



Safeguarding and Child Protection Policy

September 2023

INTRODUCTION

Gingham Kids Nanny Agency fully recognises the responsibility it has under section 11 of the Children's Act 2004 to have arrangements in place to safeguard and promote the welfare of children. This policy sets out how the Agency discharges its responsibilities relating to safeguarding and promoting the welfare of children under its care. It follows the principles set out in 'Keeping Children Safe in Education' (updated annually) although the agency is not itself subject to these statutory requirements, and the guidance provided by the Cambridgeshire & Peterborough Education Safeguarding team, as examples of best practice. It is consistent with the Safeguarding Children Partnership Board procedures.

All staff must be made aware of their duties and responsibilities and should read:

- Part 1 **and** Annex B of 'Keeping Children Safe in Education'
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Through their day-to-day contact with children and young people and direct work with families all staff have a responsibility to:

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- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

There are four main elements to our policy:

PREVENTION

PROCEDURES

SUPPORTING CHILDREN

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1.1 PREVENTION

1.2 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.3 The Agency and its employees will therefore:

1.3.1 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.3.2 Ensure children know that there are adults whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.3.3 Incorporate into practice, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust.



- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

2.0 PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>

2.2.1 The Designated Safeguarding Lead is: Caroline Zwierzchowska-Dod

2.3 The Agency will:

2.3.1 Appoint a senior member of staff to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to



appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

- 2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description.
- 2.3.3 Ensure that the DSL has the appropriate status and authority to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. Ensure that the DSL and deputies have undertaken and that this training is updated **at least every two years**.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- 2.3.5 Ensure that every member of staff, paid and unpaid, knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**. All staff are required to complete a logging form and submit it in person to the DSL / DDSL immediately.
- 2.3.6 Ensure that the DSL or DDSL are always available (during office hours) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available. **If in exceptional circumstances the DSL / DDSL are not available please complete your logging form and speak to the agency manager.**
- 2.3.7 Liaise with the three safeguarding partners (Local Authority, Integrated Care Systems and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- 2.3.8 Ensure every member of staff knows:
- the name of the Designated Safeguarding Lead/Deputies and their role;
 - how to identify the signs of abuse and neglect;



- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
- how to pass on and record concerns about a child;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity
- that they have a responsibility to provide a safe environment for children;
- where to find the Inter-Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children's social care;

2.3.10 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.

2.3.11 Ensure that **all** staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.3.12 Ensure that parents are informed of the responsibility placed on the agency and staff in relation to child protection by setting out these duties in contract and on the website.

2.3.13 Ensure that this policy is available publicly via the website.

2.4 **Liaison with Other Agencies**

The Agency will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all children.



2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.5 Record Keeping

The Agency will:

2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

2.5.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

2.5.3 Records should include:

- a clear and comprehensive summary of the concern;
- the child's wishes and feelings;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- a record of any discussion/communication with parents, other agencies etc

2.5.6 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.7 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The Agency will:

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- 2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a child or parent they will refer the request to the DSL or Agency Manager
- 2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- 2.6.6 Disclose information about a child to other members of staff on a 'need to know' basis. Parental consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 In cases where the 'serious harm test' is met, the agency must withhold providing the data in compliance with obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt the agency should seek independent legal advice.
- 2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 **Communication with Parents/Carers**

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The agency will:

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the agency and staff in relation to child protection by setting out its duties in the contract/website.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- 2.7.3 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the agency believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.8 Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- 2.8.1 All forms of child-on-child abuse are unacceptable and will be taken seriously.

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The agency will therefore:

- 2.8.2 Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 2.8.3 Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 2.8.4 Include within the activities provided, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.8.5 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.
- 2.8.6 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.
- 2.8.7 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

- 2.8.8 The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's [Child Sexual Abuse Assessment Tool](#) if there is a

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concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

- 2.8.9 Liaise closely with external agencies, including police and social care, when required.

3.0 SUPPORTING CHILDREN

The agency recognises that **any** child may be subject to abuse and 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 and as such will support all children by:

- 3.1 Providing activities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying behaviour tools effectively, having a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. Staff will ensure that the child knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.5 Liaising with other agencies which support the child such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.6 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 3.7 The agency recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances.



Please see page 9 of Keeping Children Safe in Education, 2022 for the complete list. =

3.8 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The agency supports children with emotional and behavioural difficulties and/or challenging behaviours. The agency will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

The agency supports children who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The agency will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken. This section should be read in conjunction with the agency's Safer Recruitment Policy.

4.3 Allegations that may meet the harms threshold (Part Four, Section One)

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- 4.3.1 Any allegation of abuse made against a member of staff (including supply staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, Part Four, Section One, will be reported straight away to the Agency Manager.
- 4.3.2 In cases where the Agency Manager is the subject of an allegation, it will be reported to the DSL. The agency will follow the procedures set out in Part Four of 'Keeping Children Safe in Education'.
- 4.3.3 The agency will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education'.
- 4.3.4 The Agency Manager will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
- 4.3.5 Before contacting the LADO, the agency should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The agency will use the guidance chart found at Appendix B to support their decision-making.
- 4.3.6 Where the agency identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.
- 4.3.7 The agency will consider:
- **Looking after the welfare of the child** - the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
 - **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.



4.3.8 The agency will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4 **Concerns that do not meet the harms threshold (Part Four, Section Two)**

4.4.1 Low level concerns that do not meet the harms threshold should be reported to a member of staff who has completed *designated safeguarding training*. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.3 The agency will deal with any such concern, no matter how small, where an adult working in or on behalf of the agency may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.



- 4.4.5 The agency can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Hard copies are kept in the employees HR file under confidential cover in a locked cabinet within a locked room. These are destroyed in line with Data Protection requirements.

- 4.4.7 The agency should ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with children and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

- 4.4.8 All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education'. <https://safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/> Document 10.3

- 4.4.9 The agency will ensure that staff, supply staff and volunteers are aware that sexual relationships with children aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5.0 OTHER RELATED POLICIES AND PROCEDURES

5.1 Use of Mobile Phones Policy

- 5.1.2 It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the agency has developed a



protocol for all staff. It is recognised that phones can have positive benefits in aiding communication between children, parents and staff.

- 5.1.3 Best practice is for the contracting parent to provide a phone which can be used to take and transfer photos of or information about a child between staff and parents. With the care of older children, best practice is for the contracting parent to provide a phone which staff can use to contact and be contacted by the older child within working hours (for example to arrange collection from activities and to share information).
- 5.1.4 Acceptable practice is for a written agreement to be in place allowing the staff member to use their personal phone for the above activities, however this does not provide appropriate protection for the staff member in the event of allegations being raised.
- 5.1.5 Staff should not upload photos of children in their care onto social media without the express written permission of the parent.
- 5.1.6 Staff use of personal mobile phones for other reasons (taking/receiving calls from the parent, personal use during breaks or whilst a child is napping etc) should be agreed between the parent and the agency/staff member and recorded in the contract of employment.
- 5.1.7 Staff must ensure that phones (including personal phones) are kept out of reach of children and do not contain any illegal or unsuitable content

This policy was ratified on DATE and will be reviewed annually.

Signed by the Agency Manager



Appendix A

Categories of abuse

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Neglect - 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 occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment



Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

Worthless

Unloved
/ Inadequate

- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
 - Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

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This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.



Appendix B Dealing with Allegations or Concerns about an Adult Working with Children

Allegation or concern raised about a member of staff or adult

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) with children has:

- *behaved in a way that has harmed a child, or may have harmed a child and/or*
- *possibly committed a criminal offence against or related to a child and/or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)*

You may wish to consider the questions in Box A below to help you decide the answer to this question.

YES

NOT SURE

NO

Contact CCC LADO on
01223 727967 or via
LADO@cambridgeshire.gov.uk

This is a Low Level Concern.
Consider carefully what action to
take in response, taking advice from
your HR Provider as appropriate.
Keep a record in a secure central file.
An example form for this purpose is
available for use if required.

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold then they will record the information and advise you to treat the issue as a Low Level Concern. You will need to inform the staff member that LADO hold information on them.



Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C

Useful Contacts

Police Child Abuse Investigation Unit - **Tel: 101**
NSPCC Advice - **0808 8005000**
Linehelp@NSPCC.org.uk

Cambridgeshire & Peterborough

Making a referral

<https://safeguardingcambspeterborough.org.uk/concerned/professionals-reporting-a-concern/>

Customer Service Centre – social care referrals

CAMBS **0345 045 5203**

P/BORO **01733 864180**

Emergency Duty Team (out of hours) **01733 234724**

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Local Authority Designated Officer (LADO):

lado@cambridgeshire.gov.uk
01223 727967

lado@peterborough.gov.uk
01733 864038

Suffolk

Making a referral

<https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/reporting-a-child-at-risk-of-harm-abuse-or-neglect-safeguarding>

Customer First – social care referrals. - **0808 800 4005**
MASH Professional Consultation line - **0345 6061499**

Local Authority Designated Officer (LADO)
LADO@suffolk.gov.uk
0300 123 2044

Relevant Documents

Name:	Date of birth:
Address:	Any further information that may be useful to consider:
Have parents/carers been notified of the incident?: Yes / No If yes, please provide details:	

“Keeping Children Safe in Education: Statutory guidance for schools and colleges”

“Guidance for Safer Working Practice for those working with children and young people in education setting.

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“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (April 2021)

“Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, December 2020)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)

“When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)



Appendix D - see following page



Safeguarding Concern / Incident Report Form

This form is designed to report any safeguarding incidents or concerns. It should be completed by the worker who has been disclosed to, who witnessed the incident, was most directly involved or who provided first aid if relevant. Once completed it must be submitted to the DSL or agency manager.

Name & role of person completing this form:	
Contact details:	Date form is completed:

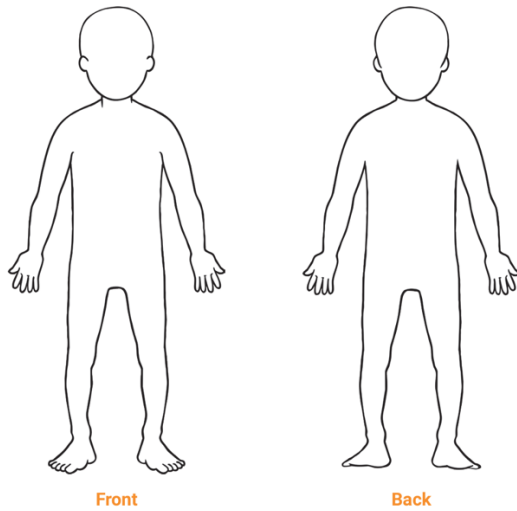
**Details of child, young person or adult at risk:
Incident Details:**

Date/ Time:	Location of incident:
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Description of the incident or concern: (continue on separate sheet if necessary)
Include relevant information such as what happened and how it happened, description of any injuries sustained, behaviour witnessed and whether the information provided is being recorded as fact, opinion or hearsay)



Body map:



Front

Back

Details of any witnesses:

Signed By Nanny:	Name:	Date:
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Reporting to the Designated Safeguarding Lead (DSL) section: (to be completed by DSL)

Date & time DSL notified of incident/concern:	
DSL comments: <i>(actions taken / impact on rest of programme / external agency involvement / initial lessons learned / follow-up actions required):</i>	
Social services / LADO / Police / Other Agency	Date & time of referral:
Name of contact person:	Contact number / email:
Agreed action or advice given:	

Signed By DSL:	Name:	Date:
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