



# CROMFORD CHURCH OF ENGLAND SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY 2022

## 1. Introduction and Context

**1.1 Our school/setting:** At Cromford C of E Primary School we understand the importance of ensuring children are safe and well cared in order for them to learn and flourish. This is reflected in our vision statement of *'Learn, aspire, achieve in a caring Christian environment'*.

Safeguarding is at the heart of our practice. Safeguarding is on all agendas at staff meetings, governing board meetings and governor committee meetings. Our small Church of England school has strong community links and we work with the people of our village and surrounding areas to help to ensure the safety of our children at all times. We have developed our practice further with strong links with our Cluster schools, who work to support all the families in our area.

Mrs Foster and Miss Marshall are responsible for leading Safeguarding in our school. In the unlikely event that they are both absent from school and cannot be contacted, we have arrangements in place to contact Safeguarding leads at Anthony Gell School.

### 1.3 Our Policy

Cromford Church of England Primary School fully recognises it's for Child Protection and Safeguarding, this Policy sets out how the School/setting 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.

Cromford Church of England Primary School is an Early Years Provider; the Safeguarding and Welfare Audit has been completed – [See Annex 1](#).

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/setting provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop.

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

## **1.4 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 (Includes vulnerable adults when in their setting) 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/setting where the information will be dealt with swiftly and securely, 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:

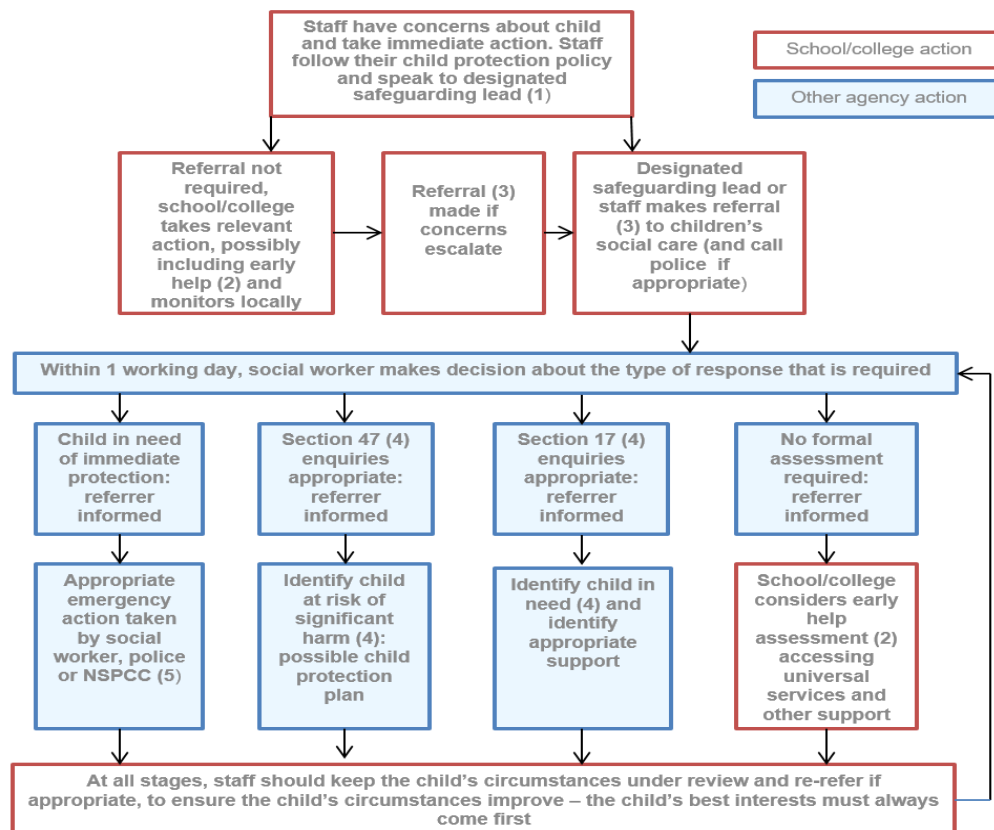
- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Cromford Church of England 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.

## Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

## 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/setting:

L. Foster - Headteacher DSL

E. Marshall Teacher - Deputy DSL

S. Watson – Safeguarding Link Governor    Chair of Governors – G. Donaldson

- 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/setting 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.
- Sharing any concerns about a Headteacher/Principal/Proprietor, with the Chair of Governors.
- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support.
- 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/setting 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.
- Children identified as SEND in the schools/setting 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 individual pupil 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/setting. ***(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 A at the rear of this document.

This school/setting 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 B.

This school/setting 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.

Cromford Church of England School receives a notification (SDAT) 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 are working towards appointing a Senior Mental Health lead to develop the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing in our setting.

*<https://www.gov.uk/guidance/senior-mental-health-lead-training>*

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/setting will contact the local School Community Advisor for advice:

[CAMHS North](#)

[CAMHS South](#)

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)**

Cromford Church of England 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. At Cromford school we have started the I-Vengers computing initiative, we also acknowledge Safer Internet Day and cover materials associated to online safety within PSHCE.

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 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/setting 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.

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

This School/setting 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/setting. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School/setting. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child 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/setting 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/setting 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 \(derbyshire.gov.uk\)](https://derbyshire.gov.uk/prevent)

The school/setting is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school/college and actions taken relevant to the activity.

The school/setting 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/setting 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/setting understands we need to equip all staff about identifying and handling 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/setting has a peer on peer abuse policy. : [Harmful sexual behaviours in children and young people \(derbyshire.gov.uk\)](https://www.derbyshire.gov.uk/childrens-services/child-protection-and-safeguarding/harmful-sexual-behaviours-in-children-and-young-people)

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/setting where children do not feel safe.

### **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.

We will be using the PSHE Matters tool to deliver the teaching.

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/setting 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/setting 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/setting children. 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.

### **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:

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.

## **Creating a Safe and Secure Environment:**

- 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 will 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.
- 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

## Safer Working Practices

This school/setting 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.
- 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. For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body. 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.

## Recruitment, 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/setting 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/setting 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/college. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

## 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.

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.

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/setting 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/setting 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.

## **Governors, Proprietors and School Governance**

The Governing Body and Senior School 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/College 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 (schools/college) 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 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/setting are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

**Notifications: The Governing Body/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.

## Record keeping

All concerns about a child will be recorded and records kept on our electronic school system - My Concern. 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/setting.

## Important Contacts

A list of important contacts is explained in Appendix E.

## Management of this Policy

The Governing Body/Proprietor/Trustee will:

- Ensure all Governors are aware of the Safeguarding arrangements in the school/setting.
- 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 will assist to complete the S175 Safeguarding Audit and with an Action Plan which 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.

**Signed by:**

Chair of Governors: G. Donaldson

Head Teacher: L. Foster

Safeguarding link Governor: S. Watson

Date: January 2022

### Appendix A Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead is: L. Foster Headteacher

The Deputy Designated Safeguarding Lead is: E. Marshall

The Designated safeguarding leads(s) are: L.Foster/E.Marshall

The Appointed Teacher for Looked after children/virtual School:  
L.Foster Headteacher

The Appointed Teacher for SEND: A. Welham

The Designated Lead(s) is/are for Anti- Bullying: L. Foster Headteacher

The Designated Link Governor for Safeguarding is: S. Watson

The Designated Link Governor for Anti- Bullying is: G. Donaldson/S. Watson

Designated link Governor for Looked after Children (Child in Care) is:

G. Donaldson/S. Watson

Other Pastoral Members who take responsibility for safeguarding:

Rachel Pickford – Head of Pastoral Care/ Designated Safeguarding Lead Officer at Anthony Gell School Email: [rpickford@anthonygell.co.uk](mailto:rpickford@anthonygell.co.uk)

Chris Carr – Pastoral Manager at Anthony Gell School

## Appendix B. Types of Child 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 [cross reference /refer to School Bullying Policy and similar other policies].

## 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. School / College all 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](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. My Concern is used as an electronic recording system.

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 behavioural 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](http://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](mailto: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](http://www.saferderbyshire.gov.uk/cyberchoices)

### **Prevent:**

Making a Prevent referral Derby & Derbyshire

**[www.saferderbyshire.gov.uk/preventreferral](http://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**

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 \(ddscp.org.uk\)](http://ddscp.org.uk)

Themes:

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



## Annex 1.

### **Schools who have EYFS children in Nursery or Reception Classes**

Please note that the requirements on the following pages **only** relate to the Welfare and Safeguarding requirements of the EYFS (0-5 years). The learning and development requirements must also be met in full.

Where to find the EYFS and safeguarding framework to include in your policy where relevant:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This becomes Law on the 1 Sept 2021.

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021>

This Guidance is from 1 Sept 2021.

**Meeting the**  
**‘Statutory framework for the early years foundation stage (2021)’**  
**Section 3 – The safeguarding & welfare requirements**

**Early Years Service, Education Improvement, Derbyshire County Council**

•

This audit tool is for use (from 1 September 2021) by all early years providers in England: 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).

•

It is based on meeting the requirements of the [Early years foundation stage \(EYFS\) statutory framework 2021 \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework-2021)

- Section 3 – The safeguarding and welfare requirements.

**This audit tool enables you to:**

- assess your safeguarding and welfare practice, identifying strengths and gaps in practice against Section 3 of the ‘Statutory framework for the EYFS (2021)’ by using it alongside the [A - Z supporting documents](#).
- ensure that the provision (including the proprietor or management committee, if relevant) are aware of their responsibilities and how the provision is working to safeguard children and promote their welfare.

- be confident of how you meet requirements of Section 3 of the 'Statutory framework for the EYFS (2021)' and how you meet your registration requirements on the Ofsted Early Years Register and/or your registration requirements with an early years childminder agency;

You may then find out how to address the gaps identified, improve your practice or refresh your knowledge of the requirements of Section 3 of the 'Statutory framework for the EYFS (2021)' by accessing and using the [A - Z supporting documents](#) available on Derbyshire SchoolsNet .

We recommend that, where possible, you **work together on this audit**, e.g. with members of the management team (including the voluntary management committee/proprietor if relevant), senior members of staff and/or the designated safeguarding practitioner, co-minder or childminding assistant.

It should be signed by the appropriate person(s) to confirm that they are aware of the information and details recorded and that they agree with the content.

We recommend that you complete the audit at least annually, but an audit can be undertaken and reviewed at any time.

You may find it helpful to consider one section at a time, referring to the relevant [A - Z supporting documents](#) and discussing with all staff (where relevant)

We recommend that you complete the audit by answering each question and identify an answer by putting a mark in the 'Yes', 'No' or 'N/A' boxes.

**It is important** to use the available links and the [A - Z supporting documents](#) to enable you to determine the quality of your safeguarding and welfare practice.

Please use the notes column to record gaps in practice, actions to be implemented or maybe examples good practice.

NB

- Phrases in italics relate to footnotes in the 'Statutory framework for the EYFS (2021)'

- Wherever the question ‘Do you **ensure...**’ is used this is a ‘**must**’ requirement of the ‘Statutory framework for the EYFS (2021)’
- Wherever the question ‘Do you **make sure...**’ is used this is a ‘**should**’ requirement of the ‘Statutory framework for the EYFS (2021)’

Name: Liz Foster                      Position: Headteacher DSL                      Date: January 2022

Name: Emma Marshall                      Position: Teacher Deputy DSL                      Date: January 2022

Name: Helen Quick                      Position: Infant Teacher                      Date: January 2022

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1 <u>Child protection</u> (Statutory framework for the EYFS, pages 21-23, 3.4-3.8) Additional support materials: A – Child Protection	Yes	No	N/A	Notes
Do you <b>ensure</b> you are alert to any issues of concern in a child’s life at home or elsewhere?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4
Do you <b>ensure</b> you have and implement a policy, and procedures to safeguard children?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are these in line with the guidance and procedures of the relevant Local Safeguarding Partners (LSP)? (NB Within Derbyshire this is known as the Derby and Derbyshire Safeguarding Children Partnership: <a href="http://ddscp.org.uk">Derby and Derbyshire Safeguarding Children Partnership (ddscp.org.uk)</a> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> the safeguarding policy and procedures include an explanation of the action to be taken:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>when there are safeguarding concerns about a child?</li> <li>in the event of an allegation being made against a member of staff?</li> <li>cover the use of mobile phones and cameras in the setting?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1 <u>Child protection</u> (Statutory framework for the EYFS, pages 21-23, 3.4-3.8) Additional support materials: A – Child Protection	Yes	No	N/A	Notes
Have you referred to 'Safeguarding children and protecting professionals in early years settings: online safety considerations to help safeguard children and practitioners online? <a href="https://www.gov.uk/guidance/safeguarding-children-and-protecting-professionals-in-early-years-settings">Safeguarding children and protecting professionals in early years settings: online safety considerations</a> - GOV.UK ( <a href="https://www.gov.uk">www.gov.uk</a> )				
Do you <b>ensure</b> you have a designated person who takes lead responsibility for safeguarding children in your setting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.5</b>
If you are a childminder, do you <b>ensure</b> you take this lead responsibility yourself?	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<b>3.5 continued</b>
Are you aware that this lead practitioner is responsible for liaising with local statutory children's services agencies and, with the Local Safeguarding Partners (LSP)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1 <u>Child protection</u> (Statutory framework for the EYFS, pages 21-23, 3.4-3.8) Additional support materials: A – Child Protection	Yes	No	N/A	Notes
Do you <b>ensure</b> this lead practitioner provides support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issues as required?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> the lead practitioner has attended a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described below)?				
<i>Do you take account of any advice from the LSP or local authority on appropriate training courses?</i>				
Do you <b>ensure</b> you train all staff to understand your safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.6 Whole School KCSIE Part 1 – read and understood + signed.</b>  <b>Whole School Inset SG Training update September 2021.</b>
Do you <b>ensure</b> the training made available by you enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>1 <u>Child protection</u></b> (Statutory framework for the EYFS, pages 21-23, 3.4-3.8) <b>Additional support materials: A – Child Protection</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
<p>Does the training enable staff to identify, understand and respond appropriately to signs of possible abuse and neglect, including:</p> <ul style="list-style-type: none"> <li>significant changes in children's behaviour?</li> <li>deterioration in children's general well-being?</li> <li>unexplained bruising, marks or signs of possible abuse or neglect?</li> <li>children's comments which give cause for concern?</li> <li>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 mutilation: <a href="https://www.gov.uk/government/consultations/female-genital-mutilation">Female genital mutilation - GOV.UK (www.gov.uk)</a></li> <li>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?</li> </ul> <p>Are you aware of 'What to do if you're worried a child is being abused: Advice for practitioners'? <a href="https://www.gov.uk/government/consultations/child-abuse-concerns-guide-for-practitioners">Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)</a></p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>    <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>    <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>    <input type="checkbox"/>	<p><b>Continued on next page...</b></p> <p><b>3.6 continued</b></p> <p><b>Whole School SG Training Inset updated September 2021</b></p>

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<b>1 <u>Child protection</u></b> (Statutory framework for the EYFS, pages 21-23, 3.4-3.8) <b>Additional support materials: A – Child Protection</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
Do you <b>ensure</b> you inform Ofsted or your 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)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Within the school setting DSL</b>
Do you <b>ensure</b> you (the registered provider) notify Ofsted or your childminder agency of the action taken in respect of the allegations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> the notification is made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Are you aware a registered provider who, without reasonable excuse, fails to comply with this requirement by not informing Ofsted, commits an offence?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>2 <u>Suitable people</u></b> (Statutory framework for the EYFS, pages 23-24, 3.9-3.13) <b>Additional support materials:</b> A – Child Protection; B – Suitable People; D – Disqualification	Yes	No	N/A	Notes
<p>Do you <b>ensure</b> that people looking after children are suitable to fulfil the requirements of their roles?</p> <p>Do you <b>ensure</b> you 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 suitable?</p> <p><i>If you are a childminder, are you aware that to allow Ofsted or the relevant childminder agency to make these checks, you are required to supply information to Ofsted or the relevant childminder</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.9</b> <b>Safer-recruitment training has been completed by senior staff and policies are followed when recruiting.</b>
<p>If you are a childminder, are you aware that it is Ofsted's or the agency with which you are registered with responsibility to check your suitability, to check the suitability 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?</p> <p>Are you aware this also includes requiring enhanced criminal records checks and barred list checks?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.10</b> <b>N/A – School setting. Safety checks are carried out by school – DBS checks/evidence in the SCR file (School office).</b>

## 2 Suitable people

(Statutory framework for the EYFS, pages 23-24, 3.9-3.13)

**Additional support materials:** A – Child Protection; B – Suitable People;

## D – Disqualification

**Yes**

**No**

N/A

## Notes

Do you **ensure** (other than childminders and childcare on domestic premises) you obtain enhanced criminal records checks in respect of every person aged 16 or over (including for unsupervised volunteers, and supervised volunteers who provide personal care – *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*) who:

- 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)?
- 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)?

Do you make sure an additional criminal records check (or checks if more than one country) is made for anyone who has lived or worked abroad? [Criminal records checks for overseas applicants - GOV.UK \(www.gov.uk\)](#)

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**Continued on next page...**

3.10 continued

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<b>2 <u>Suitable people</u></b> (Statutory framework for the EYFS, pages 23-24, 3.9-3.13) <b>Additional support materials:</b> A – Child Protection; B – Suitable People; D – Disqualification	Yes	No	N/A	Notes
If you are a childminder, are you aware the relevant information will be kept by Ofsted or the agency with which you are registered?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Do you <b>ensure</b> you meet your responsibilities under the <a href="#">Safeguarding Vulnerable Groups Act 2006</a> , 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 harm ( <i>Section 35 of the Safeguarding Vulnerable Groups Act</i> )?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.13</b>

<b>3 <u>Disqualification</u></b> (Statutory framework for the EYFS, pages 24-25, 3.14-3.18) <b>Additional support materials:</b> B – Suitable People; C – Disqualification	Yes	No	N/A	Notes
Are you aware that, <i>under Section 75 of the Childcare Act 2006</i> , you or a childcare worker may become disqualified from registration?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.14</b>



### 3 Disqualification

(Statutory framework for the EYFS, pages 24-25, 3.14-3.18)

**Additional support materials:** B – Suitable People; C – Disqualification

**Yes**

**No**

N/A

## Notes

*If you are a school, are you aware you 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](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006) Other providers may also find it helpful to refer to this guidance.*

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Do you **ensure** that in the event of disqualification, you do not continue as an early years provider – nor be directly concerned in the management of such provision?

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Do you **ensure** where a person is disqualified, that you do not employ that person in connection with early years provision?

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As an employer, do you **ensure** you take the appropriate action to ensure the safety of children, where you become aware of relevant information that may lead to the disqualification of an employee?

If you are a childminder, childminder assistant or childcare practitioner on domestic premises are you aware you may also be disqualified because you live in

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### 3.15

### 3 Disqualification

(Statutory framework for the EYFS, pages 24-25, 3.14-3.18)

**Additional support materials:** B – Suitable People; C – Disqualification

**Yes**

**No**

N/A

## Notes

the same household as another person who is disqualified or because you live in the same household where a disqualified person is employed?

If you are a childminder, childminder assistant or childcare practitioner that is disqualified are you aware that you may, in some circumstances, be able to obtain a 'waiver' from Ofsted?

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Do you **ensure** as a registered provider that you notify Ofsted or the agency with which you (the childminder) are registered of any significant event that is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided?

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Are you aware the disqualification of an employee could be an instance of a significant event?

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### 3.16

Do you **ensure** that you (the registered provider) give Ofsted or the childminder agency with which you are registered, the following information about yourself or about any person who lives in the same household as you, or who is employed in the household:

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- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006?

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- the date of the order, determination or conviction, or the date when the

### 3.17

<b>3 <u>Disqualification</u></b> (Statutory framework for the EYFS, pages 24-25, 3.14-3.18) <b>Additional support materials:</b> B – Suitable People; C – Disqualification	Yes	No	N/A	Notes
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)?	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	
Do you <b>ensure</b> the information is provided to Ofsted, or the childminder agency with which you are registered, as soon as reasonably practicable, but at the latest within 14 days of the date the you became aware of the information or ought reasonably to have become aware of it if you had made reasonable enquiries?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.18</b>

#### 4 Staff taking medication/other substances

(Statutory framework for the EYFS, pages 25-26, 3.19)

**Additional support materials:** D – Staff taking medication/other substances

**Yes**

**No**

N/A

## Notes

Do you **ensure** that staff members are not be under the influence of alcohol or any other substance which may affect their ability to care for children?

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Do you make sure staff members seek medical advice if they are taking medication which may affect their ability to care for children?

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Do you **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?

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Do you **ensure** all medication on the premises is securely stored, and out of reach of children, at all times?

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### 3.19

<b>5 <u>Staff qualifications, training, support and skills</u></b> (Statutory framework for the EYFS, pages 26-27, 3.20-3.26)  <b>Additional support materials:</b> E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
Do you <b>ensure</b> you follow your legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.20</b>
Do all practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities?  Do you <b>ensure</b> that all staff receive induction training to help them understand their roles and responsibilities?  Do you <b>ensure</b> induction training includes information about:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.21</b>

<p><b>5 <u>Staff qualifications, training, support and skills</u></b></p> <p>(Statutory framework for the EYFS, pages 26-27, 3.20-3.26)</p> <p><b>Additional support materials:</b> E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);</p>	Yes	No	N/A	Notes
<ul style="list-style-type: none"> <li>• emergency evacuation procedures?</li> <li>• safeguarding?</li> <li>• child protection?</li> <li>• health and safety issues?</li> </ul> <p>Do you <b>ensure</b> you support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves?</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	
<p>Do you <b>ensure</b> you put appropriate arrangements in place for the supervision of staff who have contact with children and families?</p>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<p><b>3.22</b></p>

<b>5 <u>Staff qualifications, training, support and skills</u></b> (Statutory framework for the EYFS, pages 26-27, 3.20-3.26)  <b>Additional support materials:</b> E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);	Yes	No	N/A	Notes
Do you provide effective supervision which provides support, coaching and training for the practitioner and promotes the interests of children?  Do you provide supervision which fosters a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you make sure you provide supervision opportunities for staff to: <ul style="list-style-type: none"> <li>• discuss any issues – particularly concerning children’s development or well-being, including child protection concerns?</li> <li>• identify solutions to address issues as they arise?</li> <li>• receive coaching to improve their personal effectiveness?</li> </ul>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	<b>3.23</b>
If you are a childminder, do you <b>ensure</b> that you have completed training which helps you to understand and implement the EYFS before you registered with Ofsted or a childminder agency?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.24</b>

5 <u>Staff qualifications, training, support and skills</u>  (Statutory framework for the EYFS, pages 26-27, 3.20-3.26)  Additional support materials: E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);	Yes	No	N/A	Notes
If you are a childminder, are you aware you are accountable for the quality of the work of any assistants, and you ensure you are satisfied that assistants are competent in the areas of work they undertake?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Do you ensure at least one person has a current paediatric first aid (PFA) certificate and is on the premises and is available at all times when children are present, and accompanies children on outings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.25
Do you ensure the certificate is for a full course consistent with the criteria set out in Annex A of the ‘Statutory framework for the EYFS’ (pages 42 & 43)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you are a childminder, do you ensure you and any assistant who might be in sole charge of the children for any period of time hold a full current PFA certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



## 5 Staff qualifications, training, support and skills

(Statutory framework for the EYFS, pages 26-27, 3.20-3.26)

**Additional support materials:** E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);

**Yes**

**No**

N/A

## Notes

Do you **ensure** you renew PFA training every three years and ensure it is relevant for workers caring for young children and where relevant, babies?

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*Are you aware you are responsible for identifying and selecting a competent training provider to deliver your PFA training?*

*Are you aware training is available from a wide range of providers including: those who offer regulated qualifications; or the Voluntary Aid Societies; 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?*

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- The [Register of Regulated Qualifications](#) may help you identify PFA providers.
- [HSE guidance](#) about choosing a first aid training provider may be helpful.

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Do you 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?

**Continued on next page...**

3.25 continued

## 5 Staff qualifications, training, support and skills

(Statutory framework for the EYFS, pages 26-27, 3.20-3.26)

**Additional support materials:** E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);

**Yes**

**No**

N/A

## Notes

Do you **ensure** all newly qualified entrants to the early years workforce who completed a level 2 and/or level 3 qualification on or after 30 June 2016, 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 setting?

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*Are you aware that 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?*

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*Are you aware you can make an exception to this requirement where a newly qualified entrant to the workforce is unable to gain a PFA certificate if a disability would prevent them from doing so?*

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*Are you aware such a newly qualified entrant can still be included in the staff:child ratios if otherwise competent to carry out their childcare duties?*

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<b>5 <u>Staff qualifications, training, support and skills</u></b> (Statutory framework for the EYFS, pages 26-27, 3.20-3.26)  <b>Additional support materials:</b> E – Staff Qualifications; G – Ratios (Preschools and Nurseries); H – Ratios (Out of school care); I – Ratios (Childminders);	Yes	No	N/A	Notes
<i>Are you aware that, where possible, such staff should attend a relevant PFA training course and obtain written evidence of attendance?</i>  Do you display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> that staff have sufficient understanding and use of English to ensure the well-being of children in your care? For example, settings must be able 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.26</b>

## 6 Key Person

(Statutory framework for the EYFS, page 27, 3.27)

Additional support materials: F – Key Person

**Yes**

**No**

N/A

## Notes

Is every child assigned a key person?

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3.27

Does the key person help to ensure that every child's care is tailored to:

- meet their individual needs?
- to help the child become familiar with the setting?
- offer a settled relationship for the child?
- build a relationship with the child's parents?

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Do you **ensure** (in accordance with paragraph 1.16 of the 'Statutory framework for the EYFS'):

- you inform parents and/or carers of the name of the key person when a child starts attending?
- you explain the role of the key person when a child starts attending?
- the key person helps ensure that every child's learning and care is tailored to meet their individual needs?
- the key person seeks to engage and support parents and/or carers in guiding their child's development at home?
- the key person helps families engage with more specialist support if appropriate?

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**School setting – classteacher is responsible for the pupils in their class.**

<i>In childminding settings, are you aware that you are the key person?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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<b>7 <u>Staff:child ratios - all providers including childminders</u></b> (Statutory framework for the EYFS, page 28, 3.28-3.31) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care); I – Ratios (Childminders)	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
Do you <b>ensure</b> as a setting on the early years register, that the manager holds an approved level 3 qualification or above and at least half of all other staff must hold at least an approved level 2 qualification? <i>‘Approved’ is defined by the Department for Education on the Early Years Qualifications List published on GOV.UK: <a href="https://www.gov.uk/government/publications/early-years-qualifications-list">Check early years qualifications – GOV.UK (www.gov.uk)</a> which also includes information on overseas qualifications.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.28</b>
Do you <b>ensure</b> that for staff holding an Early Years Educator qualification to count in the ratios at level 3, they must also have achieved a suitable level 2 qualification in English and Maths as defined by the Department for Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>7 <u>Staff:child ratios - all providers including childminders</u></b></p> <p>(Statutory framework for the EYFS, page 28, 3.28-3.31)</p> <p><b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care); I – Ratios (Childminders)</p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>N/A</b></p>	<p><b>Notes</b></p>
<p><i>on the Early Years Qualifications List published on GOV.UK: <a href="#">Check early years qualifications – GOV.UK (www.gov.uk)</a></i></p> <p><i>Are you aware these qualification requirements do not apply to out-of-school provision for reception aged children (see 3.41), and/or childminders?</i></p> <p>Do you make sure the manager has at least two years’ experience of working in an early years setting, or have at least two years’ other suitable experience?</p> <p>Do you <b>ensure</b> you have a named deputy who, in your judgement, is capable and qualified to take charge in the manager’s absence?</p> <p><i>Are you aware ‘capable and qualified’ includes having the necessary skills and knowledge to deputise, and that a deputy does not have to have any specific qualification?</i></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>Do you <b>ensure</b> your staffing arrangements meet the needs of all children and ensure their safety?</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><b>3.29</b></p>

<b>7 <u>Staff:child ratios - all providers including childminders</u></b> (Statutory framework for the EYFS, page 28, 3.28-3.31) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care); I – Ratios (Childminders)	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
<p>Do you <b>ensure</b> that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children’s needs are met?</p> <p>Do you <b>ensure</b> you inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions?</p> <p>Do you <b>ensure</b> children are usually within sight and hearing of staff and always within sight or hearing?</p>	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	
<p>Are you aware only those aged 17 or over may be included in ratios if they are suitable (as in 3.9 to 3.11 of the Statutory framework for the EYFS)?</p> <p>Do you make sure staff under 17 are supervised at all times?</p> <p>Are you aware suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over)</p>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<b>3.30</b>

7 <u>Staff:child ratios - all providers including childminders</u> (Statutory framework for the EYFS, page 28, 3.28-3.31) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care); I – Ratios (Childminders)	Yes	No	N/A	Notes
maybe included in the ratios if you are satisfied that they are competent and responsible?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you meet the ratio and qualification requirements below and apply them to the total number of staff available to work directly with children?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.31</b>
<i>Are you aware Ofsted may determine that you must observe a higher staff:child ratio than outlined to ensure the safety and welfare of children?</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are you aware that, exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you are a childminder, are you aware you cannot have more than six children under the age of eight per adult providing care?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



<b>7 <u>Staff:child ratios - all providers including childminders</u></b> (Statutory framework for the EYFS, page 28, 3.28-3.31) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care); I – Ratios (Childminders)	Yes	No	N/A	Notes
If you are a group setting providing overnight care, do you continue to apply the relevant ratios and do you <b>ensure</b> at least one member of staff awake at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>8 <u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);	Yes	No	N/A	Notes
If you have children aged under two, do you <b>ensure</b> that: <ul style="list-style-type: none"> <li>there is at least one member of staff for every three children?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.32</b>

<p>8 <b><u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<ul style="list-style-type: none"> <li>• at least one member of staff holds an approved level 3 qualification, and is suitably experienced in working with children under two?</li> <li>• at least half of all other staff hold an approved level 2 qualification?</li> <li>• at least half of all staff have received training that specifically addresses the care of babies?</li> <li>• where there is a room for under two-year-olds, the member of staff in charge of that room has, in your judgement, suitable experience of working with under twos</li> </ul>	<input type="checkbox"/>     <input type="checkbox"/>	<input type="checkbox"/>     <input type="checkbox"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	
<p>If you have children aged two, do you <b>ensure</b> that:</p> <ul style="list-style-type: none"> <li>• there is at least one member of staff for every four children?</li> <li>• at least one member of staff holds an approved level 3 qualification?</li> <li>• at least half of all other staff hold an approved level 2 qualification?</li> </ul> <p><i>If you are in a maintained school or non-maintained special school, are you aware that where 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)</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<p><b>3.33</b> <b>N/A – School setting (no children aged 2 attend the school)</b></p>

8 <u>Staff:child ratios - Early years providers (other than childminders)</u>  (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);	Yes	No	N/A	Notes
<i>planning, delivering lessons, assessing the development, progress and attainment of pupils and reporting on the latter.</i>  <i>Also, do you (the headteacher) <b>ensure</b> you are 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?</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you have 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, <u>is working</u> directly with the children, do you <b>ensure</b> that:  <ul style="list-style-type: none"><li>there is at least one member of staff for every 13 children?</li><li>at least one other member of staff holds an approved level 3 qualification?</li></ul> <i>Are you aware that:</i>  <ul style="list-style-type: none"><li><i>the teacher (or equivalent) is expected to be working with children for the vast majority of the time?</i></li><li><i>where the teacher (or equivalent) needs to be absent for short periods of time, you will need to ensure that quality and safety is maintained?</i></li></ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<b>3.34</b>

<p>8 <b><u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<p>If you have 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 <u>is not working</u> directly with the children, do you <b>ensure</b> that:</p> <ul style="list-style-type: none"> <li>• there is at least one member of staff for every eight children?</li> <li>• at least one member of staff holds an approved level 3 qualification?</li> <li>• at least half of all other staff hold an approved level 2 qualification?</li> </ul>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p><b>3.35</b></p>
<p>If you have 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 instructor, or another suitably qualified overseas trained teacher, <u>is working directly</u> with the children, do you <b>ensure</b> that:</p> <ul style="list-style-type: none"> <li>• for classes where the majority of children will reach the age of five or older</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>3.36</b> <b>Qualified Teacher is responsible for the Early years pupils.</b></p>

<p>8 <u>Staff:child ratios</u> - Early years providers (other than childminders)</p> <p>(Statutory framework for the EYFS, page 28, 3.32-3.40)</p> <p><b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<p>within the school year, there is at least one member of staff for every 30 children (<i>Subject to any permitted exceptions under The Schools Admissions (Infant Class Sizes) Regulations 2012 S.I. 2012/10</i>)?</p> <ul style="list-style-type: none"> <li>for all other classes there is at least one member of staff for every 13 children?</li> <li>at least one other member of staff holds an approved level 3 qualification?</li> </ul> <p><i>Are you aware 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 responsible for the management of the school is satisfied as to the qualifications or experience (or both) of the person providing education?</i></p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	
<p>If you have children aged three and over in independent schools (including in nursery classes in academies), where there is <u>no person</u> 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, do you <b>ensure</b> that:</p> <ul style="list-style-type: none"> <li>there is at least one member of staff for every eight children?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>3.37</b></p>

<p>8 <b><u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<ul style="list-style-type: none"> <li>at least one member of staff holds an approved level 3 qualification?</li> <li>at least half of all other staff hold an approved level 2 qualification?</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
<p>If you have children aged three and over in a maintained nursery school and nursery class in maintained schools, do you <b>ensure</b> that:</p> <ul style="list-style-type: none"> <li>there is at least one member of staff for every 13 children?</li> <li>at least one member of staff is a school teacher as defined by section 122 of the Education Act 2002 (<i>see also the Education (School Teachers' Prescribed Qualifications, etc) Order 2003 and the Education (School Teachers' Qualifications) (England) Regulations 2003</i>)?</li> <li>at least one other member of staff holds an approved level 3 qualification?</li> </ul> <p><i>If you are in a school where provision is 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, are you aware you can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; 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?</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><b>3.38</b></p>

<p>8 <u>Staff:child ratios</u> - Early years providers (other than childminders)</p> <p>(Statutory framework for the EYFS, page 28, 3.32-3.40)</p> <p><b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<p><i>If you have children in nursery classes attending 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, are you aware 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?</i></p> <p><i>Are you aware that when at least one other member of staff holds an approved level 3 qualification (as above) that person needs to meet all relevant staff qualification requirement as required by The School Staffing (England) Regulations 2009?</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>If you have a Reception class in a maintained school or academy, are you aware you are subject to infant class size legislation?</p> <p><i>If you are an academy, are you aware you are required by your 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?</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>3.39</b></p>

<p>8 <b><u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<p>If you have a Reception class in maintained school or academy, are you aware that The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted?</p> <p>Are you aware, ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff?</p> <p>Do you <b>ensure</b> in an ordinary teaching session, your school employs sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher?</p> <p><i>If you are in a maintained school or academy, are you aware The Specified Work Regulations 2012 allow a non-teacher to carry out the work of the teacher (“specified work”) if they are:</i></p> <ul style="list-style-type: none"> <li><i>assisting or supporting the work of the teacher?</i></li> <li><i>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?</i></li> </ul>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	



<p>8 <b><u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	Yes	No	N/A	Notes
<p><i>If you are in an academy, are you aware a teacher can have whatever qualification the trust regard as appropriate to teach an infant class, in line with admissions law?</i></p>				
<p>If you are in a school, are you aware you may choose to mix your reception classes with groups of younger children (nursery pupils, non-pupils or younger children from a registered provider)?</p> <p>If you are in a school, do you <b>ensure</b> you determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group?</p> <p>If you are in a school and you exercise this discretion, do you <b>ensure</b> you comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes?</p> <p>If you are a schools' partner, do you <b>ensure</b> you meet the relevant ratio requirements for your provision?</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><b>3.40</b></p>

<p>8 <b><u>Staff:child ratios - Early years providers (other than childminders)</u></b> (Statutory framework for the EYFS, page 28, 3.32-3.40) <b>Additional support materials:</b> G – Ratios (Preschools and Nurseries); H – Ratios (Out of School Care);</p>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>

<p>9 <b><u>Staff:child ratios - Before/after school care and holiday provision</u></b> (Statutory framework for the EYFS, page 31, 3.41) <b>Additional support materials:</b> H – Ratios (Out of School Care)</p>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
<p>If your care is <u>solely</u> before/after school care (<i>'School' means maintained schools, non-maintained schools, independent schools and academies</i>) or holiday provision for children who normally attend reception class (or older)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.41</b>

<p>during the school day, do you <b>ensure</b> you have sufficient staff as for a class of 30 children?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Are you aware it is for you 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?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Are you aware it is for you to determine what qualifications, if any, the manager and/or staff should have?</p>				

10 <u>Staff:child ratios - Childminders</u> (Statutory framework for the EYFS, pages 31-32, 3.42-3.44) Additional support materials: I – Ratios (Childminders)	Yes	No	N/A	Notes
Are you (whether providing the childminding on domestic or non-domestic premises) aware that at any one time, you may care for a maximum of six children under the age of eight?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.42</b>
<i>Are you aware this includes you own children or any other children for whom they are responsible such as those being fostered?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Are you aware that of these six children, a maximum of three may be young children, and do you <b>make sure</b> only be one child is under the age of one? A child is a young child up until 1 <sup>st</sup> September following his or her fifth birthday.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Do you <b>ensure</b> any care provided for older children does not adversely affect the care of children receiving early years provision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are you aware you can make exceptions to the usual ratios, if you can demonstrate to parents and/or carers and Ofsted inspectors or your childminder agency that the individual needs of all the children are being met? For example:				<b>3.43</b>
• when childminders are caring for sibling babies, or	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
• when caring for their own baby, or	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
• to maintain continuity of care, or	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>10 <u>Staff:child ratios - Childminders</u></b> <b>(Statutory framework for the EYFS, pages 31-32, 3.42-3.44)</b> <b>Additional support materials: I – Ratios (Childminders)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>if children aged three to five only attend the childminding setting before and/or after a normal school day (<i>defined as 9 am to 3 pm or the normal full day applicable to the school the child attends</i>), and/or during school holidays, they may be cared for at the same time as three other young children?</li> </ul> <p>Do you <b>ensure</b> in all circumstances, that the total number of children under the age of eight being cared for does not exceed six per adult?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

10 <u>Staff:child ratios - Childminders</u> (Statutory framework for the EYFS, pages 31-32, 3.42-3.44) Additional support materials: I – Ratios (Childminders)	Yes	No	N/A	Notes
<p>If you are a childminder who employs an assistant or works with another childminder, do you only care for the number of children permitted by the ratios specified above (<i>Subject to any restrictions imposed by Ofsted or the relevant childminder agency on registration</i>)?</p> <p>Do you only leave children in the sole care of childminders’ assistants for two hours at most in a single day?</p> <p>Do you <b>ensure</b> you obtain parents and/or carers’ permission to leave children with an assistant, including for very short periods of time?</p> <p><i>Are you aware that 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?</i></p> <p>If you provide overnight care, do you continue to apply the ratios, and do you <b>ensure</b> you are always able to hear the children (this may be via a monitor)?</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><b>3.44</b></p>

11 <u>Health - Medicines</u> (Statutory framework for the EYFS, pages 32-33, 3.45-3.47) <b>Additional support materials:</b> J – Medicines; T - Information and records; U - Information about the child; V - Information for parents and carers	Yes	No	N/A	Notes
Do you <b>ensure</b> you promote the good health, including oral health, of children attending the setting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.45</b>  <b>Medical records are completed, including permission and administration of medication.</b>
Do you <b>ensure</b> you have clear procedures, discussed with parents and/or carers, for responding to children who are ill or infectious?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you take the necessary steps to prevent the spread of infection, and take appropriate action if children are ill?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>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 <a href="#">Guidance on infection control in schools and other childcare settings</a></i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you have and implement a policy, and procedures, for administering medicines?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.46</b>

<b>11 <u>Health - Medicines</u></b> <b>(Statutory framework for the EYFS, pages 32-33, 3.45-3.47)</b> <b>Additional support materials:</b> J – Medicines; T - Information and records; U - Information about the child; V - Information for parents and carers	Yes	No	N/A	Notes
<p>Do you <b>ensure</b> your policy includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date?</p> <p>Do you <b>ensure</b> training is provided for staff where the administration of medicine requires medical or technical knowledge?</p> <p>Do you <b>ensure</b> prescription medicines are not 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)?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Do you <b>ensure</b> medicine/s (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer?</p> <p><i>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: <a href="https://www.bma.org.uk/prescribing-over-the-counter-medicines-in-nurseries-and-schools">Prescribing over-the-counter medicines in nurseries and schools (bma.org.uk)</a></i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.47</b>



11 <u>Health - Medicines</u> (Statutory framework for the EYFS, pages 32-33, 3.45-3.47) <b>Additional support materials:</b> J – Medicines; T - Information and records; U - Information about the child; V - Information for parents and carers	Yes	No	N/A	Notes
Do you <b>ensure</b> you 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12 <u>Health – Food and drink</u> (Statutory framework for the EYFS, pages 33-44, 3.48-3.50) <b>Additional support materials:</b> K – Food and Drink; T – Information and records; U – Information about the child	Yes	No	N/A	Notes
Do you <b>ensure</b> where children are provided with meals, snacks and drinks, they are healthy, balanced and nutritious?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.48</b>  <b>Meals are provided for all Early Years pupils by Derbyshire Catering Services.</b>  <b>Fruit and milk is available daily.</b>
Do you <b>ensure</b> you obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements before a child is admitted to the setting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> fresh drinking water always available and accessible to children at all times?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you record and act on information from parents and carers about a child's dietary needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.49</b>
Do you <b>ensure</b> there are suitable facilities for the hygienic preparation of food for children, if necessary including suitable sterilisation equipment for babies' food?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you can be confident that those responsible for preparing and handling food are competent to do so?				

<b>12 <u>Health – Food and drink</u></b> (Statutory framework for the EYFS, pages 33-44, 3.48-3.50) <b>Additional support materials:</b> K – Food and Drink; T – Information and records; U – Information about the child	Yes	No	N/A	Notes
<p>In group provision, do you <b>ensure</b> all staff involved in preparing and handling food have received training in food hygiene?</p> <p>Are you aware that section 4 of <a href="https://www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england">Example menus for early years settings in England – GOV.UK (www.gov.uk)</a> 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?</p>	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<p><b>Continued on next page</b> <b>3.49 continued</b></p>
<p>Do you <b>ensure</b> you notify Ofsted or the childminder agency with which you are registered of any food poisoning affecting two or more children cared for on the premises?</p> <p>Do you <b>ensure</b> notification be made as soon as is reasonably practicable, but in any event within 14 days of the incident?</p> <p><b>Are you aware a registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence?</b></p>	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<p><b>3.50</b></p>

12 <u>Health – Food and drink</u> (Statutory framework for the EYFS, pages 33-44, 3.48-3.50) <b>Additional support materials:</b> K – Food and Drink; T – Information and records; U – Information about the child	Yes	No	N/A	Notes

13 <u>Health - Accident or injury</u> (Statutory framework for the EYFS, page 34; 3.51-3.52)  <b>Additional support materials:</b> L – Accident or Injury; V – Information for parents and carers	Yes	No	N/A	Notes
Do you <b>ensure</b> a first aid box is accessible at all times with appropriate content for use with children?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.51</b>
Do you <b>ensure</b> you keep a written record of accidents or injuries and first aid treatment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you 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 your care, and of the action taken?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.52</b>
Do you <b>ensure</b> notification is made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Are you aware a registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you <b>ensure</b> you notify local child protection agencies of any serious accident or injury to, or the death of, any child while in your care and that you must act on any advice from those agencies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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14 <u>Managing children's behaviour</u> (Statutory framework for the EYFS, page 34; 3.53-3.54)  <b>Additional support materials:</b> M – Managing Behaviour; T – Information and records; V – Information for parents and carers	Yes	No	N/A	Notes
Do you manage children's behaviour in an appropriate way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.53</b>
Do you <b>ensure</b> you do not give or threaten corporal punishment to a child and do not use or threaten any punishment which could adversely affect a child's well-being?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.54</b>
Do you <b>ensure</b> you 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Are you aware an early years provider who fails to meet these requirements commits an offence?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are you aware a person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention ( <i>Physical intervention is where practitioners use reasonable force to prevent children from</i>				

<p><i>injuring themselves or others or damaging property</i>) 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?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Do you <b>ensure</b> you keep a record of any occasion where physical intervention is used, and ensure parents and/or carers are informed on the same day, or as soon as reasonably practicable?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>15 <u>Safety</u></b> (Statutory framework for the EYFS, page 35; 3.55-3.56) <b>Additional support materials:</b> N – Safety; P – Premises; Q – Risk assessment</p>	Yes	No	N/A	Notes
<p>Do you <b>ensure</b> that your 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?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.55
<p>Do you <b>ensure</b> you comply with requirements of health and safety legislation (including fire safety and hygiene requirements)?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Do you <b>ensure</b> you take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency?</p> <p>Do you <b>ensure</b> you have an emergency evacuation procedure?</p> <p>Do you <b>ensure</b> you have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order?</p> <p>Do you <b>ensure</b> fire exits clearly identifiable, and are fire doors free of obstruction and easily opened from the inside?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>3.56</b></p>
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<p><b>16 <u>Smoking and Vaping</u></b> (Statutory framework for the EYFS, page 35; 3.57)</p> <p><b>Additional support materials:</b> O – Smoking and Vaping</p>	Yes	No	N/A	Notes
<p>Do you <b>ensure</b> you do not allow smoking in or on the premises when children are present or about to be present?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>3.57</b></p>



<p>Do you <b>make sure</b> staff do not vape or use e-cigarettes when children are present?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Have you considered Public Health England advice on the Use of e-cigarettes in public places and workplaces?</p> <p><a href="https://www.gov.uk/government/news/use-of-e-cigarettes-in-public-places-and-workplaces">Use of e-cigarettes in public places and workplaces - GOV.UK (www.gov.uk)</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>17 <u>Premises</u></b> <b>(Statutory framework for the EYFS, pages 35-37; 3.58-3.64)</b> <b>Additional support materials:</b> G – Ratios (preschools and Nurseries); H – Ratios (before and after school); I – Ratios (Childminders); P – Premises; Q – Risk assessment	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
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)?				

<b>17 <u>Premises</u></b> <b>(Statutory framework for the EYFS, pages 35-37; 3.58-3.64)</b> <b>Additional support materials:</b> G – Ratios (preschools and Nurseries); H – Ratios (before and after school); I – Ratios (Childminders); P – Premises; Q – Risk assessment	Yes	No	N/A	Notes
Do you <b>ensure</b> you have access to an outdoor play area?  If this is not possible, do you <b>ensure</b> that outdoor activities planned and taken on a daily basis (unless circumstances make this inappropriate, for example <b>unsafe</b> weather conditions)?  Do you <b>ensure</b> you follow your legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments)?	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<b>3.59</b>
Are sleeping children frequently checked to ensure they are safe?  <i>Are you aware of NHS advice on Sudden Infant Death Syndrome: <a href="https://www.nhs.uk/conditions/sudden-infant-death-syndrome/">Sudden infant death syndrome (SIDS) – NHS (www.nhs.uk)</a></i>  Are you aware that being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child?  Are you aware that being safe means infants are placed down to sleep safely in line with latest government safety guidance?	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input type="checkbox"/>	<b>3.60</b>



17 Premises				
(Statutory framework for the EYFS, pages 35-37; 3.58-3.64)				
Additional support materials: G – Ratios (preschools and Nurseries); H – Ratios (before and after school); I – Ratios (Childminders); P – Premises; Q – Risk assessment	Yes	No	N/A	Notes
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Do you <b>ensure</b> there an area where staff may talk to parents and/or carers confidentially?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.62</b>
In group settings, do you <b>ensure</b> is there an area for staff to take breaks away from areas being used by children?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you only release children into the care of individuals who have been notified to you by the parent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.63</b>
Do you <b>ensure</b> that children do not leave the premises unsupervised?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you take all reasonable steps to prevent unauthorised persons entering the premises?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<b>Continued on next page... 3.63 continued</b>

## 17 Premises

(Statutory framework for the EYFS, pages 35-37; 3.58-3.64)

**Additional support materials:** G – Ratios (preschools and Nurseries); H – Ratios (before and after school); I – Ratios (Childminders); P – Premises; Q – Risk assessment

**Yes**

**No**

N/A

## Notes

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

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7

Do you **ensure** you have an agreed procedure for checking the identity of visitors?

☐☐☒

Do you **ensure** you consider what additional measures are necessary when children stay overnight?

Do you **ensure** you carry appropriate adequate insurance (e.g. public liability insurance) which covers all premises from which you provide childcare or childminding?

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3.64





Do you <b>make sure</b> your risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised?				
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19 <u>Outings</u> (Statutory framework for the EYFS, pages 37; 3.66-3.67)  Additional support materials: Q – Risk assessment; R – Outings	Yes	No	N/A	Notes
Do you <b>ensure</b> you keep children safe while on outings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.66
Do you <b>ensure</b> you assess the risks or hazards which may arise for the children and do you <b>ensure</b> you identify the steps to be taken to remove, minimise and manage those risks and hazards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Derbyshire Evolve RA are completed for outings.

Do you <b>ensure</b> the assessments include consideration of adult to child ratios?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are you aware risk assessments do not necessarily need to be in writing (this is for you to judge)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> vehicles in which children are being transported, and the driver of those vehicles, are adequately insured?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.67</b>  <b>Transport is used from the recommended Derbyshire list of approved providers.</b>

<b>20 <u>Special educational needs</u></b> (Statutory framework for the EYFS, page 37; 3.68) Additional support materials: S – SEND	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
				<b>3.68</b>

Do you <b>ensure</b> you have arrangements in place to support children with SEN or disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>School setting with a named SENCO.</b>
If you are a maintained nursery and/or a maintained nursery school or a provider who is funded by the local authority to deliver early education places, do you <b>ensure</b> you have regard to the Special Educational Needs Code of Practice? <a href="https://www.gov.uk/government/publications/special-educational-needs-code-of-practice-0-to-25-years">SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you are a maintained school and/or a maintained nursery school or a provider (group provision), do you <b>ensure</b> you have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you are a childminder, have you identified a person to act as a SENCO?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Are you aware if you are a childminder who is registered with a childminder agency or who is part of a network you may share this role between you?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

21 <u>Information and records</u>				
(Statutory framework for the EYFS, page 38; 3.69-3.72)				
<b>Additional support materials:</b> T – Information and Records; U Information about the Child; V – Information for parents/carers	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
Do you <b>ensure</b> you maintain records, obtain and share information (with parents/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 your setting and to help ensure the needs of all children are met?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.69</b>  <b>Use of My Concern and Seesaw is used as a record keeping/communication tool.</b>
<i>Are you aware of Guidance on sharing information with relevant services when there are safeguarding concerns, available via: <a href="#">Information sharing advice for safeguarding practitioners – GOV.UK (www.gov.uk)</a></i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If requested, do you make sure you incorporate parents’ and/or carers’ comments into children’s records?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> your records easily accessible and available (these may be kept securely off the premises)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.70</b>

21 <u>Information and records</u> (Statutory framework for the EYFS, page 38; 3.69-3.72) <b>Additional support materials:</b> T – Information and Records; U Information about the Child; V – Information for parents/carers	Yes	No	N/A	Notes
Do you <b>ensure</b> confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them? <i>The National Cyber Security Centre (NCSC) has published helpful guidance on cyber security: <a href="#">Early Years practitioners: using cyber security to protect... - NCSC.GOV.UK</a></i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> you are aware of your responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000? <i>This includes the Data Protection Act 2018 and General Data Protection Regulation 2018 see: <a href="#">Guide to the General Data Protection Regulation - GOV.UK (www.gov.uk)</a></i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you <b>ensure</b> that all staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.71</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 21 Information and records

(Statutory framework for the EYFS, page 38; 3.69-3.72)

**Additional support materials:** T – Information and Records;

U Information about the Child;      V – Information for parents/carers

Do you **ensure** parents and/or carers are given access to all records about their child, provided that no relevant exemptions apply to their disclosure under Data Protection Act?

*Are you aware The Data Protection Act 2018 (DPA) gives parents and carers the right to access information about their child that a provider holds?*

*Are you aware however, the DPA also sets out specific exemptions under which certain personal information may, under specific circumstances, be withheld from release? For example, a relevant professional will need to give careful consideration as to whether the disclosure of certain information about a child could cause harm either to the child or any other individual.*

Further guidance of how data protection laws operate can be found on the website of the Information Commissioner's Office at: [Guide to the UK General Data Protection Regulation \(UK GDPR\) | ICO](#)

**Yes**

**No**

N/A

## Notes

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<b>21 <u>Information and records</u></b> (Statutory framework for the EYFS, page 38; 3.69-3.72) <b>Additional support materials:</b> T – Information and Records; U Information about the Child; V – Information for parents/carers	Yes	No	N/A	Notes
Do you <b>ensure</b> records relating to individual children retained for a reasonable period of time after they have left the provision?  <i>Are you aware individual providers should determine how long to retain records relating to individual children?</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>22 <u>Information about the child</u></b> (Statutory framework for the EYFS, pages 38-39; 3.73) <b>Additional support materials:</b> U – Information about the child	Yes	No	N/A	Notes
Do you <b>ensure</b> you record the following information for each child in your care: <ul style="list-style-type: none"> <li>• full name?</li> <li>• date of birth?</li> <li>• name and address of every parent and/or carer who is known to the provider?</li> </ul>	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<b>3.73</b>  <b>File of contact details is available in the school office.</b>

<ul style="list-style-type: none"> <li>• information about any other person who has parental responsibility for the child?</li> <li>• which parent(s) and/or carer(s) the child normally lives with?</li> <li>• emergency contact details for parents and/or carers?</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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Are you aware schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.3</b>
Are you aware that where you are required to have policies, these policies and procedures should be recorded in writing? (not childminders)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you are a childminder are you aware you are not required to have written policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
If you are a childminder, do you <b>ensure</b> you are able to explain you 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>24 <u>Complaints</u></b> (Statutory framework for the EYFS, page 39: 3.75) <b>Additional support materials: W – Complaints</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
Do you <b>ensure</b> you have and put in place a written procedure for dealing with concerns and complaints from parents and/or carers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>3.75</b>
Do you <b>ensure</b> you keep a written record of any complaints, and their outcome?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>If you are a childminder, are you aware you are not required to have a written procedure for handling complaints, but do you <b>ensure</b> you keep a record of any complaints you receive and their outcome?</p> <p>Do you <b>ensure</b> you investigate written complaints relating to your fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint?</p> <p>Do you <b>ensure</b> the record of complaints are made available to Ofsted or the relevant childminder agency on request?</p>	<input type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input checked="" type="checkbox"/>  <input type="checkbox"/>	
<p>Do you <b>ensure</b> you make available to parents and/or carers details about how to contact Ofsted or the childminder agency with which you are registered as appropriate, if they believe you are not meeting the EYFS requirements?</p> <p>Do you <b>ensure</b> if you become aware that you are to be inspected by Ofsted or have a quality assurance visit by the childminder agency that you notify parents and/or carers?</p> <p>Do you <b>ensure</b> after an inspection by Ofsted or a quality assurance visit by your childminder agency, you supply a copy of the report to parents and/or carers of children attending on a regular basis?</p>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>3.76</b>

## 25 Information about the provider

(Statutory framework for the EYFS, page 40; 3.77)

**Additional support materials:** X – Information about the provider.

**Yes**

**No**

N/A

## Notes

Do you **ensure** you 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?
- your certificate of registration (which must be displayed at the setting and shown to parents and/or carers on request)?

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<u>26 Changes that must be notified to Ofsted or the relevant childminder agency (CMA)</u>				
(Statutory framework for the EYFS, pages 40-41; 3.78-3.79) Additional support materials: Y – Notifiable Changes	Yes	No	N/A	Notes
Do you <b>ensure</b> you notify Ofsted or the CMA with which you are registered of any change:				<b>3.78</b>
• in the address of the premises (and seek approval to operate from those premises where appropriate)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>School setting.</b>
• to the premises which may affect the space available to children and the quality of childcare available to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
• in the name or address of the provider, or the provider’s other contact information?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
• to the person who is managing the early years provision?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
• In persons aged 16 or older living or working on any domestic premises from which childminding is provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
• to the persons caring for children on any premises where childminding is provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



<p><b>26 <u>Changes that must be notified to Ofsted or the relevant childminder agency (CMA)</u></b> (Statutory framework for the EYFS, pages 40-41; 3.78-3.79) Additional support materials: Y – Notifiable Changes</p>	Yes	No	N/A	Notes
<p>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?</p>			<input checked="" type="checkbox"/>	
<p>Do you <b>ensure</b> that when you are required to notify Ofsted or your CMA about a change of person except for managers (as specified above), you give Ofsted or your CMA the new person's name, any former names or aliases, date of birth, and home address?</p> <p>Do you <b>ensure</b> if there is a change of manager, you notify Ofsted or your CMA that a new manager has been appointed?</p> <p>Do you <b>ensure</b> where it is reasonably practicable to do so, notification is made in advance?</p> <p>In other cases, do you <b>ensure</b> notification is made as soon as is reasonably practicable, but always within 14 days?</p> <p><b>Are you aware that a registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence?</b></p>	<input type="checkbox"/>     <input type="checkbox"/>	<input type="checkbox"/>     <input type="checkbox"/>	<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<p><b>3.79</b></p>

26 <u>Changes that must be notified to Ofsted or the relevant childminder agency (CMA)</u> (Statutory framework for the EYFS, pages 40-41; 3.78-3.79) Additional support materials: Y – Notifiable Changes	Yes	No	N/A	Notes



<b>27 <u>Other Legal Duties</u></b> <b>(Statutory framework for the EYFS, page 41; 3.80)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Notes</b>
<p>Do you <b>ensure</b> the EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which you 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.</p> <p>Are you aware of your other duties which include:</p> <ul style="list-style-type: none"> <li>• employment laws?</li> <li>• anti-discriminatory legislation?</li> <li>• health and safety legislation?</li> <li>• data collection regulations?</li> <li>• duty of care?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>3.80</b></p>

