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Coton-in-the-Elms C of E Primary School

Safeguarding Children

Child Protection Policy

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1. Introduction

1.1 Our school/setting, its community, and our vision & ethos.

Coton-in-the-Elms Primary is a small village school situated in the Derbyshire countryside. The village itself is small and the local community very close knit. The village is positioned some distance from the busy centres of Burton upon Trent and Swadlincote. The vast majority of our pupils attend the school from outside of the village community.

As a school we strive to provide a safe environment for all, where children and adults can learn safely. We work to support children and their families and provide best possible support available. Our school vision is as follows:

At Coton-in-the-Elms Primary School we put children and their families at the very heart of everything we do. All that we strive to achieve is communicated through all aspects of school life with our P.E.A.C.E agenda. We **Persevere** to offer our very best and to work closely with every family. We foster a sense of **Enjoyment** for all involved with our school. We provide plenty of **Awe and Wonder** moments to make school days memorable and learning exciting. We encourage and promote acts of kindness and **Compassion**. We strive to deliver **Excellence** in all that we do by making continual improvements and “never standing still” for the good of all children.

The school has a number of policies and procedures which interface with safeguarding e.g., Anti-Bullying Policy, Peer on Peer Abuse Policy, Positive Behaviour policy, Safer Recruitment.

Throughout the curriculum we aim to ensure safeguarding is a thread in all of our lessons. We have developed a training matrix to ensure all staff including governors and volunteers are informed and up to date with all aspects of safeguarding in line with their role at the school. We listen to what children are telling us in lessons, in the playground and by involving them in safeguarding audits.

1.2 Our Policy

Coton in the Elms Primary school fully recognises its Safeguarding and Child Protection responsibilities. The policy sets out how the school will deliver these responsibilities.

This is an overarching policy.

Child as written in this policy is a child until 18.

Child as written in this policy is of statutory school age.

Child as written in this policy is a pupil or student in this school/setting.

Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, governors and volunteers, and extends to all supply/agencies/visitors being used by the school for duties within the school.



The school is a provider for EYFS – early years foundation stage. Further information regarding this is contained in the **Annex** at the end of the document.

This policy should be read in conjunction with:

['Working Together to Safeguard Children' \(updated 2020\)](#) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

["Keeping Children Safe in Education" 1 Sept 2021](#) which is the statutory guidance for Schools and Colleges.

["What to do if worried a child is being abused" \(March 2015\)](#)

["Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)

["The Prevent Duty for schools and childcare providers" \(June 2015\).](#)

[Sexual Violence and Harassment between children in schools and colleges, Sept 2021](#)

[The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018](#)

Furthermore, we will follow the [Procedures set out by the local Safeguarding Partnership](#)

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Derby and Derbyshire Safeguarding Children Partnership.

Through implementation of this policy we will ensure that our school provides a safe environment for children to learn and develop.

We will refer to other policies relevant to our safeguarding in the school and their location in the school.

1.3 Our Principles

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children safe.
- We will aim to protect children using national, local, and school child protection procedures.



- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by latest Working Together guidance.
- That all staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the school where the information will be dealt with swiftly and securely, by following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

Working Together defines safeguarding children and promoting their welfare is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's' health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

This school will work in partnership with the Derby and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements. It is expected that the Derby and Derbyshire Safeguarding Partnership will name local schools and colleges as relevant agencies and as such we will be under a statutory duty to co-operate with the published arrangements.

We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding. That we aim as a school to work with our parents/carers and the local community to help keep children safe.

2. Safeguarding Roles and Responsibilities

All Staff who have contact with a child, including Governors and volunteers *have* responsibility in this school for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School .
- Appendix 1 shows a flowchart of what to do if you have a concern.



- Knowing who the school Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti-Bullying including who is the School link Governor for Child Protection and Safeguarding.
- Feeling able in this school to obtain feedback on all concerns reported to a Designed Safeguarding Lead.
- Feeling able to use the schools and local safeguarding partnerships Escalation Policy and Dissent policies.
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in been to report concerns about other staff and the setting.
- Being aware of safer working practices, Anti-Bullying and Peer on Peer Abuse policies which can be found on the school website and in the Safeguarding Portfolio.
- Sharing any concerns about a Head Teacher, with the Chair of Governors.
- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support. This policy is also known as the Confidential Reporting Policy.
- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.
- Children who go missing from school and or the classroom and particularly those where it is believed a child is leaving the country.
- Identifying children in their school who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.
- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.
- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social Worker on the Pathway Plan and transitions into Post 16 where applicable.
- Children identified as SEND in the schools can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- When using reasonable force this is in line with national guidelines and considers an individual child's needs and risk management /care plans and about SEND.



- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are ben privately fostered or their living arrangements appear ambiguous.
- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the school.
- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.
- The Senior Leadership Team/DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this school. **(A summary of learning for schools is available in this policy Appendix F).**

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.

These are listed in Appendix A.

3. Types of Abuse/signs of abuse/specific safeguarding issues (Child Protection)

Child Abuse

We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance, 2021'.

Details of this can be found in the Appendix B at the rear of this document.



The school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendix C.

This school understands that there are specific safeguarding issues, which we will ensure all staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse and teenage relationship abuse
- Fabricated or induced illness
- Faith abuse
- Forced marriage, Female Genital Mutilation (FGM) and breast ironing
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment
- Private Fostering
- Preventing Radicalisation
- Substance and alcohol abuse

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.



We acknowledge the [Domestic Abuse Act, 2021](#) and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

The school receives a notification from Derbyshire Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any Safeguarding concerns into Children's Services.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This school recognises this process and that as a partner they can make a referral into [MARAC](#), based on information provided to them by a child, parent/carer.

[The necessary form to make a referral is available here: DA risk assessment and referral](#)

Emotional/Mental Health and Wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We have appointed a Mental Health and Wellbeing lead from within the current teaching staff to develop the knowledge and skills to implement an effective whole school approach to mental health and wellbeing in our school. In addition, the school has appointed a pastoral officer.

We will provide information and signposting services to children and parents. If staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school.



Our school will contact the local School Community Advisor for advice:

CAMHS South Telephone: 01283 227077

We will use this website to help us signpost Staff and families:
Derby & Derbyshire Emotional Health & Wellbeing

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

CAMHS Rise
CAMHS North Urgent Care

Online Safety, Cyber Security (including remote/blended learning)

The school will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

The Governing Board has agreed to implement a forum whereby online issues can be raised and addressed with parents/carers. In addition, all teaching staff are aware of the need to be alert to online issues that children may raise and to incorporate online issues into the curriculum.

This will cover a range of online safety issues including:

- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

Cyber Security is a growing Safeguarding concern and, we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

The school has an online Safety policy which can be found on the school website and in the Safeguarding Portfolio.



The Sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

This school will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance to help us:

[Derby City & Derbyshire Thresholds Document](#)

["Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety,](#)

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools](#)

[The DfE Guidance, June 2019 on Teaching Online Safety in Schools](#)

[Gov Guidance Sharing nudes and semi nudes, Dec 2020](#)

The Criminal Exploitation of Children:

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the school/setting who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines".

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

Using the property to deal, store or take drugs

Using the property to sex work



Taking over the property as a place for them to live

Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

The Sexual Exploitation of Children:

We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the school/setting who may be at risk and to report this.

Child Sexual Exploitation (CSE) is a type 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.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

We will treat these children as exploited and they will be treated as victims. This school will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

The school receives information regarding exploitation from Catch 22 /the Safeguarding Governor/DCC Education Department

Forced Marriage/ Honour based Violence and Female Genital Mutilation (Child Protection)

This school knows about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed. This will include a referral to the police made by the school. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School. The Designated Safeguarding Lead will refer into Children's Services.



This will also apply to suspicions of a child who has been subject to treats of or honour-based violence.

If any staff have concerns that a child may be or is subject to breast ironing, this is Child Abuse and Safeguarding procedures will be followed and in all cases.

Prevent and Counter Terrorism

The school will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head Teacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure all Staff (governors and volunteers) implement the duty.

The school will ensure all staff, will adhere to their duties under Prevent, as detailed in the [Prevent Duty Guidance 2015](#), (also [Prevent Duty Guidance for schools](#)) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevent.
- This School/setting will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: [Extremism and Prevent \(derbyshire.gov.uk\)](#)

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school and actions taken relevant to the activity. Details are included in the school's Online Safety Policy which is included on the school website and in the Safeguarding Portfolio.

The school will record any concerns, and these records will be treated as a child Protection Record, storing them on a Child Protection /Safeguarding file.

Peer on Peer abuse, Sexual Violence and Harassment

Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this school and we will aim to eradicate any behaviours seen as this.



Peer on peer abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child or adult, including:

- Within their household (for example sibling abuse or violence towards parents/carers); and
- Outside of the child's immediate household.
- Education or community settings
- On-line/off-line or both

Peer on peer abuse can take various forms and includes: serious bullying / cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting' / youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and / or sexual violence / harassment.

We recognise that peer on peer abuse is often gender based. it is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

This school understands we need to equip all staff about identifying and handing disclosures, including third party disclosures from other peers.

All suspicions or incidents of will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

This school/setting may also apply sanctions and consider all features in every case to assist in decision making.

We understand that we need as a school/setting to have clear mechanisms and procedures in place to identify and report incidents or concerns.

We also understand that peer on peer incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

We will use the following national and local guidance's to assist us:

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(DfE\)](#)
- [Keeping Children Safe in Education \(DfE\), part five.](#)
- [Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People \(GOV.UK\)](#)
- [The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1](#)

This school has a peer on peer abuse policy which can be found on the school website and in the Safeguarding Portfolio.

We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:



- Derbyshire's Harmful sexual behaviour guidance
- Lucy Faithful Traffic Light Tool
- Local intel and mapping tools and meetings e.g., LCP's – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the school and the classroom.

All staff will receive an awareness and understanding of peer on peer abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

We aim to use approaches in the curriculum to address and tackle peer on peer abuse and eradicate any cultures pertaining to an unsafe and unhealthy school where children do not feel safe.

Further information can be found in the school's Per on Peer Abuse Policy which is available on the school website and within the Safeguarding Portfolio.

Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

Bringing and carrying a knife/offensive weapon onto school/setting premises is a criminal offence and immediate action will be taken by calling the Police. In some circumstances we may have to use our lockdown procedures.

The guidance on [Searching, Screening and Confiscation for Head Teachers, Schools and Governors, January 2018](#) will be our guide and the school/setting will consider sanctions.

If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure any suspicions of a child linked to a gang is reported by staff to the Designated Safeguarding Lead. The DSL will consider if a referral to the police and children's services are needed.



4. Safeguarding and the Curriculum

Relationship, Sex, Health Education (RSHE)

Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements and teaching. This will include equality, diversity, and difference.

The school has consulted with parents regarding the new requirements and teaching staff have incorporated the requirements (age appropriate where necessary) into teaching plans.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. We will aim to provide that opportunity along with the availability for children to access national organisations and resources that may help with teaching RSHE in our school/setting

5. Safeguarding Processes and Procedures

The school will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection, and in line with national and local policies and procedures. This school will refer to and use the Safeguarding Policies and Procedures as set out by the Derby and Derbyshire Safeguarding Children Partnership.

The Derby and Derbyshire Safeguarding Children Partnership Threshold Document is available to this school and all partners. This assists this school with identifying a level of need for a child and their family with meeting a child's needs in Derby and Derbyshire, border local authorities also have their own, details of which can be found in the local Children's Safeguarding Procedures. This document will be used to help identify the level of concern and any next course of action.

Children with Emerging Needs and those children who may require Early Help

All Staff working within the school should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or



- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training, or employment after the age of 16 (NEET).

We acknowledge that these children are more vulnerable. This school will identify who these children are in the school. We will monitor their health, safety and wellbeing and ensure all staff know how to identify these children and to seek advice, help and support where needed.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

When providing early help provision in the school, this school can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into children's service, robust recording and support to staff in early help activity.

The school uses a third party for assessment and provision of Early Help services. The provider is based at the William Allitt school in Newhall.

Needs of Children with a Social Worker

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

Making a referral into children's services

Where welfare and safeguarding concerns are identified e.g., as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern and, we will follow locally agreed Safeguarding procedures.



If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

A **telephone referral** must be made as soon as possible to [Starting Point](#) Derbyshire's first point of contact for a referral into children's services:

Some children attend our school from outside Derbyshire e.g., Leicestershire and Staffordshire.

For Staffordshire children the 1st Response services can be contacted on : 0800 1313126

For Leicestershire children the 1st Response services can be contacted on: 0116 3050005

Where the DSL/Pastoral Team identifies a child in the school who requires child in need services under Section 17 of the children Act, an online form is completed.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of any multi-agency plans, is submitted along with the referral.

When a member of staff has concerns for a child, and if the school are aware that the case is open to an Allocated Worker in locality, they will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

This school will ensure the referrer has spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made).

Appendix D provides more information on making a referral.

5. Creating a Safe Environment

The school will ensure:

- That the building; including its surroundings, access and exits are safe and is one where children can feel safe.
- That the building is always secure, and in any significant event we will use lockdown procedures.
- We will check and ask questions to obtain reassurances around DBS checks and safeguarding policies in place, when hiring out/using the school/setting for sports, clubs, and activities. We will keep a record of this.
- Where 'Extended School' activities are provided by and managed by the school/setting, our own Safeguarding policy and procedures will apply.



- If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability.
- We have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.
- When our children attend offsite activities, we will check that effective Child Protection arrangements are in place. We will use Risk Assessment and Risk Management models to assist us to do this.
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges. As the school is a primary no such provision is available for exchanges/host families.
- We recognise that where our school places a child in an activity or in another provision, we will remain responsible for the Safeguarding and wellbeing of that child.
- We will carry out checks or use an agency for this purpose and review those arrangements to reassure ourselves of those Safeguarding arrangements.
- We will obtain written confirmation from all alternative providers that checks have been carried out on individuals working in that provision.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g.- banned political groups

This school will follow the requirements as described in the Statutory Guidance [Keeping Children safe in Education, Sept, 2021](#), Part three and Part four.

We must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities in:

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school/setting.
- Having a staff code of conduct, for when working in school and when out in the community and including when online. This is provided to all members of staff and a copy kept in the Safeguarding Portfolio
- Managing allegations against staff, and volunteers.



- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO- The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a schools/setting's human resources department or service.
- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record which will cover all staff, including governors, volunteers, frequent visitors, Students, Agency, and Supply, and in some cases, Contractors providing a service to the school..

We will ensure that the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

All staff will be made aware of current government guidance on safer recruitment and receive training and support around conduct and practice when in environments with children.

6. Recruitment and Staffing.

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.
- We will investigate any gaps provided in references and will require an explanation for the gaps.
- We will raise an alert with a senior member of the Leadership Team if there are gaps in references and / or any missing references.
- Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

In the pre recruitment process. We will in all cases check and verify:

- the identity of candidates.
- professional qualifications.
- the right to stay and work in the UK.
- is not subject to a prohibition order issued by the Secretary of State
- References and ask for and follow up at least two references.
- applications for gaps in employment.
- If disqualification by association applies

The Disclosure and Barring Service (DBS) is available to this school to help employers make Safer Recruitment decisions



The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales, and Northern Ireland
- Providing an online DBS service

A DBS check will be requested as part of all pre-recruitment checks.

We will also ensure that we have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

Overseas checks

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges This includes obtaining:

- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.
- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, this school/setting schools will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Supply/Agency Staff

We will induct all work experience and student teachers and supply them with the Schools Safeguarding and Child Protection Policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

The Allegations against Professionals, volunteers and carers also applies to supply/agency teachers. Whilst this school/setting is not the employer of supply/agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.

Where a concern is raised a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.



Students/Work Placements

We will induct all work experience and student teachers and supply them with a copy of Safeguarding and Child Protection policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

If the student on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this student, we will follow Local Children's Safeguarding Procedures.

Contractors

This school will ensure that any contractor requesting access has company ID which is checked and visible.

Contractors will not be left unsupervised unless verified to engage in related activity.

Any contractor, or any employee of the contractor, on site, will be subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

Where the contractor does not have opportunity for regular contact with children, this school/setting will decide on whether a basic DBS disclosure would be appropriate.

Records will be kept of checks carried out and any additional reassurances the schools/setting has sought.

Regulated Activity

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this school. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

What constitutes regulated activity is explained in appendix 2.

7. Dealing with allegations against staff, volunteers and carers

This school will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Derby and Derbyshire Safeguarding Children Partnership website. In addition the school procedure can be found in the Safeguarding Portfolio.



If a member of staff has concerns about another member of staff, volunteer, carer, student, supply and agency staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the school/setting is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical allegations of abuse taking place in the school/setting.

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the [Derby and Derbyshire LADO Referral Form](#) and that this is done by an appropriate member of the Senior Management Team.

A flowchart re LADO can be found in the Head Teachers office and in the Safeguarding Portfolio

This school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children's Social Care Services may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider sanctions.

Where the allegations are substantiated, the school will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four.

[Keeping Children Safe in Education statutory Guidance for schools/colleges](#)



A low-level concern:

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'.

This school will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.

The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to All Staff and in line with our Staff Code of Conduct and Guidance's around Safer Working practices and promoting safe cultures in schools.

8. Governors and School Governance.

The Governing Board and Senior Leadership Team will:

- Take leadership responsibility for the school's Safeguarding and Child Protection arrangements.
- Ensure we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.
- Ensure that we have enhanced DBS and other checks that may be required (Section 128)
- Have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies.
- Ensure we undertake annual Safeguarding Training as part of whole school training.
- That we and including all DSL's undertakes WRAP/Prevent training and keeps up to date thereafter.
- Ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Management Team. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school.



- That the DSL's are fully equipped to undertake the Safeguarding role, including the Deputy in absence of the senior DSL and all DSL's have access to the appropriate training and with certified training every two years.
- Ensure there is Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for any school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits.
- Work towards having a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the school on these issues.
- Have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.
- Work towards having an appointed lead in Mental Health and Wellbeing in the school/setting
- Have procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.
- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)
- Ensure all staff and anyone who has contact with a child including Governors, volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a child's safety or welfare, and knowledge about the school's policies and procedures.
- That all staff / anyone who has contact with a child including governors and volunteers receive the appropriate training, which is regularly updated, and includes an annual whole school training event in Safeguarding.
- Ensure all staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information.
- That in the curriculum children are taught about Safeguarding, including Online Safety, through a blend of teaching and learning opportunities.
- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the curriculum and staff are trained and equipped to deliver.



- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That an overview of records and data used in the school are discussed with the governing board to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

Notifications

The Governing Board/Senior Leadership Team will also ensure that:

- We notify the Local Authority of a Child Missing from Education and within the timescales set out by the Local Authority
- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.
- We notify the Local Authority and Children's Services if we have welfare concerns of a child is likely to be or is EHE.
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:
 - The DBS service,
 - National Barring and Disclosure Service
 - The Teacher Regulation Agency.

9. Record Keeping

All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child. We will keep separate logs for each child if there is a bullying incident.

All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to Safeguard children at the school/setting.

We will follow the recommended GDPR guidelines and the Data Protection Act.

We will follow the Local Authorities' current guidance on the [Child Protection Record Keeping Guidance for Schools](#) and await any instruction with regard to the National Inquiry



into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations).

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to this school.

10. Important Contacts

A list of important contacts is explained in Appendix E.

11. Management of the Policy

The Governing Board will:

- Ensure all governors are aware of the Safeguarding arrangements in the school.
- Ensure all governors are effective in the management of Safeguarding.
- Ensure all staff including all other governors and volunteers read and have access to this and all safeguarding policies.
- Display this policy on the school's/college's website
- That is overseen to ensure its implementation
- Review its content on an annual basis and in line with any updates to the Keeping Children Safe in Education statutory guidance.

The Head Teacher/Senior DSL will report annually on Safeguarding activity and progress within the School/Educational setting to the Governing Body.

An appointed Designated Safeguarding Lead or the Governor with safeguarding responsibility will assist to complete the S175 Safeguarding Audit and with development of an Action Plan which can be used to report on Safeguarding activity and progress.

The Head Teacher/Senior DSL will report any significant safeguarding issues to the Chair of the Governing Body.



Appendix A Safeguarding roles and responsibilities

The Senior Designated Safeguarding Lead is:	Lee Smith – Head Teacher
The Deputy Designated Safeguarding Lead is:	Emma Weston – Deputy Head Teacher
The Designated safeguarding leads(s) are:	Lee. Smith, Emma. Watson and Mrs Laura. Kiteley
The Appointed Teacher for Looked after children/virtual School:	Mr L. Smith
The Appointed Teacher for SEND:	Mrs Joanna Smith
The Designated Lead(s) is/are for Anti- Bullying:	Stephanie Marbrow
The Designated Link Governor for Safeguarding is:	Stephanie Marbrow
The Designated link Governor for Looked after Children is:	Stephanie Marbrow
Other Pastoral Members who take responsibility for safeguarding are:	Mrs Laura Kiteley Pastoral Care and Inclusion Manager



Appendix B. Types of Abuse

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/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** - is the 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 children 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 the 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** and child sexual abuse within the family (CSIF) 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 or 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **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. It may include a failure to:
 - Provide adequate food, clothing, and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate caregivers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs
- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse Further detail is included in the school's Anti-Bullying Policy which is available on the school website and in the Safeguarding Portfolio.



Appendix C. Indicators of Child Abuse

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks, or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes



- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All school staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women, or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)



- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise Neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.



Appendix D Making a referral

Essential information to include when making a referral:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information.
- The details of the person making the referral.

Other information that may be essential.

- Addresses of wider family members.
- Previous addresses of the family.
- Schools and nurseries attended by the child and others in the household.
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse.
- Hospital ward/consultant/Named nurse and dates of admission/discharge.
- Details of other children who may be in contact with the alleged abuser.
- Details of other practitioners involved with the family.
- Child's legal status and anyone not already mentioned who has parental responsibility.
- History of previous concerns and any previous or current early help assessments completed.
- Any other information that is likely to impact on the undertaking of an assessment or [Section 47 Enquiry](#).
- Any other information that may put a worker at risk e.g.- dogs, weapons.

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

Making a Referral

Before a referral is made into front door services e.g.- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an early help assessment
- Using and evidencing the current threshold document* available to all practitioners and which is found on the partnership website : https://derbyshirescbs.proceduresonline.com/docs_library.html



***Practice Examples**

Level 1 - Universal Open Access to Provision

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing, or voluntary services.

Level 2 - Emerging Needs

Unborn babies, children, and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

Level 3 - Intensive

Vulnerable unborn babies, children, and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth, or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

Level 4 - Specialist

Unborn babies, babies, children, young people, and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually Local Authority Children's Social Care who act as the lead agency.

Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality.
- The gathering of evidence.
- Commitment or loyalty to relatives, friends, or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.



Listening to the Child

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says to:

- Clarify the concerns.
- Offer reassurance about how s/he will be kept safe.
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led, or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioral response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm.
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse



- Complex (multiple or organized) abuse is suspected.
- Fabricated or induced illness is suspected.
- To contact parents / caregivers would place you or others at risk.
- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse.
- It is not possible to contact parents / caregivers without causing undue delay in making the referral.
- Where there are concerns about a possible forced marriage or honor-based violence.
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.



Appendix E Important Contact Details

Derbyshire Call Derbyshire (Starting Point): Tel: **01629 533190**
24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an on-line referral form

www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice line Children

Tel: **01629 535353**

Derby City First Contact Team

Tel: **01332 641172**

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)

Professional.Allegations@derbyshire.gov.uk

When to contact the Police:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>

Police Non-Emergencies:

101

DfE- one single access web link to access all Local Authority's reporting webpage or phone numbers of national helplines for any concerns/worries about a child, young person, and vulnerable adults

Report Child Abuse

Cyber Crime

www.saferderbyshire.gov.uk/cyberchoices

Prevent:

Making a Prevent referral Derby & Derbyshire

www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council

DCC Prevent Lead 01629 538473



Appendix F. Learning from Serious Case Reviews (SCR) and Serious Incident Learning Reviews(SILR)

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools/settings for 2019/20 can be found here:

[Serious Case Reviews \(ddscp.org.uk\)](https://ddscp.org.uk)

Themes:

- Baby Deaths and injuries in pre- mobile infants
- Teenage Suicides
- Neglect



ANNEX A



Department
for Education

Statutory framework for the early years foundation stage

**Setting the standards for learning,
development and care for children
from birth to five**

Published: 31 March 2021

Effective: 1 September 2021



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Summary

About this statutory framework

This framework is mandatory for all early years providers in England from 1 September 2021¹.

Ofsted and inspectorates of independent schools have regard to the Early Years Foundation Stage (EYFS) in carrying out inspections and report on the quality and standards of provision. Ofsted publishes inspection reports at www.gov.uk/ofsted. Ofsted may issue actions (in respect of any failure to meet a requirement in the document) and/or may issue a welfare requirements notice (in respect of Section 3). It is an offence for a provider to fail to comply with a welfare requirements notice. Early years childminder agencies are also under a duty to have regard to the EYFS in the exercise of their functions.

The learning and development requirements in sections 1 and 2 of this framework, and the safeguarding and welfare requirements in section 3 of this framework, are indicated by the use of the word “must”. Additionally, early years providers must “have regard” to other provisions in these sections. These provisions are indicated by the use of the word “should”. “Having regard” to these provisions means that early years providers must take them into account when providing early years provision and should not depart from them unless there is good reason for doing so.

Expiry or review date

This framework remains in force until further notice.

¹ Section 46 of the Childcare Act 2006 enables the Secretary of State to confer exemptions from the learning and development requirements in certain prescribed circumstances.



What legislation does this framework refer to?

- The learning and development requirements are given legal force by an Order² made under section 39(1)(a) of the Childcare Act 2006
- The safeguarding and welfare requirements are given legal force by Regulations³ made under section 39(1)(b) of the Childcare Act 2006

Who is this framework for?

This framework is for all early years providers in England (from 1 September 2021): maintained schools; non-maintained schools; independent schools (including free schools and academies); all providers on the Early Years Register; and all providers registered with an early years childminder agency (CMA).⁴

Introduction

1. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
2. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
3. The EYFS seeks to provide:
 - **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind

² The Early Years Foundation Stage (Learning and Development Requirements) Order 2007 (S.I. 2007/1772), as amended.

³ The Early Years Foundation Stage (Welfare Requirements) Regulations 2012 (S.I. 2012/938), as amended.

⁴ The Childcare (Exemptions from Registration) Order 2008 (S.I.2008/979) specifies the circumstances in which providers are not required to register.



- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

4. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

5. The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

6. Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all



- children in early years provision, including children with special educational needs and disabilities (SEND).

Section 1 – The learning and development requirements

1.1. This section defines what providers⁵ must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for year 1. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

1.2. The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Development Matters⁶, non-statutory curriculum guidance for the EYFS, is available to support providers in their delivery of the EYFS learning and development requirements. As this document is non-statutory, Ofsted and inspectorates of independent schools will not have regard to it in carrying out inspections and it is up to providers to decide how they approach the curriculum.

⁵ Providers offering care exclusively before and after school or during the school holidays for children who normally attend reception (or older) class during the school day (see paragraph 3.41) do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/ providers as appropriate, including school staff/teachers) the support they intend to offer. ⁶ <https://www.gov.uk/government/publications/development-matters--2>



The areas of learning and development

1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

1.4. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

1.5. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes

1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling



and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

⁶ The Chief Medical Officer has published guidance on physical activity, which is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.



As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals

- 1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- 1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.
- 1.9 Instead, the ELGs should support teachers⁷ to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.
- 1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

⁷ Teacher should be understood to refer to any practitioner working with the child.



- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:



- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:



- Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.



ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Learning and Development Considerations

- 1.11 Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.
- 1.12 Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support.

They should link with, and help families to access, relevant services from other agencies as appropriate.
- 1.13 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore



the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

- 1.14 This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.
- 1.15 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:
- **playing and exploring** - children investigate and experience things, and 'have a go'
 - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- 1.16 Each child must be assigned a key person⁸ (also a safeguarding and welfare requirement - see paragraph 3.27). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.
- 1.17 A quality learning experience for children requires a quality workforce. A well qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children. Requirements in relation to staff qualifications are outlined in Section 3.

⁸ In childminding settings, the key person is the childminder.



Section 2 – Assessment

- 2.1. Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.
- 2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.
- 2.3. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Progress check at age two

- 2.4. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.



- 2.5. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.
- 2.6. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

- 2.7. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.
- 2.8. The statutory guidance for the administration of the RBA is set out in Annex B. The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

- 2.9. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. This includes those children who, by exception, complete the EYFS in an



Ofsted or childminder agency registered setting and who are due to start school in year 1 in the following academic year.

- 2.10. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 2.11. Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- 2.12. Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in Ofsted registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.15). These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.
- 2.13. Schools⁹ must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher¹⁰ who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.
- 2.14. The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

⁹ Or the relevant provider.

¹⁰ Or other practitioner.



Information to be provided to the local authority

- 2.15. Early years providers must report EYFS Profile results to local authorities, upon request.¹¹ Local authorities are under a duty to return this data to the relevant Government department.

Section 3 – The safeguarding and welfare requirements

Introduction

- 3.1. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.
- 3.2. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.
- 3.3. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the childminder agency with which they are registered) and ensure any assistants follow them.

Child protection

- 3.4. Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to

¹¹ Childcare (Provision of Information about Young Children (England) Regulations 2009.



safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations'¹².

- 3.5. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course¹³ that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).
- 3.6. Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include: •
- significant changes in children's behaviour
 - deterioration in children's general well-being
 - unexplained bruising, marks or signs of possible abuse or neglect
 - children's comments which give cause for concern
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation¹⁴ and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

Providers may also find 'What to do if you're worried a child is being abused:

¹² <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>.

¹³ Taking account of any advice from the LSP or local authority on appropriate training courses.

¹⁴ <https://www.gov.uk/government/collections/female-genital-mutilation>



Advice for practitioners¹⁵ helpful.

- 3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children'¹⁶ and to the 'Prevent duty guidance for England and Wales'¹⁷. All schools are required to have regard¹⁸ to the government's 'Keeping Children Safe in Education'¹⁹ statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.
- 3.8. Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted or their childminder agency of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably
- 3.9. practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Suitable people

- 3.10. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable²⁰.

¹⁵ <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

¹⁶ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

¹⁷ The 2015 Counter Terrorism and Security Act places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty): www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

¹⁸ Under section 175(4) of the Education Act 2002

¹⁹ www.gov.uk/government/publications/keeping-children-safe-in-education--2

²⁰ To allow Ofsted or the relevant childminder agency to make these checks, childminders are required to supply information to Ofsted or the relevant childminder agency, as set out in Schedule 1, Part 2 of the Childcare (Early Years Register) Regulations 2008, amended by the Childcare (Early Years Register) (Amendment) Regulations 2012. The requirements relating to people who live and work on childminder premises are in Schedule 1, Part 1.



3.11. Ofsted or the agency with which the childminder is registered is responsible for checking the suitability of childminders, of every other person looking after children for whom the childminding is being provided, and of every other person living or working on any domestic premises from which the childminding is being provided, including requiring enhanced criminal records checks and barred list checks. Registered providers other than childminders and childcare on domestic premises must obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care²¹) who²²:

- works directly with children
- lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or

works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present)

An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad²³.

3.12. Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings²⁵ that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check²⁴, to have unsupervised contact with children being cared for.

²¹ Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing.

²² The requirement for a criminal records check will be deemed to have been met in respect of all people living or working in childcare settings, whose suitability was checked by Ofsted or their local authority before October 2005.

²³ See: www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants ²⁵ Except convictions or cautions that are protected for the purposes of the Rehabilitation of Offenders Act 1974.

²⁴ DBS disclosures and barred list information are only issued to the potential employee; providers must check the disclosure and consider whether it contains any information that would suggest the person was unsuitable for the position, before an individual has unsupervised contact with children. Where a potential or existing employee has subscribed to the online DBS Update service, providers should check the status of the disclosure. Where the check identifies there has been a change to the disclosure details, a new enhanced DBS disclosure must be applied for. Before accessing the DBS update service consent to do so must be obtained from the member of staff.



- 3.13. Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it). For childminders, the relevant information will be kept by Ofsted or the agency with which the childminder is registered.
- 3.14 Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm²⁵.

Disqualification

- 3.15. A provider or a childcare worker may be disqualified from registration²⁶. In the event of the disqualification of a provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision.
- 3.16. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.
- 3.17. A childminder, childminder assistant or a childcare practitioner working on domestic premises may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed. If a childminder, childminder assistant or childcare practitioner is disqualified they may, in some circumstances, be able to obtain a 'waiver' from Ofsted.
- 3.18. A registered provider must notify Ofsted or the agency with which the childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event.

²⁵ Section 35 of the Safeguarding Vulnerable Groups Act 2006.

²⁶ In accordance with regulations made under Section 75 of the Childcare Act 2006. Schools are required to have regard to the disqualification guidance published by the Department for Education, which is available at: www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 . Other providers may also find it helpful to refer to this guidance.



3.19. The registered provider must give Ofsted or the childminder agency with which they are registered, the following information about themselves or about any person who lives in the same household as the registered provider or who is employed in the household:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed
- a certified copy of the relevant order (in relation to an order or conviction)

3.20. The information must be provided to Ofsted or the childminder agency with which they are registered as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries²⁷.

Staff taking medication/other substances

3.21. Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. Providers must ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises must be securely stored, and out of reach of children, at all times.

Staff qualifications, training, support and skills

3.22. Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age,

²⁷ This requirement is set out in Regulation 12 of The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. (S.I. 2018/794)



disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

3.23. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

3.24. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.25. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

3.26 Childminders must have completed training which helps them to understand and implement the EYFS before they can register with Ofsted or a childminder agency. Childminders are accountable for the quality of the work of any assistants, and must be satisfied that assistants are competent in the areas of work they undertake.

3.27 At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training²⁸ must be renewed every

²⁸ Providers are responsible for identifying and selecting a competent training provider to deliver their PFA training. Training is available from a wide range of providers including: those who offer ²⁸



- 3.28 three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified³¹ entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting³². Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.
- 3.29 Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, settings must be in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.

Key person

- 3.29. Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Staff: child ratios – all providers (including childminders)

- 3.30. In settings on the early years register, the manager must hold an approved²⁹ level 3³⁰ qualification or above and at least half of all other staff must hold at

²⁸continued regulated qualifications; or the Voluntary Aid Societies (St John Ambulance, the British Red Cross and St Andrew's First Aid who together are acknowledged by the Health and Safety Executive (HSE) as one of the standard-setters for currently accepted first aid practice for first aid at work training courses); or those who operate under voluntary accreditation schemes; or one that is a member of a trade body with an approval and monitoring scheme; or those who operate independently of any such accreditation scheme. The Register of Regulated Qualifications may help providers identify PFA providers, which can be found at: <http://register.ofqual.gov.uk/qualification> . It may also be helpful to refer to HSE's guidance about choosing a first aid training provider, which can be found at: www.hse.gov.uk/pubns/geis3.htm ³¹ In this context, "newly qualified entrants" includes staff who have been apprentices or long term students who have gained a level 2 or level 3 early years qualification.

²⁹ As defined by the Department for Education on the Early Years Qualifications List published on GOV.UK: <https://www.gov.uk/guidance/early-years-qualifications-finder> which also includes information on overseas qualifications.

³⁰ To count in the ratios at level 3, staff holding an Early Years Educator qualification must also have achieved a suitable level 2 qualification in English and maths as defined by the Department for Education on the Early Years Qualifications List published on GOV.UK: <https://www.gov.uk/guidance/early-yearsqualifications-finder>



least an approved level 2 qualification³¹. The manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience. The provider must ensure there is a named deputy who, in their judgement, is capable and qualified³² to take charge in the manager's absence.

- 3.31. Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.
- 3.32. Only those aged 17 or over may be included in ratios if they are suitable, as in paragraphs 3.9 to 3.11 (and staff under 17 should be supervised at all times). Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.
- 3.33. The ratio and qualification requirements below apply to the total number of staff available to work directly with children³³. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made. This applies to all settings but childminders cannot have more than six children under the age of eight per adult providing care. For group settings providing overnight care, the relevant ratios continue to apply and at least one member of staff must be awake at all times.

Early years providers (other than childminders)

3.34. For children aged under two:

- there must be at least one member of staff for every three children
- at least one member of staff must hold an approved level 3 qualification, and must be suitably experienced in working with children under two

³¹ These qualification requirements do not apply to out-of-school provision for reception aged children, (see paragraph 3.41), and/or childminders.

³² 'Capable and qualified' includes having necessary skills and knowledge to deputise. A deputy does not have to have any specific qualification.

³³ Ofsted may determine that providers must observe a higher staff: child ratio than outlined here to ensure the safety and welfare of children.



at least half of all other staff must hold an approved level 2 qualification

- at least half of all staff must have received training that specifically addresses the care of babies
- where there is a room for under two-year-olds, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos

3.35. For children aged two:

- there must be at least one member of staff for every four children³⁴
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

3.36. For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, is working directly with the children³⁵:

- there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification

3.37. For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is not working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

3.38. For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor⁴⁰, or another suitably qualified overseas trained teacher, is working directly with children:

³⁴ In a maintained school or non-maintained special school, where the two-year-olds are pupils, staff must additionally be under the direction and supervision of a qualified or nominated teacher when carrying out specified work (as laid out in the Education (Specified Work) (England) Regulations 2012). Specified work broadly encompasses lesson (or curriculum) planning, delivering lessons, assessing the development, progress and attainment of pupils and reporting on the latter. The headteacher must be satisfied that the staff have the skills, expertise and experience needed to carry out the work and determine the appropriate level of direction and supervision.

³⁵ We expect the teacher (or equivalent) to be working with children for the vast majority of the time. Where they need to be absent for short periods of time, the provider will need to ensure that quality and safety is maintained.



- for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children³⁶
- for all other classes there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification

3.39. For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

3.40. For children aged three and over in maintained nursery schools and nursery classes in maintained schools³⁷:

- there must be at least one member of staff for every 13 children³⁸
- at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002³⁹
- at least one other member of staff must hold an approved level 3 qualification⁴⁰

³⁶ Subject to any permitted exceptions under The Schools Admissions (Infant Class Sizes) Regulations 2012 S.I. 2012/10.

³⁷ Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children (as in paragraph 3.34); or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification (as in paragraph 3.35).

³⁸ Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

³⁹ See also the Education (School Teachers' Prescribed Qualifications, etc) Order 2003 and the Education (School Teachers' Qualifications) (England) Regulations 2003.

⁴⁰ An instructor is a person at the school who provides education which consists of instruction in any art or skill, or in any subject or group of subjects, in circumstances where: (a) special qualifications or experience or both are required for such instruction; and (b) the person or body of persons



- 3.41. Reception classes in maintained schools and academies are subject to infant class size legislation.⁴¹ The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher⁴² (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher⁴³.
- 3.42. Some schools may choose to mix their reception classes with groups of younger children (nursery pupils, non-pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools' partner providers must meet the relevant ratio requirements for their provision.

Before/after school care and holiday provision

- 3.43. Where the provision is solely before/after school⁴⁴ care or holiday provision for children who normally attend reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have. See footnote 5 at paragraph 1.1 for the learning and development requirements for providers offering care exclusively before/after school or during the school holidays.

⁴⁰ Provided that the person meets all relevant staff qualification requirement as required by The School Staffing (England) Regulations 2009.

⁴¹ Academies are required by their funding agreements to comply with the School Admissions Code and the law relating to admissions although the Secretary of State has the power to vary this requirement where there is demonstratable need.

⁴² As defined by section 122 of the Education Act 2002.

⁴³ The Specified Work Regulations 2012 allow a non-teacher to carry out the work of the teacher ("specified work") where the non-teacher is assisting or supporting the work of the teacher, is subject to the teacher's direction and supervision as arranged with the headteacher, and the headteacher is satisfied that that person has the skills, expertise and experience required to carry out the specified work. In an academy a teacher can have whatever qualification the trust regard as appropriate to teach an infant class, in line with admissions law.

⁴⁴ 'School' means maintained schools, non-maintained schools, independent schools and academies.



Childminders

- 3.44. At any one time, childminders (whether providing the childminding on domestic or non-domestic premises) may care for a maximum of six children under the age of eight⁴⁵. Of these six children, a maximum of three may be young children, and there should only be one child under the age of one. A child is a young child up until 1st September following his or her fifth birthday. Any care provided for older children must not adversely affect the care of children receiving early years provision.
- 3.45. If a childminder can demonstrate to parents and/or carers and Ofsted inspectors or their childminder agency that the individual needs of all the children are being met, exceptions to the usual ratios can be made for example:
- when childminders are caring for sibling babies, or
 - when caring for their own baby, or
 - to maintain continuity of care, or
 - if children aged three to five only attend the childminding setting before and/or after a normal school day⁴⁶, and/or during school holidays, they may be cared for at the same time as three other young children.

In all circumstances, the total number of children under the age of eight being cared for must not exceed six per adult.

- 3.46. If a childminder employs an assistant or works with another childminder, each childminder (or assistant) may care for the number of children permitted by the ratios specified above⁴⁷. Children may be left in the sole care of childminders' assistants for two hours at most in a single day⁵³. Childminders must obtain parents and/or carers' permission to leave children with an assistant, including for very short periods of time. For childminders providing overnight care, the ratios continue to apply and the childminder must always be able to hear the children (this may be via a monitor).

⁴⁵ Including the childminder's own children or any other children for whom they are responsible such as those being fostered.

⁴⁶ Can be defined as 9 am to 3 pm or the normal full day applicable to the school the child attends.

⁴⁷ Subject to any restrictions imposed by Ofsted or the relevant childminder agency on registration.

⁵³ The Childcare (Exemptions from Registration) Order 2008 specifies that where provision is made for a particular child for two hours or less a day, the carer is exempt from registration as a childminder.



Health

Medicines

- 3.47. The provider must promote the good health, including the oral health, of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill⁴⁸.
- 3.48. Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).
- 3.49. Medicine (both prescription and non-prescription⁴⁹) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

Food and drink

- 3.50. Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious⁵⁶. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible to

⁴⁸ Guidance on health protection in schools and other childcare facilities which sets out when and for how long children need to be excluded from settings, when treatment/medication is required and where to get further advice can be found at <https://www.gov.uk/government/publications/health-protection-in-schoolsand-other-childcare-facilities>

⁴⁹ Non-prescription medicines can include those that can be purchased from pharmacies (including some over the counter medicines which can only be purchased from a pharmacy), health shops and supermarkets. See also BMA advice: <https://www.bma.org.uk/advice-and-support/gp-practices/managing-workload/prescribing-over-the-counter-medicines-in-nurseries-and-schools> ⁵⁶ For example menus and guidance see: <https://www.gov.uk/government/publications/example-menusfor-early-years-settings-in-england>.



children at all times. Providers must record and act on information from parents and carers about a child's dietary needs.

3.51. There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children, if necessary including suitable sterilisation equipment for babies' food. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene. In addition, section 4 of 'Example menus for early years settings in England' (see footnote 56) includes guidance on menu planning, food safety, managing food allergies and reading food labels, which staff preparing food will find helpful in ensuring that children are kept safe.

3.52. Registered providers must notify Ofsted or the childminder agency with which they are registered of any food poisoning affecting two or more children cared for on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Accident or injury

3.53. Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

3.54. Registered providers must notify Ofsted or the childminder agency with which they are registered of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.



Managing children's behaviour

- 3.55. Providers are responsible for managing children's behaviour in an appropriate way.
- 3.56. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention⁵⁰ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Safety and suitability of premises, environment and equipment

Safety

- 3.57. Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).
- 3.58. Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

⁵⁰ Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.



Smoking and Vaping

3.59. Providers must not allow smoking in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present and providers should consider Public Health England advice on their use in public places and workplaces⁵¹.

Premises

3.60. The premises and equipment must be organised in a way that meets the needs of children. Providers must meet the following indoor space requirements⁵⁹ where indoor activity in a building(s) forms the main part of (or is integral) to the provision:

- Children under two years: 3.5 m² per child
- Two year olds: 2.5 m² per child
- Children aged three to five years: 2.3 m² per child

Where the space standards are applied, providers cannot increase the number of children on roll because they additionally use an outside area. Forest and other exclusively (or almost exclusively) outdoor provision is not required to meet the space standards above as long as children's needs can be met. For this kind of provision, indoor space requirements can be used as a guide for the minimum area needed.

3.61 Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

3.62 Sleeping children must be frequently checked to ensure that they are safe⁵². Being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child, and that infants are placed down to sleep safely

⁵¹ Public Health England advice in 'Use of e-cigarettes in public places and workplaces' can be found at <https://www.gov.uk/government/publications/use-of-e-cigarettes-in-public-places-and-workplaces> ⁵⁹ These calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets.

⁵² NHS advice on Sudden Infant Death Syndrome: <https://www.nhs.uk/conditions/sudden-infant-deaths/sids/>



in line with latest government safety guidance⁵³. Except in childminding settings, there should be a separate baby room for children under the age of two.

However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate.

3.63 Providers must ensure there is an adequate number of toilets and hand basins available. Except in childminding settings, there should usually be separate toilet facilities for adults. Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.

3.64 Providers must also ensure that there is an area where staff may talk to parents and/or carers confidentially, as well as an area in group settings for staff to take breaks away from areas being used by children.

3.65 Providers must only release children into the care of individuals who have been notified to the provider by the parent, and must ensure that children do not leave the premises unsupervised. Providers must take all reasonable steps to prevent unauthorised persons entering the premises⁵⁴, and have an agreed procedure for checking the identity of visitors. Providers must consider what additional measures are necessary when children stay overnight.

3.66 Providers must carry the appropriate insurance (e.g. public liability insurance) to cover all premises from which they provide childcare or childminding.

Risk assessment

3.67. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks⁵⁵. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by

⁵³ Providers may find it helpful to refer to NHS advice for further information on safety of sleeping children: '<https://www.nhs.uk/conditions/baby/caring-for-a-newborn/reduce-the-risk-of-sudden-infantdeath-syndrome/>

⁵⁴ Where childminders are operating out of non-domestic premises which are routinely accessed by members of the public (e.g. a hotel or a community centre), childminders must take all reasonable steps to prevent unauthorised persons entering the part of those premises in which the children are being cared for.

⁵⁵ Guidance on risk assessments, including where written ones may be required where five or more staff are employed, can be obtained from the Health and Safety Executive.
<https://www.hse.gov.uk/simplehealth-safety/risk/index.htm>



whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

- 3.68. Children must be kept safe while on outings. Providers must assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge.
- 3.69. Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

Special educational needs

- 3.70. Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice⁵⁶. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them.

Information and records

- 3.71. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met⁶⁵. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested,

⁵⁶ www.gov.uk/government/publications/send-code-of-practice-0-to-25

⁶⁵ Guidance on sharing information with relevant services when there are safeguarding concerns is available via: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>



providers should incorporate parents' and/or carers' comments into children's records.

3.72. Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them⁶⁶. Providers must be aware of their responsibilities under the Data Protection Legislation⁶⁷ and where relevant the Freedom of Information Act 2000.

3.73. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act⁶⁸.

3.74. Records relating to individual children must be retained for a reasonable period of time after they have left the provision ⁶⁹.

Information about the child

3.75. Providers must record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers

Information for parents and carers

3.76. Providers must make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children



- details of the provider's policies and procedures (all providers except childminders (see paragraph 3.3) must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency

Complaints

- 3.77. Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. Childminders are not required to have a written procedure for handling complaints, but they must keep a record of any complaints they receive and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request.
- 3.78. Providers must make available to parents and/or carers details about how to contact Ofsted or the childminder agency with which the provider is registered as appropriate, if they believe the provider is not meeting the EYFS requirements. If providers become aware that they are to be inspected by Ofsted or have a quality assurance visit by the childminder agency, they must notify parents and/or carers. After an inspection by Ofsted or a quality assurance visit by their childminder agency, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis.

Information about the provider

- 3.79. Providers must hold the following documentation:
- name, home address and telephone number of the provider and any other person living or employed on the premises (this requirement does not apply to childminders)
 - name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision



- a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person
- their certificate of registration (which must be displayed at the setting and shown to parents and/or carers on request)

Changes that must be notified to Ofsted or the relevant childminder agency (CMA)

3.80. All registered early years providers must notify Ofsted or the CMA with which they are registered of any change:

- in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision; in the persons aged 16 years or older living or working on any domestic premises from which childminding is provided; or to the persons caring for children on any premises where childminding is provided⁵⁷
- any proposal to change the hours during which childcare is provided; or to provide overnight care
- any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children
- where the early years provision is provided by a company, any change in the name or registered number of the company
- where the early years provision is provided by a charity, any change in the name or registration number of the charity
- where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'
- where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

⁵⁷ A person is not considered to be working on the premises if none of their work is done in the part of the premises in which children are cared for, or if they do not work on the premises at times when children are there.



3.81. Where providers are required to notify Ofsted or their CMA about a change of person except for managers, as specified in paragraph 3.78 above, providers must give Ofsted or their CMA the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, providers must notify Ofsted or their CMA that a new manager has been appointed. Where it is reasonably practicable to do so, notification must be made in advance. In other cases, notification must be made as soon as is reasonably practicable, but always within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.

Other Legal Duties

3.82. The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet. For example, where provision is taking place in maintained schools there is other legislation in place with which headteachers, teachers and other practitioners must comply with. Other duties on providers include:

- employment laws;
- anti-discriminatory legislation;
- health and safety legislation;
- data collection regulations;
- duty of care.

Annex A: Criteria for effective Paediatric First Aid (PFA) training

1. Training is designed for workers caring for young children in the absence of their parents and is appropriate to the age of the children being cared for.
2. Following training an assessment of competence leads to the award of a certificate.
3. The certificate must be renewed every three years.
4. Adequate resuscitation and other equipment including baby and junior models must be provided, so that all trainees are able to practice and demonstrate techniques.



5. The **emergency PFA** course should be undertaken face-to-face⁵⁸ and last for a minimum of 6 hours (excluding breaks) and cover the following areas:

- Be able to assess an emergency situation and prioritise what action to take
- Help a baby or child who is unresponsive and breathing normally
- Help a baby or child who is unresponsive and not breathing normally
- Help a baby or child who is having a seizure
- Help a baby or child who is choking
- Help a baby or child who is bleeding
- Help a baby or child who is suffering from shock caused by severe blood loss (hypovolemic shock)

6. The **full PFA** course should last for a minimum of 12 hours (excluding breaks) and cover the elements listed below in addition to the areas set out in paragraph 5 (the emergency PFA training elements outlined in paragraph 5 should be delivered face to face).

- Help a baby or child who is suffering from anaphylactic shock
- Help a baby or child who has had an electric shock
- Help a baby or child who has burns or scalds
- Help a baby or child who has a suspected fracture
- Help a baby or child with head, neck or back injuries
- Help a baby or child who is suspected of being poisoned
- Help a baby or child with a foreign body in eyes, ears or nose
- Help a baby or child with an eye injury
- Help a baby or child with a bite or sting
- Help a baby or child who is suffering from the effects of extreme heat or cold
- Help a baby or child having: a diabetic emergency; an asthma attack; an allergic reaction; meningitis; and/or febrile convulsions
- Understand the role and responsibilities of the paediatric first aider (including appropriate contents of a first aid box and the need for recording accidents and incidents)

7. Providers should consider whether paediatric first aiders need to undertake annual refresher training, during any three year certification period to help maintain basic skills and keep up to date with any changes to PFA procedures.

⁵⁸ Face to face means trainers are physically present with their trainees. This excludes the use of online platforms.



Annex B

Statutory guidance for the Reception Baseline Assessment



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Summary

About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when administering Reception Baseline Assessments (RBAs). This guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms from that date.

The statutory requirements in this annex are indicated by the use of the word "must". Additionally, providers must "have regard" to other provisions in these sections. These provisions are indicated by the use of the word "should". "Having regard" to these provisions means that practitioners must take them into account when completing the Reception Baseline Assessment (RBA) and should not depart from them unless there is good reason for doing so.

Review date

This guidance will be reviewed on a rolling basis and will remain in force until further notice.

Further guidance on assessment and reporting arrangements for the RBA is published annually. Schools must administer the assessment in accordance with administration guidance and the assessment and reporting arrangements.

What legislation does this guidance refer to?

- the Childcare Act 2006
- the Early Years Foundation Stage (Learning and Development Requirements) Order 2007 underpins the requirement for schools to administer the RBA. This has been amended to ensure the assessment is included in these requirements on a statutory basis.

Who is this guidance for?

This guidance is for:

- school leaders, school staff and governing bodies in all maintained schools, academies and free schools with a reception cohort



this guidance does not apply to independent schools, or pupil referral units (PRUs).

- this guidance does not apply to nurseries, childminders or schools without a reception cohort.

Introduction and Purpose

The RBA is a short assessment, taken in the first six weeks in which a child starts reception.

Accountability and Progress

1. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.
2. The RBA is not used to make judgements about early years provision, either current or retrospective. It is solely intended for use within the primary school progress measure.

Assessment Data

3. The RBA and its data should not be used for any other purpose apart from the progress measure. Data collected and produced from the assessment will be stored in the National Pupil Database (NPD). The data, including numerical scores, is not shared with external bodies, including schools, teachers, pupils or parents/carers.
4. The RBA is not suitable as a formative or diagnostic assessment. Scores are not shared or published to prevent any labelling and streaming of children or judgement of early years providers. Instead, teachers receive a series of narrative statements informing them of how the child performed on the day. There is no expected standard and children cannot pass or fail.

Assessment Administration

Timing

5. Schools have a window of six weeks in which they can administer the assessment, commencing as soon as each child starts reception. The six week period applies for autumn, winter and summer intakes, or any pupil that joins a school mid-term and hasn't previously taken the RBA.



6. The assessment can be carried out at any time within those six weeks, within the school day. The assessment must be administered within this window. The RBA does not have to be completed in one sitting and practitioners may pause the assessment at any time they feel is appropriate.

Administration of the RBA

7. Schools must administer the assessment in accordance with administration guidance and assessment and reporting arrangements published annually.
8. The RBA is a short, interactive assessment. Although the assessment is not timed, it has been designed to take around 20 minutes. The assessment can be carried out by a teacher, teaching assistant, early years practitioner or any other trained education professional who should be familiar with the child taking the assessment.

Security of Assessment Materials

9. Headteachers must ensure that confidentiality of assessment materials is maintained so that no child has an unfair advantage. Schools must follow guidance on how to keep materials secure and treat them as confidential when they are received.
10. Assessment materials must not be used for any other purpose but for delivering the assessment.

Inclusion and Participation

Schools for Inclusion

11. All maintained schools and academies with a reception cohort will be required to participate in the assessment. This includes, but is not limited to, Service Children Education (SCE) schools, infant and first schools and special schools. The RBA is to be administered to all pupils registered in a reception class in the schools specified.
12. The reception to key stage 2 progress measure will be applicable to the vast majority of schools in the primary phase - those where pupils enter in reception and leave in year 6. Other school types - infant, first, junior and middle schools - will be expected to ensure their pupils' make good progress and, like all schools, to be able to explain to Ofsted how they have planned and implemented their curriculum and what impact that is having for pupils. KS2 attainment information will continue to be available for middle and junior schools.



13. Independent schools and nurseries, childminders, Pupil Referral Units (PRUs) and early years or primary school settings without a reception cohort, including maintained and voluntary nurseries and junior schools, are exempt from participation in the assessment.

Pupils for Inclusion

14. All assessments are required to meet Ofqual's regulatory framework⁵⁹ which states 'assessment should minimise bias, differentiating only on the basis of each pupil's level of attainment. A pupil should not be disadvantaged by factors that do not relate to what is being tested.'

15. The RBA has been developed to be an inclusive assessment, accessible to the majority of pupils on entry to school. It has been designed so that pupils with SEND and those learning English as an additional language can participate.

16. Modified resources are available for pupils with visual and hearing impairments and practitioners should also consider making further adaptations for those who require it, such as copying resources onto coloured paper or enlarging some resources to a size appropriate to pupils. Headteachers must ensure that the confidentiality of the assessment is maintained while any modifications are being made.

17. In some rare cases, headteachers may consider the RBA inaccessible to a pupil. In this case, disapplication may be considered. Disapplication is permitted for individual pupils who are unable to participate, even when using suitable access arrangements. Headteachers must make the final decision about whether it is appropriate for a pupil to take the RBA, and this decision should be discussed with the pupil's parents and teachers.

Pupil Mobility

18. All pupil's RBA scores will be associated with their Unique Pupil Number (UPN) and stored in the National Pupil Database (NPD). The score will therefore remain with a pupil, even if they move schools. Because scores are not shared with schools, there is no requirement to include any RBA result on a pupil's common transfer file (CTF).

Maladministration and Monitoring

19. Maladministration is monitored via the RBA digital system, and the Secretary of State reserves the right to amend or annul results should a school or individual be found to be administering the assessment incorrectly. Further guidance regarding the process for assessing maladministration of

⁵⁹ <https://www.gov.uk/government/publications/regulatory-framework-for-national-assessments>



the RBA can be found in the RBA assessment and reporting arrangements, published annually.

20. To ensure that the assessment is being delivered consistently, there will be routine quality monitoring of the RBA.

Responsibilities

Head Teachers' responsibilities

21. Head Teachers must sign a Head Teacher Declaration Form (HDF). This must be completed once each academic year, as is currently the case for all National Curriculum assessments in key stages 1 and 2. All requirements of the HDF must be adhered to.

22. Head Teachers must ensure that the RBA is being delivered in accordance with this document and the assessment and reporting arrangements which are published annually. Investigations of maladministration may result from not following the statutory guidance for the RBA.

Local authority responsibilities

23. There are no routine Local Authority (LA) monitoring arrangements for this assessment.

24. LA monitoring may be implemented as the outcome of an investigation of maladministration if a provider is found to have deliberately impacted assessment results.

Ofqual responsibilities

25. Ofqual continue to monitor the development and maintenance of the RBA as they do with all other National Curriculum assessments.

Ofsted responsibilities

26. Ofsted do not have routine access to the numerical data produced by the assessment, but individual circumstances will be considered to grant access if required for a specific purpose. The RBA should not form a part of any Ofsted inspection.

27. Ofsted will have access to individual schools' progress scores, when the progress measure is released at the end of Key Stage 2.



Interaction with other assessments

Early Years Foundation Stage Profile

28. The EYFSP and RBA are enforced by the same legislation, however they are distinct and serve different purposes. There will be no interaction between the two assessments in practice. Schools must continue to carry out both statutory assessments.

Statutory Trialling

29. For the purpose of developing assessments in reception, a sample of schools are asked to take part in statutory trialling of the RBA. Selected schools are contacted in advance and must administer the assessment according to the trialling instructions provided.

30. Pupils who are disapplied from the RBA should not take part in statutory trials.

Further information

- **Useful resources**
 - [Reception baseline assessment framework](#)

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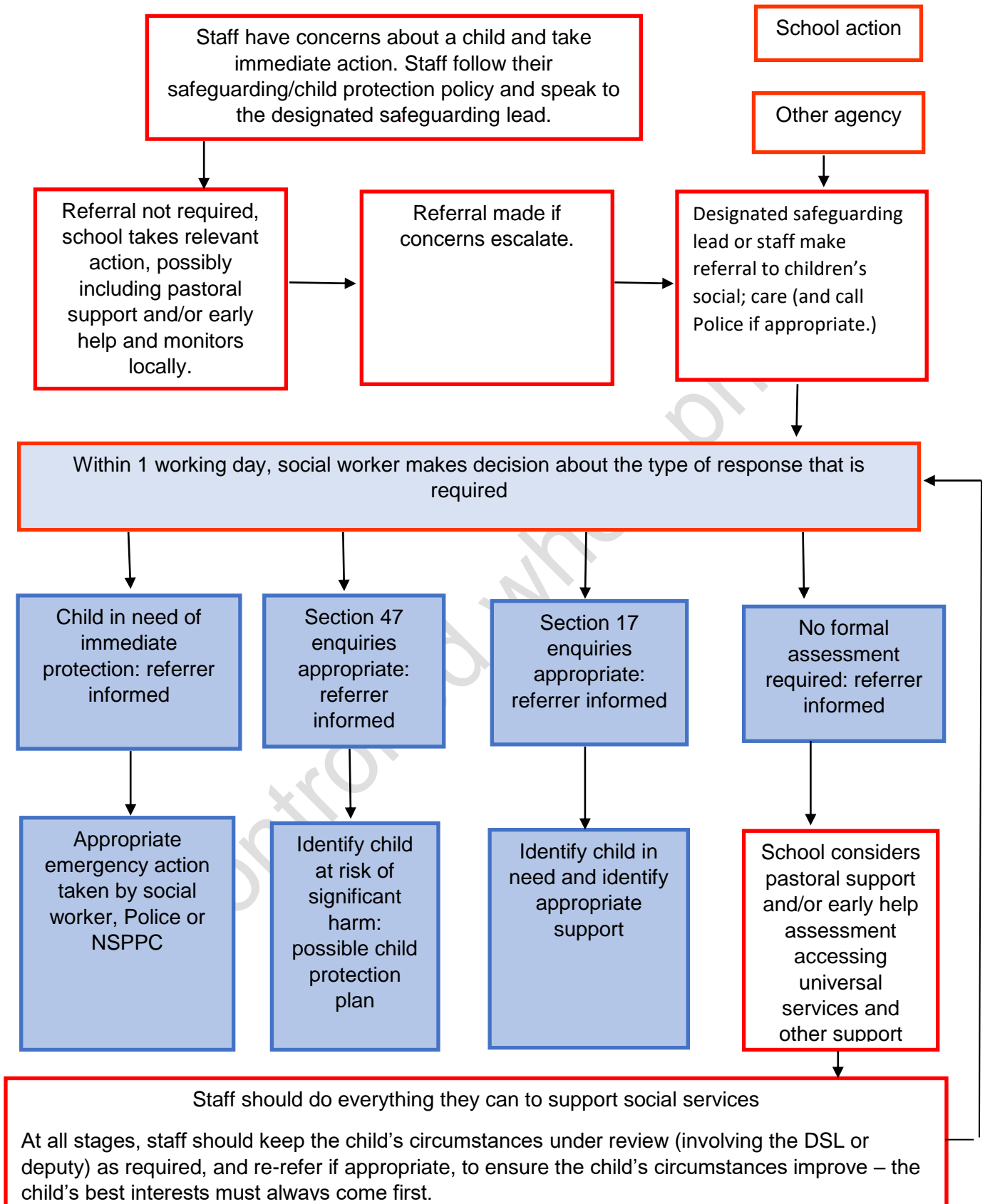
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Actions where there are concerns about a child.





Regulated Activity.

Whether a job role is eligible for a DBS check depends on the type of activities that the job entails and whether they are classified as a regulated activity or not.

Trying to decide whether a job role is eligible for DBS checks can be a headache for employers or recruitment agencies.

What is a regulated activity?

A regulated activity is a job role, or part of a job role, that involves working with vulnerable adults or children. This can mean direct contact or indirectly working in the vicinity of those vulnerable groups.

A regulated activity is used to determine whether an enhanced DBS check is required. If the activity is deemed to be regulated, then an enhanced check is required, if not then a standard or basic DBS check may be acceptable instead.

Enhanced DBS checks are the highest level of background check (criminal record search) in the UK. An enhanced check reveals whether the individual has any spent or unspent convictions on their criminal record, as well as details of cautions, reprimands, and warnings.

Any job applicants, employees, or volunteers, that will be involved in a regulated activity should also be subject to a barred list check, alongside the enhanced DBS check. The barred list check makes sure that the individual is not listed on the DBS barred list which bans certain individuals from working with vulnerable adults and children.

The DBS has defined two types of regulated activity:
Regulated Activity with Children or
Regulated Activity with Vulnerable Adults.

Regulated Activity With Children

The definition of a regulated activity with children is broken down into two further sub-categories:

- Activities that involve working directly with children
- Activities that involve regular contact with children.

Examples of jobs and positions that would be classified as regulated activities are:

- Teachers



- Childcare workers
- Nursery staff
- Tutors
- Social workers
- Child healthcare practitioners
- Anybody working in an environment where children are present, in an unsupervised capacity.

Anyone working in these, or similar, roles that fit the description of a regulated activity will require an enhanced DBS check with barred list check.

Note: Short-term workers or contractors that will be working in an environment where children are present, e.g. a tradesperson working on a project in a school during term-time, are considered eligible for a DBS check, especially if they will be present more than three times over a 30-day window.

Regulated Activity With Vulnerable Adults

The definition of a regulated activity with vulnerable adults is divided up into six main sub-categories:

- Adult healthcare practitioners or providers
- Adult personal care workers (e.g. elderly or disabled carers)
- Social workers
- Adult personal assistants
- Household helpers
- Transporting vulnerable adults

For more information on the types of roles that are classified as regulated activities with vulnerable adults, check out [this document on the Department of Health](#) website.



Unregulated Activities

It's important to note the requirement for a DBS check is only applicable to formal employment or official volunteer work. In other words, informal or family arrangements such as babysitting a child for an evening would not come under the definition of a regulated activity.

Here is a list of some other common activities or roles that do not fit the definition of a regulated activity:

- Visiting a resident of a nursing home or children's home
- Working in a public environment such as a store or gym, unless contact is regularly unsupervised
- Occasional supervision, unexpected supervision of children or of vulnerable adults, for instance if an adult brings their child to an office environment for the day.

Further information regarding regulated activity is available in the attached document



Regulated_Activity_
with_Children_in_Er