unfamiliar adult arrives to pick up a child
- If we have not been informed that a child is to be picked up by someone unknown to us we would ask for the password and phone parents to confirm
- If parents cannot be contacted other emergency numbers will be used to identify unfamiliar adult
- If parents or emergency contacts cannot be reached the child will remain in the Centre
- No child will be allowed to go home with a person under the age of 18 unless they have parental responsibilities or it is agreed with parents and senior leaders in exceptional circumstances.

In the event of a parent/carer failing to collect a child, staff will:-

- Phone the parent/carer at home/work
- Phone the emergency numbers provided by parent/carers.

If staff are unable to contact anyone and the Centre is due to close two of the most senior staff will remain on site with the child until 6.30pm. and will then contact the MASH (Multi Agency Safeguarding Hub) on 01709 336080

The Centre will retain this information on the child file. The Centre will only share information about children with adults who have parental responsibility for a child or where a parent has given permission and the Centre has been supplied with the adult's full details in writing.

### 23. Relevant Policies

To underpin the values and ethos of our Centre and our intent to ensure that children are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

## **AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY**

- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive Handling and managing behaviour
- Safer Recruitment and selection
- Whistleblowing
- Attendance and Children Missing in Education
- Online Safety
- Health and Safety including site security/fire evacuation and lockdown procedures
- Harassment and discrimination including racial abuse
- Meeting the needs of children with medical conditions
- Intimate Care
- First aid/medication
- Educational visits including overnight stays.

### **24. Policy consultation and Review**

This policy will be reviewed in full by the Governing Body on an annual basis. Any changes made to this policy will be communicated to all members of staff.

This policy is available on our Centre website and is available on request from the Centre office. We also inform parents and carers about this policy when their children join our Centre and through our Centre newsletter.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2026**.

# AUGHTON EARLY YEARS CENTRE SAFEGUARDING AND CHILD PROTECTION POLICY

## APPENDIX 1

### Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

Duty LADO – 01709 336491

LADO email (not for referrals) – [LADO@rotherham.gov.uk](mailto:LADO@rotherham.gov.uk)

South Yorkshire Police non-emergency number – 101

In an emergency ring 999

To report non emergency incidents online-  
[www.southyorkshire.police .uk](http://www.southyorkshire.police.uk)

Rotherham Safeguarding Children Partnership (RSCP): [www.rscp.org.uk](http://www.rscp.org.uk)

### National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

<http://www.saferinternet.org.uk/>

<https://www.swgfl.org.uk>

[Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](http://internetmatters.org)

<https://www.pshe-association.org.uk/>

[educateagainsthate.com](http://educateagainsthate.com)

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

[LGfl Home LGFL](#)

[Safety and Security Online SWGfl](#)

[Ofsted 0300 1231231 or email enquiries@Ofsted.gov.uk](#)