

# Staffordshire Safeguarding Self-Assessment Tool (SSSAT) (version 12 August 2025)

The Staffordshire Safeguarding Self-Assessment Tool ensures your provision complies with legislation such as the Children's Act 1989 and 2004, Working Together to Safeguard Children (December 2023), and the 'Statutory Framework for the Early Years Foundation Stage' (effective 1st September 2025, with separate frameworks for group/school provision and childminders). This tool helps your setting prepare for future Ofsted inspections.

This document is intended for completion by the Designated Safeguarding Lead (DSL) in collaboration with the management and staff team. Serving as a self-assessment resource, it should be retained within the setting and will assist in identifying necessary future actions to ensure robust confidence in implementing safeguarding practices throughout the setting. The safety and wellbeing of children and young people must be prioritised by all staff, students, and volunteers involved in their care. While having comprehensive safeguarding policies and procedures is vital, effective safeguarding also encompasses preventive strategies and the establishment of efficient systems.

**Name of setting:**

**Name of DSL completing the document:**

**Date evaluation started:**

**Date of review:**

**SSSAT completion date:**

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	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<b>Safeguarding / Child Protection policies and procedures</b>					
<p>There is a safeguarding/child protection policy and procedure that reflects Staffordshire Safeguarding Children Partnership (SSCP) policies and procedures and statutory requirements (If this is not in place, please use the SSCP PVI safeguarding template and the SSCP Allegations of Abuse policy)</p> <p><b>The policy:</b></p>					
• is clear, easy to understand and accessible to all.					
• has been annually reviewed, approved, and signed by relevant management.					
• should be in line with the guidance and procedures of the relevant Local safeguarding partners (both statutory frameworks).					
• is accessible to parents and carers.					
• must be followed and implemented by <b>all</b> staff within a setting.					
• includes a statement about how your setting aims to promote the safety and welfare of children.					

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<ul style="list-style-type: none"> <li>includes the up-to-date names and details of the DSL and deputy DSL.</li> </ul>					
<ul style="list-style-type: none"> <li>covers the use of mobile phones camera and any other electronic devices with imaging and sharing capabilities (In both frameworks)</li> <li>digital recording devices in the setting including social networking sites.</li> </ul>					
<ul style="list-style-type: none"> <li>includes the procedure for managing allegations and concerns against those who work and volunteer with children.</li> <li>which also incorporates Local authority guidance and contact details.</li> <li>includes appropriate whistle blowing procedures for all staff (including students, volunteers and assistants).</li> </ul>					
<ul style="list-style-type: none"> <li>includes a procedure to check the suitability of new team members.</li> </ul>					
<ul style="list-style-type: none"> <li>includes details of how safeguarding training is delivered and how practitioners are supported to put this into practice.</li> </ul>					

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<ul style="list-style-type: none"> <li>• makes it clear to parents and carers that information may be shared with other agencies (in line with Government 'Information Sharing' Guidance<sup>1</sup>) to ensure the safety of the child.</li> </ul>					
<ul style="list-style-type: none"> <li>• includes details of the Local Authority Designated Officer (LADO) including those in other neighbouring authorities.</li> </ul>					
<ul style="list-style-type: none"> <li>• references that the setting's DSL/DDSL will contact Education Safeguarding Advice Service (ESAS<sup>2</sup>) if they require further advice as to whether the presenting evidence/situation warrants a referral to Staffordshire Integrated front door.</li> </ul>					
<ul style="list-style-type: none"> <li>• reflects the additional vulnerabilities of groups of children such as those with disabilities when recognising and responding to the signs of abuse and neglect of children.</li> </ul>					

<sup>1</sup> [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/information-sharing-advice-for-safeguarding-practitioners)

<sup>2</sup> ESAS is for education safeguarding advice which: Does not require immediate enquiry or communication with the Staffordshire intergrated front door or is a Safeguarding concern or issue which cannot be supported by the Local Support Team. For example, you may call ESAS for advice on: An unresolved professional disagreement regarding a safeguarding issue, managing risk or policy/procedure issues. **Phone:** 01785 895836 / **Email:** [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)

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<ul style="list-style-type: none"> <li>states that staff, leaders, managers and childminders recognise that children can abuse their peers and this risk is covered adequately in the safeguarding policy and procedure.</li> </ul>					
<ul style="list-style-type: none"> <li>cross-references with other relevant policies and procedures.</li> </ul>					
<ul style="list-style-type: none"> <li>states that providers must notify Staffordshire Family Integrated Front Door, Ofsted and childminder agency of any serious accident or injury to, or death of, any child while in their care, and must act on any advice from those agencies.</li> </ul>					
<ul style="list-style-type: none"> <li>has a section on the PREVENT duty and makes reference to seeking protection from radicalisation and extremist narratives as a safeguarding concern.</li> </ul>					
<ul style="list-style-type: none"> <li>clearly defines how PREVENT concerns should be reported within the setting by staff.</li> </ul>					

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<ul style="list-style-type: none"> <li>includes a 'No Platform<sup>3</sup>' element within the PREVENT section (for settings that operate from a shared community building).</li> </ul>					
<b>Child Absence policy</b>					
<ul style="list-style-type: none"> <li>All providers must have an attendance policy in place.</li> <li>This must cover how absences are followed up in a timely manner.</li> <li>This must include expectations for reporting child absences and the action providers will take if a child is absent without notification or for a prolonged period of time.</li> </ul>					
<ul style="list-style-type: none"> <li>Providers need to consider how they are sharing the attendance policy and procedures with parents/ carers.</li> </ul>					
<ul style="list-style-type: none"> <li>Providers must consider patterns and trends in a child's absences and use their</li> </ul>					

<sup>3</sup> • 'No Platform' outlining how settings / services / organisations ensure that they balance the right of freedom of speech against the potential use of their facilities for the promotion of extremist ideological, religious or political beliefs. In this context beliefs are considered to be extremist if they include the expression of racist or fascist views; if they incite hatred based on religious interpretation, ideology or belief; or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation. Examples would include venue hire arrangements, use of IT facilities, materials posted on notice boards, external speakers etc.

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<p>professional judgement to determine whether further action needs to be taken.</p> <ul style="list-style-type: none"> <li>Consideration must be given to personal circumstances, the child's, parent's/carer's vulnerability and their home life.</li> </ul>					
<b>Interlinked Policies and Procedures</b>					
<ul style="list-style-type: none"> <li>Supervision and Appraisal</li> </ul>					
<ul style="list-style-type: none"> <li>Whistle Blowing</li> </ul>					
<ul style="list-style-type: none"> <li>Intimate Care</li> </ul>					
<ul style="list-style-type: none"> <li>Code of Conduct</li> </ul>					
<ul style="list-style-type: none"> <li>Prevent Duty (this may be part of your child protection policy or a separate policy)</li> </ul>					
<ul style="list-style-type: none"> <li>Safer Recruitment</li> </ul>					
<ul style="list-style-type: none"> <li>Attendance policy</li> </ul>					



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<b>Training and Professional Development</b>					
<ul style="list-style-type: none"> <li>• Training for DSL's should take account of any advice from the local safeguarding partners or local authority on appropriate training courses and must cover the elements of how to build a safe organisational culture.</li> <li>• DSL must attend a training course consistent with the criteria set out in Annex C.</li> <li>• Providers must ensure that all practitioners are trained in line with criteria set out in Annex C.</li> <li>• Providers must ensure that all practitioners are supported and confident to implement the settings safeguarding policy and procedures on an ongoing basis.</li> <li>• DSL must provide support, advice and guidance to all practitioners and assistants on an ongoing basis and on any specific safeguarding issues as required.</li> <li>• In childminding settings, childminder is the Designated Safeguarding Lead (DSL).</li> </ul>					
<ul style="list-style-type: none"> <li>• Training must be renewed every two years. Providers may consider whether staff, childminders, or assistants need annual refresher training within this period to maintain skills and stay current with safeguarding procedures.</li> </ul>					

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<ul style="list-style-type: none"> <li>Childminders must demonstrate that they have a secure knowledge and understanding of safeguarding within the EYFS and how to implement it.</li> </ul>					
<ul style="list-style-type: none"> <li>There is a trained DSL who understands their role and responsibilities (Including PREVENT).</li> </ul>					
<ul style="list-style-type: none"> <li>During term time or when the setting is in operation, the DSL or appropriately trained Deputy DSL should be available during opening hours for staff/childminder assistants to discuss safeguarding concerns.</li> </ul>					
<ul style="list-style-type: none"> <li>The DSL/Deputy DSL and Childminders* MUST attend DSL Level 2 training.</li> <li>Then update every 2 years with a multi-agency LV3 training related to your specific role (SSCP) training every 2 years<sup>4</sup>.</li> </ul>					
<ul style="list-style-type: none"> <li>The DSL/Deputy DSL updates their knowledge and skills at least annually and cascades this to all staff.</li> </ul>					

<sup>4</sup> [Learning Zone - Staffordshire Safeguarding Children Partnership \(staffsscp.org.uk\)](http://staffsscp.org.uk)

\*Childminders are the DSL

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<ul style="list-style-type: none"> <li>All staff/childminders/childminder assistants (including cooks, site supervisors, cleaners etc.) MUST complete Level 1 SSCP Safeguarding awareness training every 3 years.</li> </ul>					
<ul style="list-style-type: none"> <li>The manager or a member of the management team has accessed safer recruitment training.</li> </ul>					
<ul style="list-style-type: none"> <li>The manager has attended the SSCP training on managing allegations of abuse made against a person who works with children - Lite bites session.</li> </ul>					
<ul style="list-style-type: none"> <li>All providers have recently attended PREVENT training and have cascaded information to ALL staff (including childminder assistants, volunteers and students) ensuring they understand PREVENT, and what to do if they suspect an individual may be at risk of radicalisation or involved in extremist activity.</li> </ul>					

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<ul style="list-style-type: none"> <li>VMC and other committee run early years settings have a safeguarding champion who leads on child protection and other safeguarding arrangements alongside the settings DSL.</li> </ul>					
<ul style="list-style-type: none"> <li>The safeguarding champion for VMC and other committees who run early years setting have completed Level one safeguarding training (every three years) and completed Level 2 training and update every 2 years with multi-agency Lv3 training related to your specific role (SSCP) training every 2 years<sup>5</sup>. Including Prevent duty training.</li> </ul>					
<ul style="list-style-type: none"> <li>All providers including staff, childminder and childminder assistants have accessed the 'With or Without Words'- listening to the voice of the child eLearning package.</li> </ul>					

<sup>5</sup> [Learning Zone - Staffordshire Safeguarding Children Partnership \(staffsscp.org.uk\)](http://staffsscp.org.uk)

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<b>Safer Recruitment and References</b>					
<ul style="list-style-type: none"> <li>All recruitment advertisements highlight the importance of safeguarding and the requirement for references and Disclosure and Barring Service (DBS) checks.</li> </ul>					
<ul style="list-style-type: none"> <li>All staff, students, childminder assistants and volunteers are interviewed to ensure their suitability to fulfil the requirements of their role. Consideration is given to whether they can or cannot be included within ratios if they are satisfied that they are deemed suitable.</li> <li>This includes childminders working with assistants. Childminders are accountable for the quality of work for their assistants and must be satisfied that they are competent in the areas of the work they undertake.</li> </ul>					
<ul style="list-style-type: none"> <li>Providers must obtain references for any members of staff, including students and volunteers, before they are recruited.</li> <li>EY2 and DBS have been completed for all childminder assistants working in the setting.</li> </ul> <p>Provider should:</p> <ul style="list-style-type: none"> <li>- not accept open references e.g., whom it may concern.</li> </ul>					

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<ul style="list-style-type: none"> <li>- not rely on applicants getting their references</li> <li>- ensure references should be from current employers, training providers or education settings.</li> <li>- not accept references from family members</li> <li>- ensure electronic references originate from a legitimate source.</li> <li>- must contact referees to clarify content if vague or insufficient.</li> <li>- compare information with application forms and question any discrepancies.</li> <li>- establish the reason for the applicant leaving current or most recent post.</li> </ul>					
<ul style="list-style-type: none"> <li>• Relevant checks have been undertaken for all those in contact with children, including the management committee members, any changes must be notified to Ofsted. <b>Statutory framework for the EYFS Pg 44-3.102 group and school provision and Statutory framework for childminders Pg 36 3.102</b></li> </ul>					
<ul style="list-style-type: none"> <li>• EY2 forms are completed for all committee members, and EY3 forms are completed for notification of changes where applicable particularly the changes of manager.</li> </ul>					

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<ul style="list-style-type: none"> <li>Personnel files are maintained including: <ul style="list-style-type: none"> <li>- Recruitment</li> <li>- Selection</li> <li>- Induction</li> <li>- Identity checks and vetting.</li> <li>- Staff qualifications</li> <li>- Ofsted suitability letter for childminder assistants</li> </ul> </li> </ul> <p><b>Statutory framework group and school provision PG 25 3.18 and Statutory framework for childminders PG 19 3.14</b></p>					
<ul style="list-style-type: none"> <li>Safeguarding policies and procedures are included in the induction process for all staff, childminder/assistants, and volunteers.</li> <li>All staff, childminder assistants and volunteers sign and date to acknowledge that they have read and understood the policies and procedures. The sharing of this information and understanding should reflect each individual staff member's style of learning.</li> </ul>					

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<ul style="list-style-type: none"> <li>Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).</li> <li>Childminder must tell assistants that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).</li> <li>Providers must not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.</li> <li>Childminder must not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.</li> </ul> <p><b>Statutory framework for groups and school provision PG 25 3.17. Statutory framework for childminders PG 19/ 20 3.18</b></p>					



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<b>Supervision and Appraisal</b>					
<ul style="list-style-type: none"> <li>There are arrangements in place for the regular supervision and support of staff, students, childminder assistants and volunteers.</li> <li>Childminders are accountable for the quality of the work of any assistant and must be satisfied that assistants are competent to meet their roles and responsibilities.</li> </ul>					
<ul style="list-style-type: none"> <li>Supervisions provide opportunities for staff/childminder assistants to: <ul style="list-style-type: none"> <li>Discuss any issues, particularly concerning children's development and well-being.</li> <li>Identify solutions to address issues as they arise.</li> <li>Receive coaching to improve their personal effectiveness.</li> <li>Become aware of local processes and local learning from the SSCP in relation to child safeguarding practice reviews and the key messages.</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>There must be appropriate arrangements in place for supervision of staff that have contact with children and families. These are recorded</li> </ul>					

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and staff members receive a copy for their own records. <b>Statutory framework for the group and school provision PG 3.29-3.34-3.35 and Statutory framework for childminders PG 24 3.40 - 3.41</b>					
<ul style="list-style-type: none"> <li>Safeguarding is a regular agenda item at team meetings, development sessions and 1:1s with ALL individual staff/childminder's assistants.</li> </ul>					
<ul style="list-style-type: none"> <li>Is there a policy and procedure for staff, childminder, childminder assistants which covers the use of alcohol or other substances and any actions to be taken that affect their ability to care for children?</li> </ul> <b>Statutory framework for the group and school provision PG 28-3.27 and Statutory framework for childminders PG 22 -3.29</b>					
<ul style="list-style-type: none"> <li>All staff, childminders, childminder assistant students and volunteers must not smoke in or on the premises when children are present or about to be present.</li> <li>Practitioners, childminders and childminder assistants should not vape or use e-cigarettes when children are present.</li> </ul>					

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<b>Early Intervention and Multi-agency Working</b>					
<ul style="list-style-type: none"> <li>At least one member of staff and all childminders have undertaken early help assessment training.</li> </ul>					
<ul style="list-style-type: none"> <li>The setting's child registration form includes a question about whether or not an Early Help Assessment (EHA) is already in place, and if the child is known to Children's Social Care (If so, name and contact details should be sought).</li> </ul>					
<ul style="list-style-type: none"> <li>EHA's are undertaken and initiated by the setting whenever the need is identified.</li> </ul>					
<ul style="list-style-type: none"> <li>Parents, carers and children participate in the EHA process.</li> </ul>					
<ul style="list-style-type: none"> <li>Identified links with Family Hub centers, Family Health and Wellbeing Hubs 0-19, Early Help Teams (EHTs) and Specialist Safeguarding Units (SSUs) are established to ensure children and families with additional needs are effectively supported.</li> </ul>					
<ul style="list-style-type: none"> <li>At least one member of staff within the setting has completed the full Grade Care Profile 2 (GCP2) masterclass training.</li> </ul>					

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<ul style="list-style-type: none"> <li>At least one member of staff completes the supporting GCP2 assessments training accessed via SSCP if a member of staff does not hold the GCP2 masterclass license.</li> </ul>					
<b>Confidentiality and Information Sharing</b>					
<ul style="list-style-type: none"> <li>ALL staff understand that safeguarding concerns supersede the need for confidentiality.</li> </ul>					
<ul style="list-style-type: none"> <li>A copy of a government document called 'Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers. July 2018' last updated July 2023 in line with 'General Data Protection Regulation (GDPR) Act' is available within the setting. See the link below.</li> </ul>					
<ul style="list-style-type: none"> <li>The provision has current registration with the Information Commissioner's Office (ICO) and is clear about its responsibilities in relation to General Data Protection Regulation (GDPR). This is updated annually.</li> </ul>					

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<b>Logging concerns about a child's welfare and responding to concerns</b>					
<ul style="list-style-type: none"> <li>All staff are aware of and use the SSCP Thresholds Framework: Accessing the right help at the right time' document and the document is readily available (this includes volunteer, childminder, childminder assistant and students).</li> </ul>					
<ul style="list-style-type: none"> <li>Staff, childminder and childminder assistants are aware of the procedure that is in place for recording existing injuries.</li> </ul>					
<ul style="list-style-type: none"> <li>Staff, childminder and childminder assistants are aware that they must have a discussion with parents/carers about existing injuries including the need to for forms/records to be kept and signed by them and parents.</li> </ul>					
<ul style="list-style-type: none"> <li>Robust monitoring systems are in place and existing injuries are regularly monitored to identify any patterns and/or any concerns.</li> </ul>					
<ul style="list-style-type: none"> <li>ALL staff, childminders, childminder assistants (including volunteers and students) understand the significance of listening to the 'child's voice' and if a different explanation of an injury/mark is given to that of the</li> </ul>					

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parent/carer, a call must be made to the front door (Option 1).					
<ul style="list-style-type: none"> <li>Children's absences/lateness are recorded and where no explanation is given, or there may be reason to question the explanation and know who to contact if they have concerns.</li> </ul>					
<ul style="list-style-type: none"> <li>All staff and childminder assistants, students, apprentices, and volunteers know the name/s of the DSLs.</li> </ul>					
<ul style="list-style-type: none"> <li>You have a system in place to record concerns which are readily accessible and used by all staff.</li> </ul>					
<ul style="list-style-type: none"> <li>All staff, childminder assistants, students and volunteers know how to record concerns.</li> </ul>					
<ul style="list-style-type: none"> <li>The DSLs monitors the use and quality of concern raised, for example existing injury and absence records and takes appropriate action in line with SSCP procedures.</li> </ul>					
<ul style="list-style-type: none"> <li>The DSLs record all action taken after a concern is recorded and update the outcome.</li> </ul>					

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<ul style="list-style-type: none"> <li>If in unforeseen circumstances the DSL/Deputy DSL is not contactable, staff, students and volunteers know who to contact.</li> <li>When childminder not present assistants know who to contact.</li> </ul>					
<b>Managing allegations of abuse against a person who works with children</b>					
<ul style="list-style-type: none"> <li>All staff to be trained to recognise inappropriate behavior displayed by other members of staff, childminder /assistants or any other person working with children, this could include inappropriate sexual comments; excessive one-to-one attention beyond what is required of their role or inappropriate sharing of images.</li> </ul> <b>Statutory framework for the group and school provision PG 53 Annex C &amp; PG 23 3.7</b> <b>Statutory framework for childminders PG 42 Annex C &amp; PG 17 3.8</b>					
<ul style="list-style-type: none"> <li>Staff must know who to report their concerns to about a member of staff who may be displaying inappropriate behaviors towards children.</li> </ul>					

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<ul style="list-style-type: none"> <li>Childminders must inform Ofsted or their CMA of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises.</li> </ul> <b>Statutory framework for childminders PG 17-3.7</b>					
<ul style="list-style-type: none"> <li>Staff and childminder assistants need to know that they can report their concerns directly to LADO via the LADO referral form if they feel their concerns are not being actioned by the settings DSL.</li> </ul>					
<ul style="list-style-type: none"> <li>Settings must demonstrate that an effective whistleblowing procedure is in place and that all staff and childminder assistants are aware of this process.</li> </ul>					
<ul style="list-style-type: none"> <li>The settings whistleblowing policy is linked to the SSCP safeguarding policy and procedure for the PVI sector and the allegation of abuse against people working with children procedure.</li> <li>This must include when and how to report concerns and the process that will follow after a practitioner /childminder assistant has reported concerns.</li> <li>This must include procedures for practitioners or assistants to follow if they feel unable to</li> </ul>					



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raise concerns, or believe their concerns are not being acted upon.					
<b>Child Protection Files and Record Keeping</b>					
<ul style="list-style-type: none"> <li>The 'Child protection records retention and storage' guidelines relating to GDPR are followed*</li> </ul>					
<ul style="list-style-type: none"> <li>A separate child protection file is created for each child about whom there are safeguarding concerns.</li> </ul>					
<ul style="list-style-type: none"> <li>There is a note or symbol on the child's main file to indicate that a child protection file exists (i.e., a red circle sticker).</li> </ul>					
<ul style="list-style-type: none"> <li>Whether your child protection records are electronic or paper-based, they need to be kept confidential and stored securely.</li> </ul>					
<ul style="list-style-type: none"> <li>Each individual child protection file contains a front sheet and chronology which contains all child protection information and records.</li> </ul>					

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<ul style="list-style-type: none"> <li>Electronic files should be password protected and stored on computers with protection against hackers and viruses.</li> </ul>					
<ul style="list-style-type: none"> <li>Are paper-based safeguarding records stored in a locked cabinet separated to children's main files and accessible only to the DSL/DDSL deputy or relevant person in charge.</li> </ul>					
<ul style="list-style-type: none"> <li>If the person responsible for managing your child protection records leaves your organisations, do you ensure that the proper handover and takeover of safeguarding records takes place.</li> </ul>					
<ul style="list-style-type: none"> <li>If a personal computer is used, for example a childminder, a system is in place to ensure no other person can access safeguarding records.</li> </ul>					
<b>Child Protection File Transfer</b>					
<ul style="list-style-type: none"> <li>A chronology and summary of a child's child protection file is transferred to the next setting or school when the child leaves. These are completed prior to transition and a handover meeting takes place which is separate from</li> </ul>					

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the learning and development transition sheet.					
<ul style="list-style-type: none"> <li>Are records that need to be shared (within your own organisations or externally) kept confidential and shared confidentially using passwords and encryption when sharing electronic files.</li> </ul>					
<ul style="list-style-type: none"> <li>A record is kept of the chronological transfer including who holds the information, date of transfer and relevant contact details including a signature.</li> </ul>					
<ul style="list-style-type: none"> <li>Child Protection files are archived in a secure cabinet (paper based) until the child reaches the age of 25 years and then shredded.</li> </ul>					
<ul style="list-style-type: none"> <li>Child protection electronic files are archived securely with password protection for 25 years and then deleted.</li> </ul>					
<b>Safe Environment</b>					
<ul style="list-style-type: none"> <li>ALL visitors sign in and out and identification is checked and logged.</li> <li>ALL staff, childminders and childminder assistants understand that this procedure must be followed without exception.</li> </ul>					

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<ul style="list-style-type: none"> <li>The premises are secure – entry cannot be gained without authorised access and children cannot leave the premises unsupervised.</li> <li>The setting has a lockdown procedure in place.</li> </ul>					
<ul style="list-style-type: none"> <li>The outside fencing is secure and of a suitable height to ensure the safety of children.</li> </ul>					
<ul style="list-style-type: none"> <li>Parents have completed and signed the relevant registration and permission forms for their child to attend.</li> </ul>					
<ul style="list-style-type: none"> <li>There are protocols in place to ensure professional boundaries are appropriately maintained for staff, childminders and childminder assistants (including students and volunteers) e.g., babysitting and social networking.</li> </ul>					
<ul style="list-style-type: none"> <li>Parental consent is obtained for emergency medical treatment.</li> </ul>					
<ul style="list-style-type: none"> <li>Details of who has parental responsibility are recorded on the registration form.</li> </ul>					
<ul style="list-style-type: none"> <li>Parental consent is recorded for the taking and usage of digital images.</li> </ul>					

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<ul style="list-style-type: none"> <li>Parental consent is recorded for the usage of digital images onto social media.</li> </ul>					
<ul style="list-style-type: none"> <li>Existing medical conditions and/ or significant distinguishing marks are recorded on the registration form.</li> </ul>					
<ul style="list-style-type: none"> <li>A record is kept of each time a medicine is administered to a child.</li> </ul>					
<ul style="list-style-type: none"> <li>Specialist training is accessed by staff to ensure medical knowledge where a child has specific medical needs.</li> </ul>					
<ul style="list-style-type: none"> <li>A written record is kept of incidents, accidents or injuries and any first aid treatments.</li> </ul>					
<ul style="list-style-type: none"> <li>Parents are informed of any accident, incident or injury sustained by the child on the same day, or as soon is reasonably practicable. Parents sign a record of this.</li> </ul>					
<ul style="list-style-type: none"> <li>You must notify Ofsted or the childminder agency with which you are registered of any serious accident, illness or injury to, or death of, any child while in their care, and the action taken. Notification must be made as soon as reasonably practicable, but within 14 days of the incident occurring.</li> </ul>					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> <li>Providers must notify local child protection agencies of any serious accidents or injury, to, or death of, any child while in their care, and must act on any advice from those agencies. <b>Statutory framework group and school provision PG 39 3.78 Statutory framework childminder PG 30 3.78</b></li> </ul>					
<ul style="list-style-type: none"> <li>You know when to inform RIDDOR of deaths and serious injuries (regulation 4) see link below. The reports must be made within 15 days of the accident happening using the appropriate online form for RIDDOR.</li> </ul>					
<ul style="list-style-type: none"> <li>You understand how to prevent harm to health in line with the health and safety executive COSHH law which requires you to control substances which are hazardous to health.</li> </ul>					
<ul style="list-style-type: none"> <li>Staff, childminder and childminders assistant are effectively deployed (both inside and out) to always ensure the safety and supervision of children and young people and their needs are met.</li> </ul>					
<ul style="list-style-type: none"> <li>NSPCC, ChildLine and Domestic Abuse/Violence sources of support posters are displayed.</li> </ul>					

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<ul style="list-style-type: none"> <li>Contact details for the Staffordshire Family integrated front door, Police and emergency medical help are easily accessible.</li> </ul>					
<ul style="list-style-type: none"> <li>A copy of Working Together to Safeguard Children December 2023 is accessible.</li> </ul>					
<b>Equality, Diversity &amp; Inclusion (EDI) from a safeguarding lens</b>					
<ul style="list-style-type: none"> <li>Do you complete Equality, Diversity and inclusion training?</li> </ul>					
<ul style="list-style-type: none"> <li>Do you understand the children's individual identity and their families, including their protected characteristics?</li> </ul>					
<ul style="list-style-type: none"> <li>Do you understand the concept of childcare difference between culture and communities?</li> </ul>					
<ul style="list-style-type: none"> <li>How do you support staff to understand differing family structures to ensure all families are treated with equal understanding and respect?</li> </ul>					
<ul style="list-style-type: none"> <li>How do you ensure families from diverse communities are not marginalized from society?</li> </ul>					

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<ul style="list-style-type: none"> <li>Does your safeguarding policy and procedure reflect EDI?</li> </ul>					
<ul style="list-style-type: none"> <li>How do you encourage a sensitive approach to working with families from diverse backgrounds?</li> </ul>					
<ul style="list-style-type: none"> <li>Do you provide appropriate support and resources for families, i.e., language interpreters, letters in different languages?</li> </ul>					
<ul style="list-style-type: none"> <li>Do your registration forms include questions relating to child &amp; family heritage and background?</li> </ul>					
<b>Safer Eating Practices</b>					
<ul style="list-style-type: none"> <li>All providers are required to follow the Early Years Foundation Stage nutrition guidance.</li> <li>All providers must obtain information about any special dietary requirements, preferences, food allergies and intolerances and consider how this information is shared with all staff.</li> <li>Providers must clearly identify who is responsible for ensuring food meets all requirements.</li> </ul>					



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<ul style="list-style-type: none"> <li>Providers should assess their current procedures for maintaining communication with parents, carers, and, when necessary, health professionals to develop allergy management plans.</li> </ul>					
<ul style="list-style-type: none"> <li>Providers must ensure all practitioners and assistants are aware of the symptoms and treatment for allergies and anaphylaxis.</li> <li>Ensure practitioners and assistants know the difference between allergies and intolerances and understand that children can develop allergies at any time, especially during weaning.</li> <li>Providers are required to engage in discussions with parents and carers regarding the introduction of solid foods and must prepare food appropriately to meet each child's unique developmental requirements. Please ensure that your systems are comprehensive and effective in this regard.</li> <li>Providers must prepare food in a way to prevent choking.</li> <li>All infants and children are required to be seated in a highchair or appropriately low chairs during meals, and staff must ensure that children always remain within sight and hearing while they are eating.</li> </ul>					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> <li>Where possible providers should sit facing children whilst they eat, to help prevent choking, be aware of silent choking episodes, food sharing and any unexpected allergic reactions.</li> <li>Providers /childminder to record any choking episodes and identify any trends or incidents that should be addressed and the action to take.</li> </ul> <p><b>Statutory framework group and school provision PG 36 3.63-3.70.</b></p> <p><b>Statutory framework childminder PG 27/29 3.63- 3.70</b></p>					
<b>Safer Sleep Practices</b>					
<ul style="list-style-type: none"> <li>All providers to complete safer sleep training.</li> <li>All providers must be checking sleeping children frequently to ensure they are safe. Settings to consider the system in place and how this is recorded.</li> <li>Settings to have a sleep chart in place which can be accessed easily.</li> </ul>					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> <li>All providers ensure that all cots and bedding are in good condition and suitable for the age of the child and that babies are placed down to sleep safely in line with the latest government safety guidance.</li> <li>All providers to read and cascade the NHS advice on the safety of sleeping babies to parents/carers and all staff members.</li> </ul> <p><b>Statutory framework group and school provision PG 40-3.84</b></p> <p><b>Statutory framework childminder PG 32-3.85</b></p>					
<b>Toileting and Intimate Hygiene</b>					
<ul style="list-style-type: none"> <li>Providers to consider how privacy is balanced with the need to safeguard children during nappy changing.</li> <li>Providers can use a privacy screen, or a curtain to protect a child's privacy while maintaining adequate supervision.</li> <li>Develop a nappy changing cleaning rota which covers the cleaning of the mat between each nappy change and ensure that it meets the hygiene regulations.</li> </ul>					

## **Links to Referenced Documents**

- **Early Years Foundation Stage:** [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
- **Working Together To Safeguard Children - December 2023:** [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)
- **Staffordshire Early Help Assessment Guidance for Professionals:** [Staffordshire's Early Help Assessment Guidance for Professionals - Staffordshire Safeguarding Children Partnership](#)
- **Information Sharing** (Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018): [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](#)  
[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)
- **Staffordshire Safeguarding children partnership:-** [Home - Staffordshire Safeguarding Children Partnership \(staffsscp.org.uk\)](#) for guidance on developing child protection policy and other essential policy and guidance documents
- **SCC Childcare & Early Education Attendance Policy:** <https://www.staffordshire.gov.uk/Children-and-early-years/Childcare-providers-and-professionals/Attendance-policy.aspx>
- **Whistleblowing, Guidance for Employers and Code of Practice 2015:** [Whistleblowing: guidance and code of practice for employers - GOV.UK \(www.gov.uk\)](#)
- **NSPCC whistle blowing advice line** is available. The email address: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- **RIDDOR:** [Reportable incidents - RIDDOR - HSE](#)

- **Health and Safety Executive (COSHH):** [COSHH basics - COSHH](#)
- **Child protection records retention and storage guidelines:** [Child protection records retention and storage guidance | NSPCC Learning](#)
- **Use of e-cigarettes in public places and workplaces:** <https://www.gov.uk/government/publications/use-of-e-cigarettes-in-public-places-and-workplaces>
- **Supporting Families from diverse communities:** [Working with families from diverse communities in the early years | Anna Freud](#)
- **British Society for Allergy and Clinical Immunology:** [Home - BSACI](#)
- **Food safety - help for early years providers- gov.uk:** [Help for early years providers : Food safety](#)
- **Food allergy:** [Food allergy - NHS](#)
- **Early Years Foundation Stage nutrition guidance:** [Early Years Foundation Stage nutrition - GOV.UK](#)
- **Reduce the risk of sudden infant death syndrome(SIDS) :** [Reduce the risk of sudden infant death syndrome \(SIDS\) - NHS](#)