

UCLan Pre-School Centre

Safeguarding Policy and Procedures (Updated May 2022)

This policy and associated procedures should be read in conjunction with the: **Safeguarding Children, Young People and Vulnerable Adults at UCLan Policy and Procedures (2018)**

1. Introduction

Effective safeguarding and child protection requires a coordinated approach. The Pre-school Centre Safeguarding Policy and Procedures (Updated May 2022) is consistent with Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP). Working Together To Safeguard Children (2018); Keeping Children Safe in Education (2019); UCLan's Safeguarding Children, Young People and Vulnerable Adults Policy and Procedures (2018) and the Statutory Framework for the Early Years (2017).

Together they provide the procedures to be used by all Pre-school Centre staff, students and volunteers. All staff, students and volunteers are expected to have an awareness of UCLan's Safeguarding Children, Young People and Vulnerable Adults Safeguarding Policy and Procedures (2016). Within the Pre-school Centre this is extended to also include Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP). Children alongside knowledge of how to access and use these. [View the CSAP Policy and Procedures for Safeguarding Children](#) can be accessed.

The Pre-school Centre's policy and procedures sets out the roles and responsibilities of the setting, staff and volunteers in relation to safeguarding and child protection. The policy and procedures must be read in conjunction with the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP).

This policy and related procedures have been written as a good practice guide to support the Pre-school Centre's early years practitioners, students on placement and volunteers in safeguarding and promoting the welfare of all children in our care. It links with statutory national guidance and with the Safeguarding Children. Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP).

Working Together to Safeguard Children (2018) defines safeguarding and

promoting the welfare of children as follows:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable the best outcomes for all children to ensure that the above objectives are met

At the Pre-school Centre at UCLan, these objectives will be achieved by:

Ensuring that all staff, students, and volunteers engaged in any activities linked to the Pre-school Centre at UCLan:

- Promote good health and prevent infection
- Operate within a culture of vigilance
- Are alert for significant signs of abuse or neglect of children
- Allocate each child a key person (SGEY (2017) 3.27)
- Take action, following the Pre-school Centre's procedures, if they have any concerns about abuse or neglect of any children.
- Only use mobile phones, electronic watches, social media and cameras in the setting as permitted in the respective policies.
- In conjunction with the Principal Safeguarding Lead (Operational) at UCLan, the Pre-school Centre Senior Designated Safeguarding Officers will refer to the Local Authority Designated Officer (LADO) if they have received any allegation or concern about any staff member, student or volunteer who may have:
 - Behaved in a way that has harmed, 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 she/he is unsuitable to work with children.
- Where an allegation has been made about a staff member, student or volunteer from within the Pre-school Centre then the SDSO will also notify Ofsted
- Ultimately where staff, students or volunteers have safeguarding concerns in relation to the significant harm of a child/children that are not being addressed by the UCLan community then they can initiate UCLan's whistle-blowing actions as per HR guidelines
- Have regard to the Government's statutory guidance **'Working Together to Safeguard Children' (DfE 2018)** This includes a requirement to:
 - Protect children and pass on concerns to the appropriate agencies
 - Report and record all concerns
 - Work in partnership with other agencies
- All staff, students and volunteers working within the setting

completing safeguarding training that enables them to recognise signs of potential abuse and neglect and know how to respond to any concerns

- Having two named practitioners (Senior Designated Safeguarding Officers) who are designated to take lead responsibility for safeguarding children within the setting and who liaise with local statutory Children's Social Care Services as appropriate. The SDSO's will work in conjunction with the Principal Safeguarding Lead (Operational) PSL(O) at UCLan.
- Sign a daily declaration when signing in to confirm that there are no changes in their personal or professional circumstances linked to 'Disqualification by association'.

The central mission for safeguarding at UCLan's Pre-school Centre is that the child's needs are paramount, and the needs and wishes of a child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates. To this end all professionals, students and volunteers who come into contact with children and families in the setting are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children.

The Pre-school Centre aims to work in cooperation with the relevant statutory agencies and where appropriate share information in a timely way by discussing concerns about an individual child with colleagues, the PSL(O) and relevant Local Authority Children's Social Care services. All professionals within the setting will contribute to whatever actions are needed to safeguard and promote the child's welfare, health and where appropriate will take part in regularly reviewing the child's needs against specific outcomes.

The Pre-school Centre at UCLan also recognises the importance of assessing need and providing early support, especially but not exclusively, for children deemed to be in 'specific circumstances' (see Appendix J). This is seen as more effective in promoting the welfare of children than reacting later. Early support means providing agreed assistance as soon as a problem emerges at any point in a child's life. This approach relies upon local agencies working together. Child protection is the actions taken to alert the statutory authorities of concerns where a child may be at risk of significant harm. Safeguarding children is the actions taken to promote the welfare of all children and protect them from harm.

This is the responsibility of everyone who comes into contact with children and families.

2. Mission Statement

Children's safety and wellbeing is central to all the work undertaken by the Pre-school Centre. Staff, students, and volunteers working within the setting will be given training and be encouraged to develop skills to enable them to respond appropriately to any situation where a child may be at risk of abuse or neglect. The Pre-school Centre believes that the best place for the vast majority of children to reside and develop is with their families in the community where they live. To this end, and in line with research and confirmed best practice, staff at UCLan will work in partnership with parents insofar, as that is possible and in the best interests of the child(ren). However, the safety and welfare of children will be UCLan's paramount consideration at all times. We have a duty to protect children, young people and vulnerable adults, to this end the Pre-school Centre and will pass on any concerns to the appropriate agencies.

3. Organisational Responsibilities

A wide range of individuals, organisations and professionals working with children and families have specific statutory duties to promote the welfare of children and ensure that they are protected from harm. Section 11 of the Children Act 2004 places a duty on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

In addition to the Section 11 duties, further safeguarding duties are also placed on individual organisations through other statutes and this includes the early years and childcare sector. The policy and procedures set out in this document are based on the key principles laid down by 'Working Together to Safeguard Children 2018; The Statutory Framework for the Early Years Foundation Stage 2017 (EYFS) (Section 3: The Safeguarding and Welfare Requirements) and UCLan's Safeguarding Children, Young People and Vulnerable Adults (2016) policy and procedures. These are premised on a duty to co-operate with enquiries into whether or not a child is at risk of significant harm.

Senior Designated Safeguarding Officer's Roles and Responsibilities

The Senior Designated Safeguarding Officers within the PSC are **Saskia Gregory and Lisa Best**. The Principal Safeguarding Lead (Operational) at UCLan is **Vanessa Chew** (vchew@uclan.ac.uk).

The SDSO's:

- Are responsible for inducting, identifying, and promoting the developmental and training needs of all staff, students, and

volunteers. They will liaise closely to ensure the consistent implementation of policy, procedures, and practice.

- Ensure that all staff and volunteers have access to a copy of UCLan's and the Pre-school Centre's Safeguarding Policy and Procedures as part of their induction and be aware of and procedures Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP)
- Once a potential safeguarding or child protection concern has been identified the Senior Designated Safeguarding Officer will advise on the most appropriate next course of action and discuss any significant concerns with the PSL(O)
- Where appropriate they may liaise with other agencies and professionals
- The SDSO will collate and maintain safeguarding records. Using the pro-forma SG1/VA1 all records should be clear, concise and accurate; they should differentiate between factual information and professional judgment. They should clearly indicate any decisions that have been taken; when, why, and agreed with whom
- Any referral which is completed and forwarded to Children's Social Care Services must be counter signed by the SDSO or PSL(O).
- Staff, students or volunteers will also be offered additional support by the SDSO in the event of dealing with a child protection concern or disclosure (SGEY (2017) 3.22)

Contact number for Children's Social Care Services during office hours
8:45am to 5pm 0300 123 6720

Out of hour's services

The services offered by the Pre-school Centre do not take place solely within office hours. The Emergency Duty Team based at LCC operates evenings, weekends, and bank holidays.

The contact number for the EDT is 0300 123 6722

4. Recruitment of Staff, Students and Volunteers

Using UCLan's HR policy and procedures, the Pre-school Centre adopts a vigorous approach to the safe recruitment and selection of staff, students, and volunteers. Using the Safeguarding Vulnerable Groups Act 2006, the Freedom of Information's Act 2012 and associated DBS criteria all Pre-school Centre staff are considered to be involved in 'regulated activities'.

For DBS purposes all staff, students and volunteers in the Pre-school Centre are thus vetted using DBS procedures to ensure their suitability. The Pre-school Centre in conjunction with the HR department at UCLan maintains a single central record to show DBS information and staff qualifications. DBS enhanced checks are in place for all staff, students and volunteers who must

disclose any change to their circumstances that may affect their suitability to work with children (including situations that may necessitate 'Disqualification by Association').

To this end each day staff sign a daily declaration to confirm their on-going suitability to work with children and, as per SGEY (2017) requirements, must inform their manager if they are on any new or existing prescribed medication.

Staff taking medication/other substances

Staff, students or volunteers must not be under the influence of alcohol or any other substance that may affect their ability to care for children.

If they are taking medication that may affect their ability to care for children, they should seek medical advice. In such circumstances staff, students or volunteers can only work directly with children if medical advice confirms that the medication is unlikely to impair that person's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children at all times.

5. Safeguarding Training Structure and Arrangements

UCLan has identified various staff to be safeguarding champions. The role of Principal Safeguarding Lead (Operational) is supported by Senior Designated Safeguarding Officers drawn from Executive Deans/Heads/Directors of Services. Within the Pre-school Centre the role of Senior Designated Safeguarding Officers has been delegated to the Managers of the Pre-school Centre who are supported by two deputies. Those with these designated roles and responsibilities will be provided with specialist Senior Designated Safeguarding Officer 6 hour safeguarding training (to be renewed every two years) and continuing support to ensure that they are competent and confident to undertake these important roles.

UCLan and the Pre-school Centre accepts the importance of ensuring that its staff, students, and volunteers are adequately trained to promote a culture of vigilance and safeguard the babies and children they work with and themselves. The Pre-school Centre will continue to identify the training needs of its staff and to ensure that an appropriate level of training is provided as per LSCB, Ofsted and DfE guidelines. This may involve some or all the following, depending upon the nature of the duties performed by the member of staff:

- LSCB E Learning Awareness raising (all staff, students, and volunteers and as an induction requirement)
- Basic (3 hours) Early Years Safeguarding Awareness Training for all staff
- Specific training (6 hours) for those with Designated Safeguarding

- roles and responsibilities. (Renewable every 2 years)
- Specific/specialist Early Years Safeguarding and Child Protection training that is designed to promote a culture of vigilance and/or any training as required by Ofsted, DfE and LSCB for the staff, students, and volunteers in the Pre-school Centre.

6. Dealing with Safeguarding Concerns

The following advice highlights the actions staff, students and volunteers should and shouldn't undertake if they are concerned about the welfare or safety of a child who attends the Pre-school Centre at UCLan. Staff, students, or volunteers who are concerned about the safety or welfare of a child who attends the setting should always:

- Seek appropriate advice and support
- Discuss any concerns with one of the Senior Designated Safeguarding Officers (Appendix A); this should always occur within 24 hours. One of the SDSO's will always be available for advice, support and guidance and should therefore be the first point of contact for staff, students and volunteers within the setting who have concerns
- In conjunction with the SDSO complete the internal UCLan recording form CP1/VA1 (Appendix B) for all safeguarding concerns.

Staff, students, or volunteers should never:

- Do nothing
- Assume that another agency or professional will act or is acting
- Fail to discuss their concerns with one of the SDSO's
- Attempt to resolve the matter themselves.

The person receiving the disclosure or information should NOT:

- Panic
- Allow any shock or distaste to show
- Make promises of confidentiality but explain that they will need to pass on this information to those who need to know
- Show disbelief or fail to take the allegations seriously
- Ask questions other than to clarify that they have enough information to act
- Speculate or make assumptions
- Make negative comments about the alleged abuser
- Approach the alleged abuser unless they are the SDSO
- Make promises or agree to keep secrets
- Fail to take responsibility for reporting the concern

7. Recording

Recording Information (see Appendix B)

Information needs to be clearly recorded on form SG1/VA1. Initially the person who has the concern or receives the allegation will have a same day discussion with the SDSO. Recording will be done in conjunction the relevant Senior Designated Safeguarding Officer. The concern may need to be referred on to the Local Authority Designated Officer, Children's Social Care/ EDT or the Police. Within UCLan the SDSO or PSL(O) undertakes this role.

The Senior Designated Safeguarding Officer and PSL(O) considers (see Appendix A):

- What have we/the staff seen, heard and feel about this child?
- Is the child safe?
- Is this child at risk and, if so of what? How immediate is it?
- Is this child in need and, if so of what?
- Do I need to seek advice?
- Is the level and/or likelihood of risk such that a (CA89 Section 47) child protection referral is needed (i.e. the child is suffering or is likely to suffer significant harm)?
- Can the level(s) of risk/need be managed/met within the setting or by accessing universal services/without a referral to Children's Social Care?
- What contextual information is available regarding the child, parents, family and environment? Does a CAF already exist and what is its status?
- What additional information might exist and is it appropriate for the setting or PSL(O) to access this?
- Have we recorded accurately and appropriately and made clear any ongoing plans, roles and responsibilities to staff within the setting?
- If we are not going to refer then what action is the Pre-school Centre going to take?

All of the above is recorded on CP1/VA1.

Accurate recording is essential, as there may be legal proceedings later. Ideally, where the child has made a disclosure, a verbatim record of their account of what occurred in their own words should be recorded.

Feedback to Staff That Report Concerns to the SDSO:

Rules of confidentiality dictate that it may not always be possible or appropriate for the SDSO to feedback to staff, students and volunteers who report to them. Such information will be shared on a 'need to know' basis only and the SDSO's decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare. Staff, students and volunteers

need to be clear about any ongoing role that they may have with the child and their family. For example, supporting, managing sensitive information, how and when to share information, inappropriate sharing of information may place someone at risk.

Sharing Concerns with Parents/Carers:

- We use the Pre-school's brochure' / information / leaflets/ admissions policy etc. to make clear our safeguarding responsibilities from the outset
- We aim to acknowledge feelings and show empathy
- Listen without interrupting
- Aim to be clear about our desire to be open and honest
- Use plain language / avoid jargon
- Don't make promises we can't keep
- Aim not to do anything that might place someone at increased risk, or which might impede an investigation
- Always make a record of the discussion

Working in Partnership with Parents/Carers:

The Children Act 1989 and subsequent safeguarding and child protection guidance reinforces the idea of working in partnership with parents/carer. However, when considering safeguarding issues, partnership with parents/carers is not intended to convey an equal partnership, rather the Pre-school Centre aims to work cooperatively with parents and carers. Research tells us that things usually work out better for children when professionals can get parents to work with them.

Under most circumstances we would discuss any concerns about a child with the parents. However, if we believed that to do this would increase the risk of harm to a child then we would obviously not do it. Instead, we would follow the relevant Pre-school Centre's policy and procedures for safeguarding. We recognise the need to work closely with parents and be open and honest with them. However, we must never 'lose sight' of the welfare of the child being our paramount consideration. Unfortunately, some parents/carers do not act in the best interest of their child and abuse their position of power over the child and partnership is not achievable.

At the point of referral to CSC, it is for UCLan as the referring agency to decide whether to consult with the parent, seek consent from the parent, tell the parents/ carers or whether to seek advice from other agencies first. If we consider it too risky to speak to parents/ carers prior to making a referral then we don't. However, we always list the reasons for not speaking to parents/ carers on form CP1/VA1 and pass this information onto CSC.

The approach used by UCLan and within the Pre-school Centre concerning safeguarding issues is in the handbook/ information/leaflet's webpage for new and prospective parents to read. This includes information explaining

our statutory duties to safeguard the welfare of children and refer/take advice from CSC if necessary.

Child abuse and neglect are often multi-faceted phenomena, to this end it is important that the Pre-school Centre keeps succinct and accurate chronologies so we can evidence our concerns, show timelines, changes in behaviour, patterns of concerns etc.

When Parents/Carers will not consent to initiation of a CAF or Safeguarding Referral to CSC:

- We will have open and honest discussions with them about any concerns we have
- Outline the on-going support available and that the Pre-school Centre and UCLan, where possible, will continue to work with, and support them
- However, parents will always be reminded that the primary consideration must, by law, be the child's welfare
- While the Pre-school Centre will always strive to be as open and honest as possible and to work in partnership with parents, we will be clear that if the current concerns escalate or there is no improvement to the detriment of the child's welfare then we are duty bound to share that information with CSC.

From experience and research the Pre-school Centre acknowledges that delay in seeking advice or in sharing concerns can be extremely dangerous and may have dire consequences for children. To this end we aim for no delay when making referrals.

The SDSO will keep a record of the name and designation of the Children's / EDT member of staff or Police Officer to whom concerns were passed and record the time and date of the call-in case any follow-up is needed (This is recorded on SG1/VA1: See Appendix B).

8. Sharing Information and Data Protection

The Pre-school Centre recognises that information sharing is key to delivering better, more efficient services that are coordinated around the needs of the individual. It is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection. Information sharing is a vital element in improving outcomes for all.

It is important that people remain confident that their personal information is kept safe and secure and that practitioners, students and volunteers maintain the privacy rights of the individual, whilst sharing information to deliver better services. It is therefore important that practitioners can share information appropriately as part of their day-to-day practice and do so confidently. It is important to remember there can be significant

consequences to not sharing information as there can be to sharing information. The SDSO's and PSL(O) at UCLan aim to use their professional judgment to decide whether to share or not, and what information is appropriate to share.

HM Government Information Sharing Guidance 2018 aims to support good practice on information sharing by offering clarity on when and how information can be shared legally and professionally, in order to achieve improved outcomes.

Seven Golden Rules for information sharing:

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

7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The '**Seven Golden Rules**' and the following Questions 1-7 help support our decision making. If we answer 'not sure' to any of the questions, we seek advice from the PSL(O) and/ or HR at UCLan or we can contact LCC information governance.

- Is there a clear and legitimate purpose for you or your agency to share the information?
- Does the information enable a living person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- If consent is refused, or there are good reasons not to seek consent to share confidential information, is there a sufficient public interest to share the information?
- If the decision is to share, are you sharing information appropriately and securely?
- Have you properly recorded your information sharing decision?

Data Protection

When there are concerns about the safety of a child, the Pre-school Centre recognises that the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, Human Rights concerns, such as respecting the right to private and family life would not prevent sharing where there are real safeguarding concerns.

Data Protection Act Principles

- All recording relating to safeguarding within the Pre-school aims to conform to the principles of the Data Protection Act 2018: used fairly, lawfully and transparently.
- used for specified, explicit purposes.
- used in a way that is adequate, relevant and limited to only what is necessary.
- accurate and, where necessary, kept up to date.

- kept for no longer than is necessary.
- handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage.

Confidentiality

Information contained within UCLan's safeguarding written records is protected through a number of measures:

- Procedures that ensure that all staff, students and volunteers are at all times aware of their responsibilities regarding confidentiality.
- Recording personal information accurately and consistently
- Keeping personal information private
- Keeping personal information physically secure
- Disclosing and using personal information with appropriate care.

9. Allegations against Staff, Volunteers or Students within the Pre-school Centre

The vast majority of adults who work with children act professionally and seek to provide a safe and supportive environment which secures the wellbeing and best outcomes for children, young people and their families. It is recognised that the achievement of these outcomes is not always straight forward. All allegations against staff, students, volunteers, or any other person working with children will be referred to the Pre-schools Centre's SDSO and UCLan's PSL(O). The Local Authority Designated Officer (LADO) will be informed within 1 working day of an allegation being made.

In respect of all allegations a written account will be maintained by the Pre-school manager to include:

- Written details of the allegation, signed and dated by the person receiving the allegation
- Countersign and date the written details
- Record any other information and names of potential witnesses
- Establish a chronology of significant events
- Consider any information already known about those involved
- Discreetly check any incident or logbooks
- Based on these factors, the SDSO will make a professional judgment, and record the reason for any subsequent action taken.
- Inform the PSL(O) and HR

If UCLan removes an individual from work that involves looking after children because the person poses a risk of harm to children, it will make a referral to the Disclosure and Barring Service.

An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

[The DfE documents Staffing and Employment Advice for School](#) (pages 1-10 and 12-17 updated in October 2018) (which replaces Guidance for Safer Working Practice for Adults who work with Children and Young People 2009) and Keeping Children Safe in Education (DfE 2016) are generic documents that complement existing HR procedures and UCLan protocols. The guidance highlights the 'duty of all adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

Keeping DBS Certificates and other ID documents

Copies of all the documents used to verify identity should be kept whilst the person is employed, but any copies of the DBS certificate are not kept longer than six months (Keeping Children Safe in Education (2019) A copy of other documents used to verify the successful candidate's identity, right to work and required qualifications are kept on the individuals HR personnel file (paragraph 113)

Single Central Record

Contains details of identity, verification, right to work, vetting and recruitment arrangements, staff qualifications and DBS information (DBS details are kept for a maximum of 6 months as per KCSIE 2019 guidance). At UCLan the SCR is maintained by the HR department on behalf of the PSC.

Disqualification

Using DBS criteria, when a person is disqualified, the Pre-school Centre will not employ that person. Where the PSC becomes aware of relevant information that may lead to disqualification of an employee, it will take appropriate action to ensure the safety of children. **also be disqualified because they live in the same household as another person who is disqualified. In such circumstances all staff, students and volunteers within the PSC are required to notify the settings managers.**

10. The Local Authority Designated Officer (LADO)

The role of the LADO is to be involved in the management and oversight of individual cases of allegations of abuse made against those who work with children and vulnerable adults. Their specific role is to give advice and guidance to employers and voluntary organisations; liaise with the Police and other agencies and monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. The Police also have an officer to fill a similar role. There are 3 Lancashire LADO's:

Use this online form [to make a referral to LADO](#) -

If you need to speak to someone please call 01772 536694

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO will provide advice and guidance and help determine that the allegation sits within the scope of the procedures. Within the role the LADO helps co-ordinate information sharing. The LADO will also monitor and track any investigation with the expectation that it is resolved as quickly as possible.

These procedures may also be used where concerns arise about:

- The person's behaviour with regard to his/her own children
- The behaviour in the private or community life of a partner, member of the family or other household member
- A person's behaviour in their personal life, which may impact upon the safety of children to whom they owe a duty of care.

The LADO's role extends across allegations within all agencies and organisations and includes:

- The management and oversight of individual cases
- Providing advice and guidance to employers and voluntary organisations
- Liaising with the Police and other agencies
- Monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

OFSTED are always notified of any allegation made against an individual working within the Pre-school Centre.

Notifications are made by contacting: **OFSTED 0300 123 1231.**

It is important to remember that the LADO and PSL(O) must be notified of any allegations before contacting OFSTED.

Concerns about a Safeguarding Officer

If the concerns raised by the child or parent/carer relate to a relevant Senior Designated Safeguarding Officer, then the concern must be referred directly to the Principal Safeguarding Lead (Operational). If it is the Principal Safeguarding Lead (Operational) about whom concerns have arisen, then contact should be made with the University Safeguarding Champion (Strategic), and the Director of HR.

Where appropriate (because of concerns about reporting internally for example) staff, students or volunteers should seek advice from the Local Authority Designated Safeguarding Officer who can provide support and initiate any necessary action.

11. Policy for the use of Mobile Phones, Apple watches, Fit-bits, Social Media and Cameras in the Pre-school Centre

Please see Appendix H

12. Review arrangements for the Pre-school Centre Safeguarding Policy and Procedures

The Pre-school Centre's Safeguarding Children Policy and Procedures will be reviewed annually by the SDSO's and any changes will be forwarded to the PSL(O) at UCLan.

The PSL(O) will notify any changes to the Safeguarding Steering Group. Similarly, UCLan Policy and Procedures for Safeguarding Children, Young People and Vulnerable Adults will be monitored and evaluated on an annual basis by the Principal Safeguarding Lead (Operational) and the Safeguarding Steering Group to ensure they remain up to date in terms of legislation, local and national guidance and also reflect learning from practice and any significant incident or concern.

The Pre-school Centre will be advised of any central changes deemed necessary for their specific policy and procedures. The policy may be reviewed more frequently if there are significant changes in legislation and/or government guidance, the Pre-school Centre is required to do so by the Local Safeguarding Children Board, Ofsted, or as a result of any other significant change or event.

(Last reviewed 16 February 2024, Joint Managers Saskia Gregory & Lisa Best)

Date for next review: 16th February 2025
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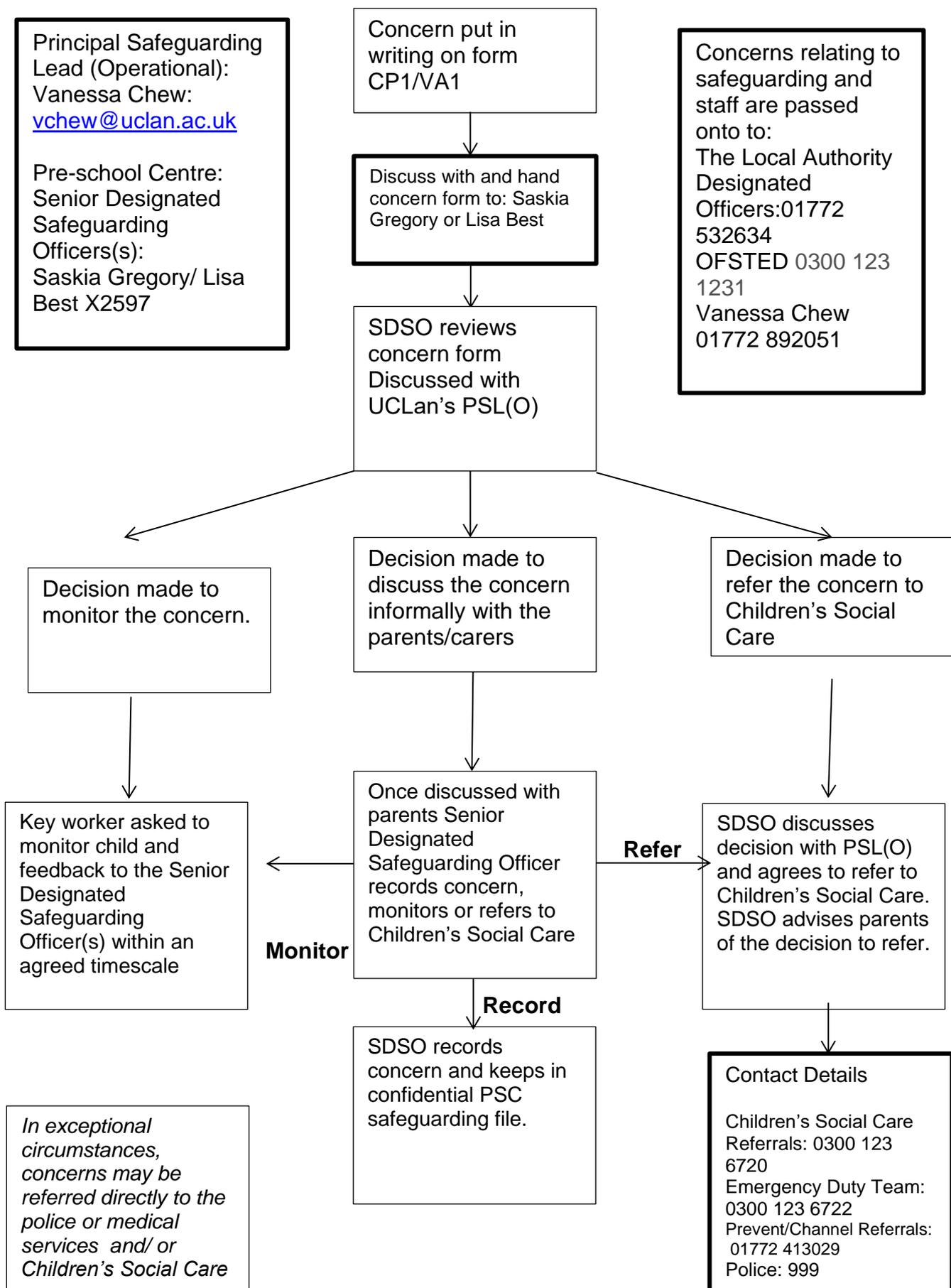
Useful Telephone Numbers

- Saskia Gregory/ Lisa Best Senior Designated Safeguarding Officers 01772 892597
- Vanessa Chew Principal Safeguarding Lead (Operational) 01772 892051 (vchew@uclan.ac.uk)
- LADO – 01772 536694
- Ofsted 0300 123 1231
- LCC Children's Social Care 0300 123 6720
- Emergency Duty Team 0300 123 6722

- Early Education Safeguarding Officer – Catherine Isherwood – 07909 001430

Appendix A

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix B SG1/VA1: Recording Pro-forma

Confidential

PERSONAL DETAILS

Child / Vulnerable Adult

Name:	
Date of Birth:	
Address and Post Code:	
Parents/Carer's Name (C&YP only) Telephone	
If known CAF ID (C&YP only)	

Person Reporting Incident

Name	
Position	
Contact details	

DETAILS OF CONCERN

Date & Time	
Location	
Nature of concern / allegation	
Observations	Describe what you have seen/heard or what the person reporting the incident has seen/heard.

ACTION TAKEN

Initial Action	
----------------	--

Views of Child/ YP/Vulnerable Adult	
---	--

Information Received by Senior Designated Safeguarding Officer

Name	
Position	
Contact details	
Signature	
Date/ Time	

Response by Principal Safeguarding Lead (Operational) or Senior Designated Safeguarding Officer

Date & Time	
Outcome/ decision	

PARENT/GUARDIAN INFORMED (C&YP only)

Date & Time	
Name(s)	
Contact details	
Details of discussion	
Signature of Parents/Carers Dated	

OTHER STAFF INFORMED

Date & Time	
-------------	--

Name(s)	
Position	
Contact details	
Details of discussion	

EXTERNAL AGENCIES INFORMED

Date & Time	
Organisation/ Position	
Contact details	
Details of discussion	

FORM COMPLETED BY

Name	
Signed	
Date	

Referral Pro-forma Sent to External Agency

By whom	
Date/ time	

Remember to maintain confidentiality (on a need-to-know basis) and only share if it will protect the child/vulnerable adult. Do not discuss the incident with anyone other than those who need to know.

Appendix C: Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. In such situations consent cannot be given, even where a child or young person may believe they are voluntarily engaging in sexual activity with the person(s) who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point

Possible indicators of child sexual exploitation include:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Appendix D: Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and causes serious harm to girls and women in a number of ways including intense pain, distress and long-term health consequences, including difficulties in childbirth.

FGM can be carried out on girls of any age, from young babies to older teenagers and adult women. Outlawed in the UK under the Female Genital Mutilation Act 2003, the procedures are now mainly carried out abroad and staff should be particularly alert to suspicions or concerns expressed by girls and young women about going on a long holiday during the summer vacation period.

Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) has placed a statutory duty upon services to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

"Keeping Children Safe in Education" (DfE 2019) highlights the fact that those failing to report such cases will face disciplinary sanctions. Where such concerns arise staff are reminded to have a same day discussion with their SDSO or the PSL(O).

Appendix E: Forced Marriage

A forced marriage is a marriage in which a female (or male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Unable to give informed consent disabled young people are particularly vulnerable to this practice.

Staff at UCLan should be particularly alert to suspicions or concerns raised by a young person or student about being taken abroad and not being allowed to return to the UK.

Under the Anti-Social Behaviour, Crime and Policing Act (2014) forcing someone to marry is a criminal offence in England and Wales. Where such concerns arise staff are reminded to have a same day discussion with their SDSO or the PSL(O).

Appendix F: Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a 'close relative' care for a child or young person under 16 (or 18 years if the young person is disabled) for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). By law (see Children Act 2004 and associated Children (Private Arrangements for Fostering) Regulations 2005), a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care Services as soon as possible. Children's Social Care has a duty to approve, support and inspect such arrangements.

Within UCLan, if staff become aware that a child or young person is being privately fostered, a SDSO or the PSL(O) will inform the carer/ parent of their legal duty to notify their appropriate local Children's Social Care service. This will be followed up by direct contact with Children's Social Care.

Children looked after by a local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, particularly where children and young people are subject to trafficking. Within the Pre-school Centre and other areas of UCLan staff are alert to a range of possible safeguarding issues, including the possibility that a child or young person has been trafficked into the country.

Appendix G: Radicalisation and Prevent Duty

The duty to protect children, young people and vulnerable adults from harm now extends to protecting them from involvement in groups that specifically aim to radicalise individuals. Radicalisation refers to the varied processes by which individuals and groups come to support terrorism and forms of extremism. In some cases, this can lead to participation and involvement in terrorist activities. HEI's have been highlighted in the government's Prevent Strategy as potential sites for radicalisation.

Factors, which are considered when determining whether an individual may be vulnerable to involvement with terrorism are broadly, include there:

- Engagement with a group, cause or ideology
- Intent to cause harm
- Capability to cause harm.

There can be many reasons for such developments by using a safeguarding approach the relevant services from within and outside UCLan can be used to assess an individual's needs and associated vulnerabilities (including the Channel Process). For children and young people LCC Local Safeguarding Board has produced guidance for working with children and young people who are vulnerable to messages of radicalisation and extremism.

If a member of staff or student has concerns that an individual may be becoming radicalised s/he should speak to the Senior Designated Safeguarding Officer (SDSO) or Principal Safeguarding Lead (Operational), they then take the appropriate actions as outlined in the Prevent Strategy. The above should be read in conjunction with UCLan's Prevent Strategy and associated action plan.

Appendix H: Social Media Guidance

(Including Mobile Phones, Use of Cameras, Fitbits/ Apple Watches and Social Media)

Rationale

In the Pre-School Centre the safety of the children is our priority, and we adhere to a mobile phone and electronic watch free zones where cameras are used only with the written consent of parents/guardians.

Implementation of the policy in the Pre-School Centre

At the Pre-School Centre:

- Within the Pre-school Centre practitioners/volunteers are not permitted to make or receive calls/texts during their working hours. Similarly parents/carers are not allowed to use their mobile phones within the setting
- Staff/volunteers mobile phones and electronic watches are to be used only on recreational breaks and always away from the children
- Practitioners/volunteers should ensure that mobile phones and Fitbit/ Apple watches are turned off or on silent at all times while on the Pre-school premises and stored in a lockable cupboard
- In the event that a practitioner/volunteer has a particular reason for receiving a mobile phone call then for a pre-agreed specified period of time, they may request via the manager that they leave their phone on during working hours in a lockable cabinet
- Practitioners/volunteers/parents are not permitted to use recording equipment on their mobile phones or electronic watches, for example: to take photographs or videos of children within the Pre-school Centre
- With written permission from parents/guardians practitioners are permitted to take photographs using the settings equipment specifically for the use of learning journals and displays within the nursery setting
- Parents/guardians are permitted to take photographs at events if there is permission given to do so. This decision will be clearly displayed at the entrance to any event and be announced at the start of any event
- Photographs for the use of media purposes will have prior written parental/carer consent.

Mobile Phones/Apple watches and Fit-bits

- Personal mobile phones and electronic watches are not permitted within the setting areas that children access or within its grounds. The

use of mobile phones/electronic watches is restricted to staff/student/volunteer break times only, within designated areas away from the children such as in the staff room. Personal phones and electronic watches must be locked away at all times in designated staff lockers

- Staff, student or volunteers personal mobile phones or electronic devices will never be used to contact children or their families, nor should they be used to take videos or photographs of children

Photographs and Videos

Digital photographs and videos are an important part of the learning experience in early years' settings and, as such, practitioners have a responsibility to ensure that they not only educate children about the safe and appropriate use of digital imagery, but also model good practice themselves. To this end, there are strict policies and procedures for staff and children about the use of digital imagery.

- The Pre-school Centre requires written consent from parents/guardians before photographs of children will be taken or used within our setting, including for displays, learning journeys etc. A consent form is given at enrolment and the policy is explained to parents/ guardians
- Practitioners will ensure that children are at ease and comfortable with images being taken
- Practitioners are prohibited from using personal devices, such as watches, cameras, video equipment or camera phones, to take photographs or videos of children
- In order to record the children's learning journeys the setting provides devices exclusively for this purpose. These devices such as cameras and tablets are locked away at the end of each session. The tablets use the IConnect programme for staff to use only in order to support the children's learning journeys and track their development
- In the case of an outing, all data must be transferred and deleted from our camera/device before leaving the setting

ICT Policy

Within UCLan the Network Manager/Systems Manager/ICT Technicians are responsible for ensuring that:

- The setting's ICT infrastructure/system is secure and not open to misuse or malicious attack
- Anti-virus software is installed and maintained on all setting machines and portable devices

- The setting's filtering policy is applied and updated on a regular basis and that responsibility for its implementation is shared with the E-Safety Lead and the Senior Designated Person for Safeguarding.
- Any problems or faults relating to filtering are reported to the Senior Designated Person for Safeguarding and to the IT technicians immediately and recorded on the e-Safety Incident Log
- As per UCLan's policy practitioners may only access the setting's network through a rigorously enforced password protection policy, in which passwords are regularly changed
- Practitioners will be kept up to date with e safety technical information in order to maintain the security of the network and safeguard children
- Parents Zone - Secure pin activated online journal
- The use of the setting's university network is regularly monitored in order that any deliberate or accidental misuse can be reported to the E-Safety Lead/ Senior Designated Person for Safeguarding

Email

- The university provides all staff employees with access to a professional email account to use for all work-related matters. This excludes parental contact
- Practitioners must not engage in any personal communications (i.e. via Hotmail or Yahoo accounts etc.) with children and parents/guardians and with whom they have a professional responsibility for

Social Media

This aspect of the safeguarding policy refers to all forms of social media (including Facebook, LinkedIn, Twitter, Wikipedia, blogs and webinars) and aims to provide guidance on appropriate use of social media for both work and personal purposes, during working hours and otherwise, whether using work or personal IT resources.

The University and Pre-school Centre recognises that such sites are increasingly useful communication tools. However, staff, students and volunteers must be aware of the potential implications of posting material on social media sites that could be considered in breach of University/ Pre-school Centre policy.

This guidance is designed:

- To encourage good practice
- To protect the University, its staff and students and the children using the Pre-school Centre
- To clarify where and how existing University and Pre-school Centre policies and guidelines apply to social media

Guidance

Staff /students and volunteers from the Pre-school Centre are not permitted to discuss the setting, children or staff on any social networking site and are not permitted to have parents/guardians or relatives of the children who are attending the setting as friends. In the event this should happen disciplinary procedures will be followed. The setting does not have a social network account or page. It maintains professional distance and does not allow contact with parents/guardians through their personal social networking accounts.

You should be aware that even if you consider the information you post to social media sites to be private, if you have allowed access of that profile/site to anyone other than yourself (for example, Facebook friends, or followers on Twitter), this information may end up in the public domain as you do not have control over information others may pass on to third parties or allow others to view.

If you already have a social networking site or intend to initiate one that indicates in any way that you work at UCLan/ within the Pre-school Centre you should include a simple and visible disclaimer such as "these are my personal views and not those of the University of Central Lancashire (UCLan)/Pre-school Centre". You are advised to follow the principles outlined below, as any breach of these principles may constitute misconduct or gross misconduct under the University's Disciplinary Procedure.

Key Principles

- You must avoid bringing the University/Pre-school Centre into disrepute in any way, as this may constitute gross misconduct as listed in the Disciplinary Procedure in the staff handbook. Please consult your line manager if you are in any doubt. You may be expected to remove postings that are deemed to constitute a breach of the Disciplinary Procedure
- You should not reveal confidential information on social media sites as identified in the Confidential Information policy. This might include details of any of the children who attend or who have attended the Pre-school Centre or details about their families/ carers, aspects of UCLan policy, work you are undertaking or details of internal UCLan discussions. If you think something in your posting gives rise to concerns about a child/ family/individual, or a conflict of interest and in particular concerns about impartiality or confidentiality this must be discussed with your line manager
- Always think carefully about what you post. In general, you should not engage in any activity that refers to the University, never discuss any children using the Pre-School Centre (or previously have used), their families/ carers or your colleagues online that would be unacceptable

in the workplace. You should respect the privacy and the feelings of others, and never post any sensitive information about colleagues. This might include contact details or photographs.

- You should not use your site to attack or abuse colleagues, children, and their families/ carers. Comments, videos or photos of or about colleagues, children, and their families/ carers that might be judged offensive, discriminatory, defamatory or obscene will be considered under UCLans Disciplinary Procedure and where they relate to children will be referred to the Local Authority Designated Officer (LADO)
- If someone from the media or press contacts you about posts on your site, or role which relate to UCLan or the children/ families using the Pre-school Centre you, should discuss it with your line manager before responding
- You should not update your personal site or view social media sites during working time, unless such activities form part of a work related activity. Reasonable access is acceptable before/after working hours and during lunch breaks provided this does not prevent the taking of sufficient breaks from VDU use

If your use of social media sites breaches any of the principles outlined above, this may result in disciplinary action up to and including dismissal or for students and volunteers the termination of your placement.

If you need to use social media sites in a work/placement related capacity, you are advised you contact your line manager for further guidance.

iPads and Tablets

The setting's tablets are not allowed for personal usage at any time. There usage is strictly for recording the children's learning journey and tracking their development. To this end:

- The managers maintain a log of all tablet equipment issued to staff, including serial numbers. Personal use of the tablet and device is not permitted. The settings devices should only be used by the authorised person
- Staff, students and volunteers are made aware that all work related activities that involve use of the settings devices and systems will be monitored in accordance with this policy
- The managers will ensure that the settings devices are made available as necessary for anti-virus updates, software installations, patches, upgrades or routine monitoring/servicing
- The Settings iPads, tablets and associated equipment will not leave the premises under any circumstances
- The managers are responsible for the security of any data or images held of children within the setting

ICT usage by children within the setting:

- The setting will ensure that a practitioner supervises any iPad or tablet use at all times and any games or apps used must be from a pre-approved selection checked and agreed by the managers.
- The setting will ensure online searching and installing/ downloading of any new programmes and applications are restricted to authorised staff members only. The children will not be able to search or install anything the settings devices

Appendix I Definitions of Abuse and Neglect

Child

Throughout this document references are made to 'child/children' and 'young person/people'. These terms are used interchangeably and refer to people under the age of 18 years. 'Children' are defined as any young person under the age of 18 within UK legislation¹ and are therefore recognised as having additional vulnerabilities and requiring of greater protection. The fact that a child has reached 16 years of age, is living independently or is in further education does not change his or her status or entitlement to services or protection under the Children Act 1989.

Child Abuse

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. The four types of abuse² are:

Physical Abuse

Physical abuse 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

Emotional is persistent emotional maltreatment of a child such as to cause severe and persistent 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. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or

the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation

Child sexual exploitation 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect

Neglect is 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 as a result of

maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food or clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or unresponsiveness to, a child's basic emotional needs. Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism:

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

Assessing Possible Signs & Symptoms of Abuse

Child maltreatment is determined, by a variety of factors, operating via transactional processes at various levels of analysis, in the broad ecology of parent-child relations. Causal factors are "multiple, cumulative and interactive." (MacDonald, 2001)

The family is the arena within which children are most likely to be maltreated and it is the balance of intra-familial stressors and supports that determines whether maltreatment takes place. When stressors outweigh supports, where potentiating factors are not balanced by compensatory factors, the probability of maltreatment increases. Merely dysfunctional parenting does not cause Child abuse; abusive incidents are interactional events, occurring at moments of heightened stress in the lives of adults who are caring for vulnerable children.

When making difficult judgments around possible signs and symptoms of abuse and neglect it is crucial that we consider the available information and presenting injuries or behaviors **in context**. What follows must not be considered to be a comprehensive or definitive „checklist“; children may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change.

Physical Abuse

Possible signs of physical abuse include:

- Unexplained injuries, bites, burns, bruises, particularly if recurrent;
- Parental refusal to discuss or inconsistent explanations offered;
- Untreated illnesses or lingering injuries;
- Excessive punishment
- Shrinking from physical contact;
- Fear of returning home or of parents being contacted;
- Fear of undressing;
- Fear of medical help;
- Aggression or bullying;
- Unexplained patterns of absences that may serve to hide injuries;
- Overly compliant behaviour or watchfulness;
- Significant behavioural change without any apparent explanation.

Physical Injuries are recorded on pre-printed skin maps available from the SDSO (See Appendix L)

(A) Accidental Injuries

It is useful to start by remembering that children do suffer cuts, bumps and bruises in the course of their everyday activities. Research and experience tell us that these injuries are most commonly found at places on the body where bone is fairly close to the skin, e.g. shins, points of elbows, points of knees, forehead, nose, and chin; there is such a thing as an accident prone child! (That said, where a child is consistently presenting with injuries, however minor, the question of whether supervision is adequate does need to be considered).

It should also be noted that "Mongolian blue spot" can be observed on some African or Asian children; this is harmless but can easily be mistaken for bruising.

(B) Non-Accidental Injuries (NAIs)

There are certain injuries and possible signs and symptoms of abuse which everyone needs to be aware of and which we should always act upon, **without delay.**

First, it needs to be acknowledged that diagnosing non-accidental injuries (NAIs) can be very difficult, even for well-trained medical professionals; this is not your job! Similarly, it is notoriously difficult (even for pediatricians) to date bruising and injuries:

- Less research has been devoted to soft tissue injuries than to fractures and head injuries;
- Depth, location and skin complexion affect the time of appearance and colour of a bruise;
- Gravity may result in a bruise appearing in a place remote from the

- point of injury;
- Several different colours can be present at the same time and bruises can change colour at very different rates, depending on the nature of the injury and the child's (physiological) response to it.

Sites of Non-accidental Injuries

Non-accidental injuries are frequently present on soft tissue areas of the body e.g. soft parts of the cheek, buttocks, lower back, upper arms, buttocks, upper legs and soft tissue areas surrounding elbows and knees (possible grasp or grab marks). Particularly **uncommon** sites for accidental bruising include:

- Back, back of legs, buttocks
- Mouth, cheeks, behind the ear
- Stomach, chest
- Under the arm
- Genital/rectal area
- Neck.

Types of Injury

There are four main types of physical injury to be particularly mindful of:

Injuries of Concern	Caused By
Bruises	Hand Fist Foot Implement
Burns	Accident Neglect Deliberate Action
Breaks	Direct Blow Twisting or Grabbing
Bites	Child or Adult To "teach" not to bite Sadistic

Bruises

By Grab or Slap: Most common are grab or slap marks, outlines of fingers or fingermarks may be evident.

By Fist: Bruising inflicted by a fist is not usually as defined as that inflicted by a slap or grab. Blows to the mouth or face of a small child may result in

tendons inside the lip and/or below the tongue being damaged. Force-feeding may also cause damage in/ around the mouth. Unless an accident has been observed, e.g. where a child has fallen with something in their mouth, causing injury, any such injury should be reported immediately.

By Foot: Bruising will usually be diffuse and there may be marks from/of footwear.

By Implements: Most commonly straps belts or sticks. Bruising or injuries may well be linear, found in a repeat pattern on upper thighs, buttocks or lower back. May be distinguishing features such as buckle marks.

Bruising

All non-mobile children who are observed with injuries / bruises must be considered as possible subjects of non-accidental injury and referred for immediate pediatric assessment (non-mobile children include very young children or children of any age with motor development delays or physical disabilities that restrict mobility)

In addition, when there is no explanation or there is cause for concern about the explanation that is offered for the injury the child must be referred to children's social care to consider the need for a S.47 enquiry, as per current procedures. Even if the explanation appears satisfactory children's social care (CSC) should still be informed of the referral for pediatric assessment (as per current procedures). In these circumstances CSC will review its records and any relevant information will be shared with the examining pediatrician. CSC will also assist with further information gathering at the request of the examining pediatrician should this be required.

Bruising to non-mobile children

- Decide if child requires urgent medical help and if needed phone 999
- Discuss bruising/injury with parent(s)/carer(s) and record accurately the explanation provided
- Record position, presentation and size of bruising/injury - discuss with parent(s)/carer(s)
- Explain the need for a pediatric assessment, contact with CSC and provide the parent leaflet
- Contact the on-call pediatrician for a full discussion

Bruising and injuries to pre-mobile babies must always be recorded and reported to the SDSO

Bites: Bites may leave clear impressions of individual teeth or sometimes a

more general, crescent-shaped mark. Adults usually bite children for one of two reasons:

- I. To "teach" them not to bite others;
- II. For sadistic reasons. (It is of note that bite marks have been present in several cases where children have been fatally abused; they should always be taken seriously).

Human bites are oval or crescent shaped. If the distance across the mark is in excess of 3 cm then this indicates a bite by an adult or older child with permanent teeth.

Burns

It can be extremely difficult to differentiate between accidental and non-accidental burns and between deliberate/sadistic burns and those caused by neglect. Simplistically, apart from the most superficial burns and those where an accident has been observed, burns should be recorded and reported.

Broadly speaking, there are two types of burns: contact burns and hot liquid burns. Practitioners should be particularly mindful of:

- Burns or scalds where there is a clear outline (e.g. where the burn might be said to be "glove" or "sock"-like)
- Burns which are symmetrical and/or of uniform depth over a significant area
- "Splash" marks above the main area of a scald may be indicative of hot liquid having been thrown
- Cigarette burns (which have been confused with impetigo in the past) tend to be small and circular and have a characteristically thick, dark base. (Accidental burns from a cigarette will usually be superficial and will not be found in locations that would be difficult to brush against).

Fractures

Non-accidental fractures can be caused by direct blows or following twisting or tugging. The obvious signs of a fracture are swelling or deformity although these are not always present and if a child is unwilling or unable to use a limb or digit medical attention should be sought. Skull fractures may present as soft, "boggy" areas and may also produce "black eyes" whereby blood seeps and gathers in and around the eye. In these circumstances there may be little or no swelling of the lid.

Considering Parents in Cases Where Physical Abuse is Suspected

The Consultant Paediatrician Nigel Speight, writing for a medical readership in respect of the diagnosis of non-accidental injuries, has argued, "There

are no hard and fast rules and no easy answers for diagnosis." However, Speight does provide some useful "classic pointers". The following might reasonably cause practitioners some concern:

- There is a delay in seeking medical help, or it is not sought at all
- The story of the "accident" is vague, lacking detail and may vary from person to person with each telling of it
- The account does not tally with the injury observed
- The parent's demeanor is "odd" in the sense that one would usually expect parents to be full of anxiety for the child
- Parents present as hostile, repudiate what they perceive to be "accusations" which haven't in fact been made.

In addition, always consider the child's presentation and, in particular, any interactions with and responses to parents/ carers.

Emotional Abuse

Possible signs and symptoms of emotional abuse include:

- Continual self-deprecation
- Fear of new situations/persons
- Inappropriate emotional responses to "painful" situations
- Self-harm or mutilation
- Compulsive stealing or scrounging
- Drug or solvent abuse
- "Neurotic" behaviour - obsessive rocking, thumb-sucking, etc.
- Air of detachment and "don't care" attitude
- Social isolation - few friends, does not join-in
- Desperate attention-seeking behaviour
- Eating problems (including lack of appetite)
- Depression Withdrawal.

It is however important to note that there can be many reasons for children presenting in the above ways!

Neglect

Possible signs and symptoms of neglect include:

- Constant hunger/tiredness
- Poor personal hygiene or inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem and poor social relationships/skills
- Compulsive stealing/scrounging
- Non-organic failure to thrive.

Sexual Abuse

There are three main ways within which concerns about possible sexual abuse may be brought or come to your attention:

(i) Disclosure from a child

The dynamics of and process for professionals to deal with disclosures from children is detailed in the advice contained in Talking and Listening to Children.

(ii) Physical signs and symptoms

Child sexual abuse produces physical evidence in only a relatively small proportion of cases. However, there are some possible physical signs and symptoms that practitioners should be mindful and these can be divided into two broad categories:

- (i) Those due to injury; and
- (ii) Those due to infection.

Possible physical signs of child sexual abuse include:

- Any physical injury may be indicative of physical and another form of abuse, e.g. grab marks may indicate restraint during sexual abuse
- Scratches/abrasions
- Genital/anal infection
- Pregnancy
- Bleeding from anus/vagina
- Difficulty/pain in passing urine/feaces.

(iii) Behaviour of a child

Finkelhor's model of **'traumogenic dynamics'** details the impact of child sexual abuse and provides a framework that not only identifies possible behaviours but places them in context.

Traumatic Sexualisation

Possible Behavioural Manifestations (Children)

Sexual pre-occupation and compulsive sexual behaviour not counter-balanced by interest in other aspects of environment and development;
Precocious sexual activity;
Aggressive, violent or coercive sexual behaviours;

Appendix J: Children in Specific Circumstances

Inspecting Safeguarding in Early Years, Education and Skills Settings (September 2019), lists a range of specific safeguarding issues, these are encompassed in Chapter 5 Children in Specific Circumstances of Pan-Lancashire Policy and

Procedures for Safeguarding Children at:

This chapter outlines the circumstances of children who may be particularly vulnerable, it is detailed and includes reference to the following:

- Domestic Violence and Abuse
- Children of Alcohol Misusing Parents
- Children of Drug Misusing Parents
- Mental Illness of a Parent or Carer
- Parental Learning Difficulties and Disabilities
- Working with Children who Self Harm or have the potential for Suicide
- Safeguarding Children with Disabilities
- Bullying
- Safeguarding and the use of Communication Technologies and Social Media
- Diversity
- Forced Marriages
- Honour Based Abuse
- Children and Families who go Missing
- Child Abduction
- Children Moving Across Boundaries within the UK
- Complex (Organised or Multiple) Abuse
- Fabricated or Induced Illness
- Mandatory reporting to the Police of Female Genital Mutilation
- Female Genital Mutilation
- Children from Abroad - including Unaccompanied and Separated Children
- Children and Young People who may have been Trafficked
- Child Sexual Exploitation - Pan-Lancashire Standard Operating Protocol
- Working with Sexually Active Young People under the age of 18
- Children who Abuse other Children
- Children living away from Home (including
- Children and families living in temporary accommodation
- Children living away from Home (Private Fostering)
- Children in Hospital where there are welfare concerns
- Safeguarding Children and Young People in the Youth Justice System

- Abuse linked to Spiritual and Religious Beliefs
- Historical Abuse Allegations
- Children who may be affected by Gang Activity
- Children who may be vulnerable to Terrorism or Violent Extremism
- Protection of Children from Harm on Licensed premises
- Protection of Children from Harm in Relation to Gambling
- Safeguarding in the Community, Voluntary and Faith Sector
- Children with a parent in prison
- Uncooperative Families
- International cross-border Child protection cases under the 1996 Hague Convention

Appendix K (Source: LCC Early Years Child Protection Policy and Procedures July 216)

CHILDRENS SOCIAL CARE REFERRAL FORM GUIDANCE

If we are aware the child already has a Social Worker there is no need to use this referral form; rather we go directly to the Social Worker.

The form must be typed and completed as clearly and fully as possible. However, we do not delay the referral if we do not have all the information required in a situation where a delay may place the child at further risk. The following is the advice from LCC.

Date of Referral: It is essential that the date a referral is made is clearly stated on the form.

Time of Referral It is essential that the time a referral is made is clearly stated on the form. This ensures that the referral is compliant with Laming Recommendation 12.

Child or Children's Names State clearly the correct spelling of the child/ren's full name and any other name that the child is known by.

DOB & Age and Expected Date of Delivery State the full date of birth of the child/ren and the age at the time of the referral. State if the child is unborn and the expected date of delivery.

Disability Please tick yes or no if the child is disabled - give more details of the disability including any Statement of Special Educational Needs in the assessment section (child's developmental needs)

Ethnicity State clearly, to the best of your knowledge, the ethnicity of the child. This information may assist the person/agency you are referring to, by identifying services that meet the child's ethnic background.

Language It is essential to identify the child's first language. This information will ensure that the person/agency you are referring to is aware of any language needs when engaging and communicating with the child/ren. It would be helpful to include any other communication needs in this section.

Is an Interpreter needed?

Laming Recommendation 12 states that when communication with a child is necessary for the purpose of safeguarding and promoting the child's welfare and the first language of that child is not English, an interpreter must be used. If the child's first language is not English and an interpreter is not needed, please state clearly the reason why.

Address, postcode tel. State clearly the full home address of the child including the postcode and phone number. If the child is residing at more than one address or is residing away from their home address please include all the details under the section current address (if different from above).

Name of Child's Main Carer & Relationship to the Child: State the name of the person/s who is the main carer for the child/ren and if known state whether the carer has parental responsibility. Record the nature of the relationship to the child i.e. mother, father, grandparent, aunt etc. If the parent is not the main carer and resides at a different address, please give information about the parents here but make it clear if they are not the main carer.

Nursery/ School /College Please complete if known

GP & Telephone Number If the child's General Practitioner is known please state clearly, the full name and phone number any other details about the GP, if known.

Family Composition/ significant others Please give details of all other children in the household and state if these children are also subject to referral. Please state all other adults in the household e.g. relatives, lodgers or family friends and also include details of any partners (to main carer) who may have contact with the family.

Reason for Referral: Briefly outline the reason for the referral, being specific about **what is needed** for the child/ren and family and why, and about the nature of any concern for the child's welfare, including the need for protection and why you think they are **at risk of significant harm or require a statutory assessment**.

Action Taken: Please give details of any support your service has already provided to address the concerns or needs of the child. Please indicate whether a CAF or other assessment has been completed and whether an agreed plan is in place and lead professional identified. It may also be useful to identify the outcome of the plan; specifically noting what has worked/not worked. Completed CAFs/case plans can be attached to the referral to support the information provided in this section. Include any other relevant assessments that have been undertaken by your agency such as, Asset, Statement of Special Educational Needs etc. It is expected that unless in an emergency requiring a section 47 enquiry, then the referring agency will have worked with the family developing a support plan via the CAF process.

Action Requested: The information provided here and above will help

determine the urgency and nature of any action required, particularly the need for statutory intervention. Please consider whether the child's primary need is for protection and requires urgent statutory intervention.

1. NEED for IMMEDIATE PROTECTION If you feel that there is a need for immediate and urgent protection, contact the Police. If there is a risk to the life of a child or the likelihood of immediate serious harm, please telephone the referral to the Children's Team at Care Connect and follow up with a completed referral form.

2. STATUTORY ASSESSMENT If you feel that an assessment by children's social care is required, please state this clearly in this section. An assessment will be considered for each child/ young person referred to children's social care to determine whether:

- The child is in need (S17: CA1989)
- There is reasonable cause to suspect the child is suffering, or is likely to suffer significant harm
- Any services that are required, and of what types?

The assessment period may be very brief if the criteria for initiating Section 47 enquiries are met, i.e. it is suspected that the child is suffering or likely to suffer significant harm (Working Together to Safeguard Children, 2015).

3. PRIVATE FOSTERING ASSESSMENT If the referral is a notification of a private fostering arrangement ensure this is clearly recorded on the referral and that a referral to assess a private fostering arrangement is required.

Are the Parents/Carers Aware of the Referral? Simply tick in the box 'Yes' or 'No'. You should inform the parent/s or carer that you intend to make a referral (unless to do so would place a child/ren at risk). It is critical to develop a co-operative working relationship from the outset (wherever possible), so that parents and caregivers feel respected and informed, that professionals are being open and honest with them and they in turn are confident about providing vital information about their child, themselves and their circumstances.

HOWEVER do NOT inform the parents if you have any reason to believe this would put the child at further risk of harm (i.e. the parent may be the perpetrator of abuse or harm).

Have They Given Permission for the Referral? Simply tick in the box 'Yes' or 'No'. It is good practice to seek permission from the parent/ carer to make a referral. Unless there are exceptional circumstances as outlined in Lancashire County Council's safeguarding procedures, it is expected that parent/cares will have given permission. Working in partnership with the parent/ carer by explaining the purpose and reason for the referral is likely

to encourage a better working relationship with parent/carers.
If you have ticked no, give reasons why e.g. it is an emergency and parent/carers cannot be contacted. If in doubt, please seek advice from your lead advisor.

HOWEVER do NOT seek permission from the parents if you have any reason to believe this would put the child at further risk of harm (i.e. The parent may be the perpetrator of abuse or harm).

Child/Family view of the referral Where possible, it is important that the child understands why the referral is being made and it is good practice for Professionals to seek their views regarding this. Children may have strong opinions about their needs and ways in which they can be met. Professionals should take into account the child's age, developmental level, language, disability, gender, culture and age when communicating with children and ensure they feel they have been listened to and their concerns have been heard. Unless it would place the child at risk of harm, parents should be informed about the referral and encouraged to express their views about this and the needs of their child and what support they require in order to support their child's needs.

Assessment Section The information you share in this section is essential for the recipient of the referral/request for support. It will provide a valuable picture of the child/ren's current and future development needs and will assist with identifying an appropriate response. If you have completed a common assessment (CAF), you can attach it to the referral/request for support and state, please see common assessment in the following headings. Please also include evidence of any previous case planning undertaken. Please include any other assessments where appropriate e.g. Asset, Statement of Special Educational Needs etc.

Child/ren's Development Needs Please provide a brief account of the child/ren's Health issues e.g. Immunisations where appropriate and developmental checks, dental and optical care, any illnesses, disabilities or hospitalization, Education issues e.g. cognitive development, interaction with other children/adults and attendance at school, observations about the child/ren's behavior and social presentation, and any other information relevant to the child's developmental needs. This includes factors such as, missed appointments with agencies, missing education or going missing from home. It is important that you highlight what the strengths are of the child and family and what is working well for the child and family, as well as any needs/deficits.

If you are faxing the referral form, please write in clear capital letters the name of the child/ren at the top of each page of the referral form in case the sheets become separated from each other. If possible, please type the form.

Feedback will be provided within one working day.

All referrals to Children's Services Social Care have to go through the:

Children's Team Care Connect.

Telephone number: 0300 123 6720

Email address: cypreferrals@lancashire.gov.uk

Appendix L: Links, References and Regulations

Links to internal policies

- Safeguarding Children, Young People and Vulnerable Adults at UCLan Policy and Procedures (2019)
- Health and Safety Policy and Procedures
- Key Person (SGEY (2019) 3.27)
- Children with Special Needs Policy and Procedures
- Equality and Diversity Policy and Procedures
- Working in Partnership with Parents and Carers
- Behavior Management Policy and Procedures (SGEY (2019) 3.52-53)
- Administering Medicines Policy and Procedures (SGEY (2019) 3.44-3.46)
- Uncollected Child Procedures
- Missing Child Procedures
- Procedures for checking and admitting visitors
- Data Protection policy
- Interest Disclosure Procedure
- Photography and photographic images policy
- Mobile phone, electronic watches, cameras and social media policy
- Staff Supervision policy (SGEY (2019) 3.22)
- Disciplinary policy
- Recruitment and Selection policy

External References:

- Working Together To Safeguard Children (DfE 2018)
- What To Do If You Are Worried That a Child is Being Abused (DfE 2015)
- Statutory Guidance for the Early Years (DfE 2017) - specifically **Section 3 EYFS Safeguarding and Welfare Requirements (2017)**
- Ofsted (2014) The Safeguarding and Welfare Requirements – Child Protection and Ofsted 2016 update.
- Ofsted (2015) Safeguarding Children and Young People and Young Vulnerable Adults Policy (Feb 2015),
- Keeping Children Safe in Education (DfE Sept 2019)
- Children Act 1989
- Children Act 2004
- Staffing and Employment Advice for Schools (Oct 2018)
- Blackburn with Darwen, Blackpool and Lancashire children's safeguarding assurance partnership (CSAP)
- LCC Early Years Safeguarding and Child Protection Policy and Procedures March 2015
- UN Convention on the Rights of the Child 1989
- Guidance for Safer Working Practice for Adults who Work with Children and Young People 2019

Links to electronic documents

Lancashire Early Years Child Protection Policies and Procedures July 2016

- [Lancashire Early Years Child Protection Policies and Procedures](#) (670 KB, Acrobat PDF)
- [Pan-Lancashire Child Protection Policies and Procedures](#)
The electronic Child Protection Policies and Procedures Manual has been published for the Pan-Lancashire Consortium, comprising the Safeguarding Children Boards of Lancashire, Blackpool and Blackburn with Darwen. The development of the procedures is one of the core functions of each LSCB in its role to coordinate local work to safeguard and promote the welfare of children. They encourage close working between agencies to facilitate early intervention in a supportive way to meet the needs of children and their families. The contents of this Manual are for application by those working, whether paid or unpaid, in LSCB member agencies and in private or voluntary sector organisations with responsibilities for children living or present in the LSCB areas.
- [Chapter 5 - 'Children in Specific Circumstances'](#)
Chapter 5 is 'Children in Specific Circumstances' and section 5.39 is 'Safeguarding Guidance for Early Years Settings'. The chapter includes: the role of the child protection lead practitioner, procedures, parents/carers under the influence of drugs or alcohol, injuries, Prevent Duty and confidentiality etc. The link directly to this chapter is displayed above.

Inspecting Safeguarding in Early Years Education and Skills Setting:

- [Inspecting Safeguarding in Early Years Education and Skills Setting](#) (615 KB, Acrobat PDF)
- [Inspecting Safeguarding in Early Years Education and Skills Setting - Changes Summary August 2016](#) (244 KB, Acrobat PDF)

Safeguarding Training Requirements for Early Years Practitioners

- [Safeguarding training requirements for Early Years practitioners](#) (63 KB, Acrobat PDF)

Designated Officer (LADO)

- [Local Authority Designated Officer \(LADO\)](#) (222 KB, Acrobat PDF)

Recognising and Responding to Domestic Abuse

This guidance is for early years practitioners to support them with raising awareness of domestic abuse and to encourage and facilitate further

improvement, engagement and co-ordination of support services within the early years sector and with partners across the county.

- [Recognising and Responding to Domestic Abuse](#) (1.89 MB, Acrobat PDF)

A Drugs and Alcohol Guidance Handbook for Early Years Workers

This handbook will support early years practitioners with clarification and guidance on drugs and alcohol and is designed to equip practitioners with the confidence to respond effectively to concerns that may arise.

- [Action - A drugs and alcohol guidance handbook for early years workers part 1](#) (2.03 MB, Acrobat PDF)
- [Action - A drugs and alcohol guidance handbook for early years workers part 2](#) (2.04 MB, Acrobat PDF)

Fundamental British Values and the Prevent Duty

- [Fundamental British Values and the Prevent Duty](#) (379 KB, Word Document)

Serious Case Reviews - Additional Resources

Following a high number of Serious Case Reviews involving early years children there continues to be familiar recommendations for multi-agency practitioners.

These include: The importance of accurate, timely and precise recording. Keeping the focus on the child and understanding the child's lived experience. Looking for evidence - what you see may not be accurate or the full picture. Showing professional scepticism - beware the 'rule of optimism' and accepting things at face value because we want to believe parents will change their lifestyles and care properly for their children.

The documents below are useful as an additional resource when considering possible abuse or neglect of a child and the impact this may have on their general wellbeing and development.

- [CARROTS](#) (32 KB, Word Document)
- [Abuse and Neglect Saying](#) (22 KB, Word Document)
- [Assessing Possible Signs & Symptoms of Abuse](#) (96 KB, Acrobat PDF)
- [Child Development Stages](#) (253 KB, Acrobat PDF)
- [Risk Assessment Tool](#) (93 KB, Acrobat PDF)
- [Lancashire Assessment and Planning Framework](#) (165 KB, Word Document)

- [What is Grooming?](#) (66 KB, Acrobat PDF)
- [Brook Traffic Lights Sexualised Behaviour](#) (95 KB, Acrobat PDF)
- [Checklist for Evaluating Sexual Behaviour - Nursery/Primary Schools](#) (55 KB, Acrobat PDF)
- [Child Safety Online: A Parent's and Carers Guide for Children Using Social Media](#) (105 KB, Acrobat PDF)
- [Internet Safety for Children](#) (839 KB, Word Document)
- [Bruising/Injury to Non-Mobile Children ; Lancashire & Blackburn with Darwen Procedure](#)(240 KB, Acrobat PDF)
- [Safeguarding Babies Under One](#) (12 KB, Acrobat PDF)
- [The Underwear Rule - A Guide for Parents](#) (2.88 MB, Acrobat PDF)
- [Lullaby Document](#) (2.94 MB, Acrobat PDF)
- [LSCB Supervision Standards](#) (445 KB, Acrobat PDF)
- [Social Media Guidance - UKCCIS](#) (105 KB, Acrobat PDF)
- [The Lancashire Continuum of Need and Thresholds Guidance](#) (960 KB, Acrobat PDF)
- [The Lancashire Continuum of Need and Thresholds Guidance A3 Poster](#) (139 KB, Acrobat PDF)
- [Talking to Parents about Concerns](#) (28 KB, Word Document)
- [Lurking in the Shadows](#) (974 KB, Word Document)
- [Challenging Conversations](#) (83 KB, Acrobat PDF)

Safeguarding Useful Links

- [Common Assessment Framework \(CAF\) and Continuum of Need \(CON\)](#)
The Common Assessment Framework [CAF] is a key tool in the early identification of children and young people and families who may experience problems or who are vulnerable to poor outcomes and underpins the work of Early Support.
- [Disclosure and Barring Service](#)
The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).
- [Lancashire Safeguarding Children Board](#)
The Lancashire Safeguarding Children Board has a key role to play in ensuring that children and young people in Lancashire are kept safe and that all agencies do what they can to promote their welfare.

- [Lancashire Safeguarding Children Board Updates](#)
Latest news and updates from The Lancashire Safeguarding Childrens Board
- [Protecting Children from Radicalisation - The Prevent Duty](#)
Department for Education advice for schools and childcare providers on preventing children and young people from being drawn into terrorism. It is recommended as good practice that all professionals working with children and young people complete the online general awareness-training module on Channel. The link is available within this document on page 6.
- [Information sharing - Advice for practitioners](#)
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.
- [What to do if you are worried a child is being abused](#)
This advice has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. The guidance is for anyone whose work brings them into contact with children and families, including those who work in early years.
- [Working together to safeguard children \(2015\)](#)
This guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisations should do to keep children safe. All relevant professionals should read and follow this guidance so that they can respond to individual children's needs appropriately.
- [Young Persons Guide to Working Together to Safeguard Children](#)
This document is the young people's version of Working Together to Safeguard Children. It explains to young people the responsibilities of the professionals and organisations working with them and their family, what they should be doing to improve the young person's life and to keep them safe from abuse and neglect. In the Working Together document a child means anyone who is not yet 18 years old. This document can be shared with young people; it may be useful for older children who attend an Out of School Club setting. It is recommended that an adult support them as they read through the document.
- [Pan-Lancashire Safer Sleeping Guidance](#)
This document has been produced to help support practitioners with clear and consistent evidence based information around the area of safer sleeping for babies. It is intended the guidance will support staff in having the confidence to facilitate open and honest discussion with babies' carers to make safer sleeping choices and ensure consistent advice about safer sleeping arrangements is being provided.

- [Children's Trust](#)
The Children's Trust have further Safer Sleeping information and resources available for families and childcare practitioners
- [Guidance for Safer Working Practice for Adults who work with Children and Young People](#)
This document provides practical guidance for childcare professionals on ensuring their behaviour is appropriate when caring for children and therefore reducing the likelihood of an allegation being made against them.

Appendix M: Skin Map

