CPD CERTIFIED
The CPD Certification Service
Collective Mark

Jill Webb Training

Role of the Designated Safeguarding Lead

(Childminder Specific)

www.slough.gov.uk
Slough
Borough Council

By the end of the training, learners will have:

1. Outlined the role of the Designated Safeguarding Lead
2. Overview of relevant government legislation and local guidance including child protection processes and statutory guidance.
3. Trends in safeguarding and supporting practitioners with challenges which arise
4. Inter-agency working including making referrals and challenges of information sharing
5. Developing skills around record keeping
6. Exploration of safeguarding in the context of risk management
7. Responding to allegations
8. Developing an understand of the impact of own values on role and duty of care to self an others

This training is based on requirements of Keeping Children Safe in Education and the Early Years Foundation Stage both updated in September 2025.

Lots To Take In So Suggest You Make An Action Plan

Start	Stop	Continue

What is Safeguarding?

For Children

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Source: NSPCC

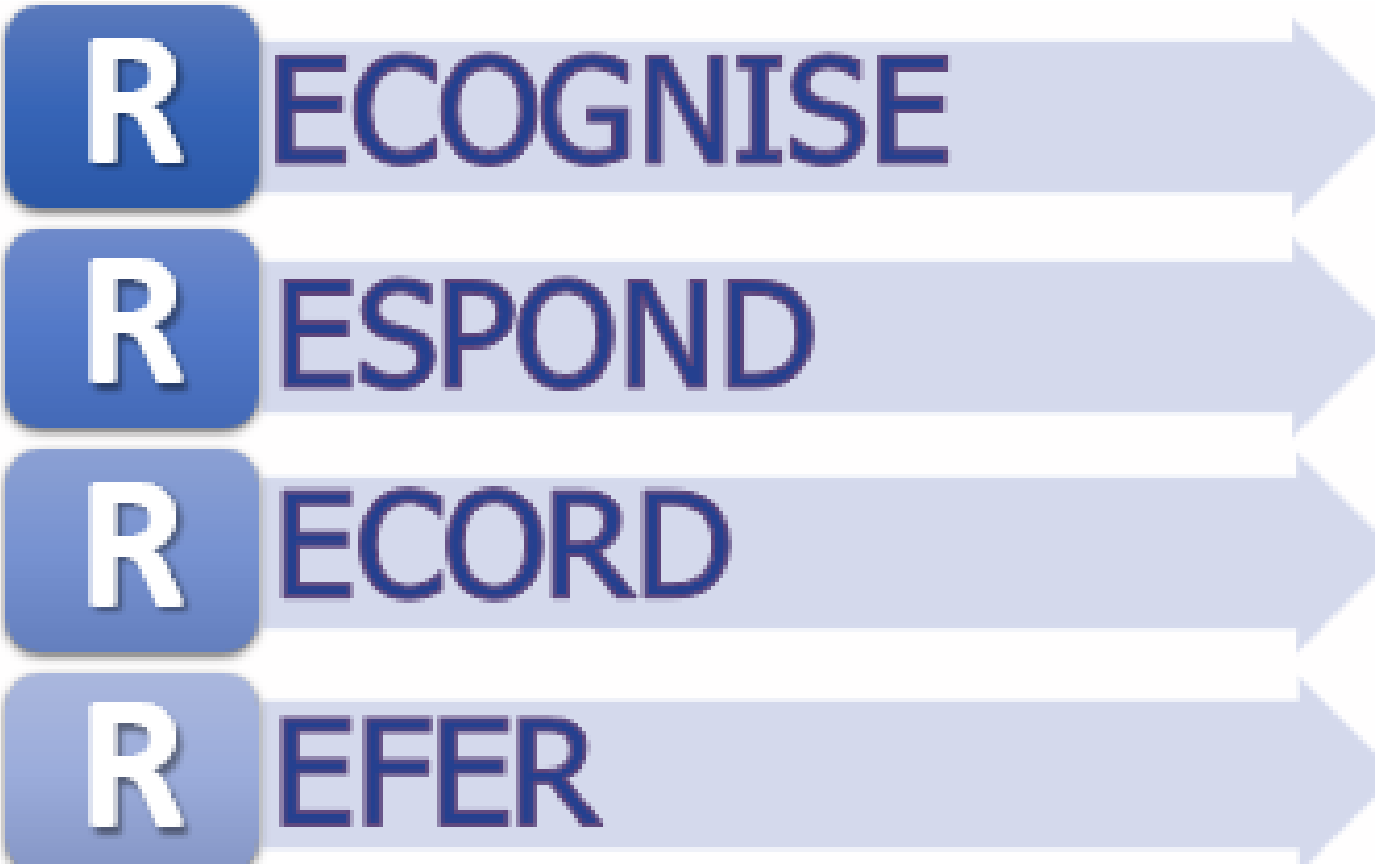
For Adults

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect.

It is about working together to support adults to make decisions about the risks they face in their own lives, and protecting those who lack the mental capacity to make these decisions.

Source: Care Act 2014

Anyone who works with children is expected to take 4 steps if they are worried about a child:



Types of Abuse:

Quick refresh on types of abuse:

- Physical
- Emotional
- Neglect
- Sexual

Physical Abuse

- Physical abuse is deliberately causing physical harm to a child
- This might involve punching, kicking, biting, burning, scalding, shaking, throwing or beating with objects such as belts, whips, or sticks
- It also includes poisoning, giving a child alcohol or illegal drugs, drowning or suffocation
- Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child. In pregnancy an unborn child can be harmed by domestic violence

Source: Working Together to Safeguard Children

Emotional Abuse

- Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, lack of love and affection causes a severe adverse effect on a child's emotional development
- Emotional abuse may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say
- It may feature inappropriate expectations being imposed on a child, over protection
- It may involve seeing or hearing the ill-treatment of another person
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Source: Working Together to Safeguard Children

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs

- Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger

- It also includes failure to ensure access to education or to look after a child because the carer is under the influence of alcohol or drugs

Source: Working Together to Safeguard Children

Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities
- This may involve physical contact including penetrative sex, oral sex, masturbation, kissing, rubbing or touching outside of clothing
- It may involve non-contact activities such as involving children in watching sexual activities, producing or looking at sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Abusers can be men, women or other children

Source: Working Together to Safeguard Children

The Role of the Designated Safeguarding Lead (DSL) (Children)

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensured that every organisation had a “named person” for safeguarding children and young people.

Prior to that, the role had frequently been known as the Child Protection Officer.

Source: www.safeguardinginschools.co.uk

The role of the Childminder as DSL

In England childminders are required by the Early Years Foundation Stage (EYFS) to act as the designated safeguarding lead (DSL) for their setting.

Key DSL training requirements:

- Renewal- safeguarding training must be refreshed every 2 years.
- EYFS 2025 Reform- The annexe C sets out standards specific to DSL training.
- Knowledge areas: Training must cover signs of abuse, managing disclosure, multi-agency working and online safety.
- Keep in mind that if you have assistants that you need to ensure they are clear in relation to safeguarding processes too.

What the EYFS says…..

Training for the designated safeguarding lead (DSL) should take account of any advice from the local safeguarding partners or local authority on appropriate training courses. In addition to the areas set out earlier, training for the DSL must cover the elements listed below:

- How to build a safe organisational culture.
- How to ensure safe recruitment.
- How to develop and implement safeguarding policies and procedures.
- if applicable, how to support and work with assistants to safeguard children.
- Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
- How to refer and escalate concerns (including as described at paragraph 3.10 of the EYFS).
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.

Some responsibilities relating to the role of DSL

- Advice and support for assistants and volunteers
- Training staff
- They do NOT have sole responsibility for safeguarding
- Direct work with your service users
- Policy reviews
- Assessment of practice in the organisation
- Ensuring data is handled in line with relevant legislation and policy
- Report writing
- Safeguarding audits (West Yorkshire Organisational Safeguarding Assessment)

What Tools Are There to Help The DSL?

See your handout

A Key Tool is The Law And Publications …

Children Act 1989

Section 17

Places a duty on local authorities to safeguard and promote the welfare of children in their area who are in need.

Section 47

Places a duty on local authorities to make enquiries where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. There is a duty on any other local authority, including LEAs, to help that authority with its enquiries. Where a child is in need of immediate protection appropriate emergency action will be taken.

Children Act 1989

Child in Need

Is defined as a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development.

Significant Harm

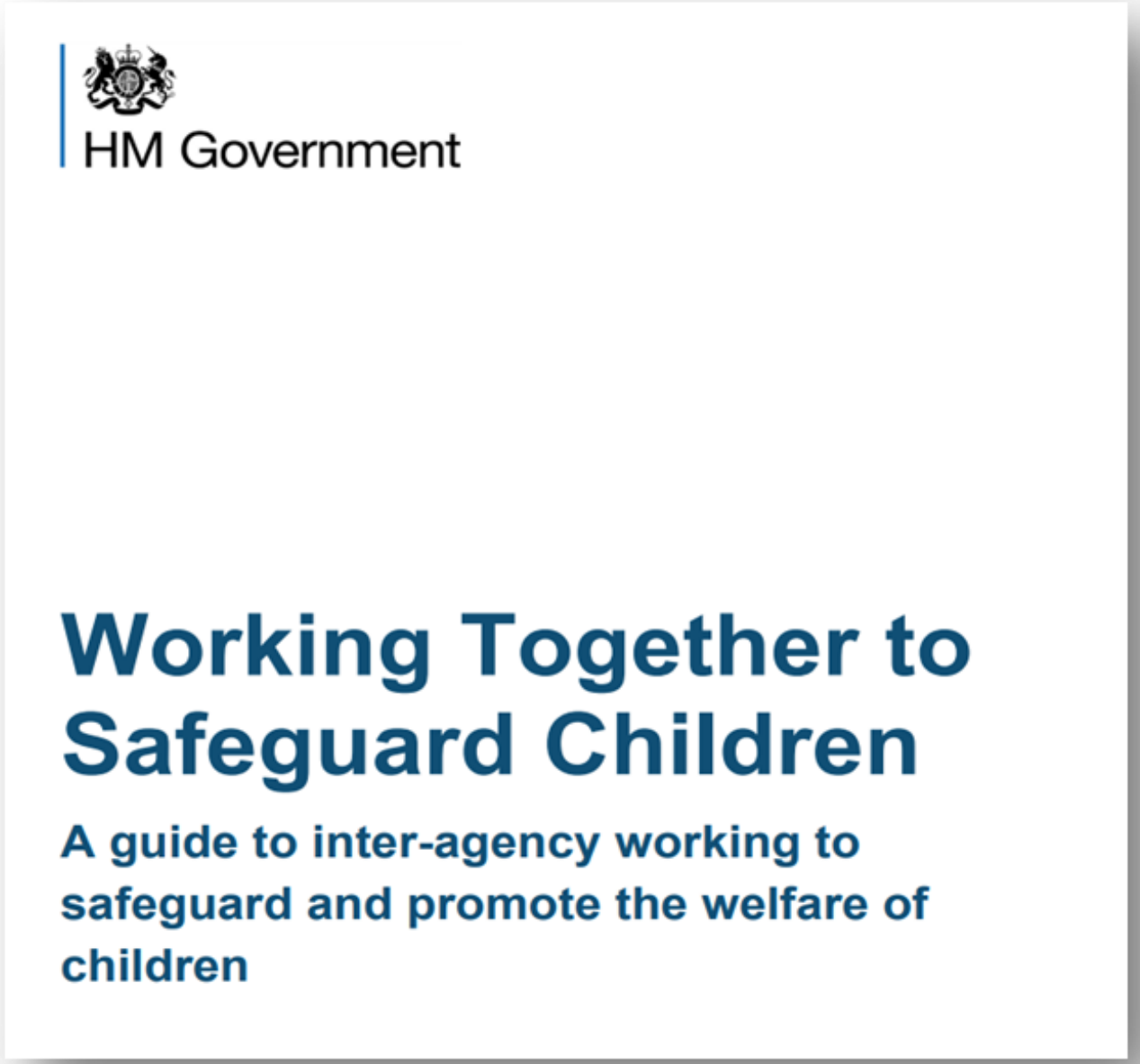
Is defined as the impairment of physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment). The impairment of physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).

Children Act 2004

Duty on all agencies to make arrangements to safeguard and promote the welfare of children.

Shared responsibility and need for effective joint working between agencies and professionals.

Clear lines of accountability.



NOTE this was updated in December 2023.

Make sure you have the most up to date version!!

Jill's website blog tries to keep track of updates of legislation etc.

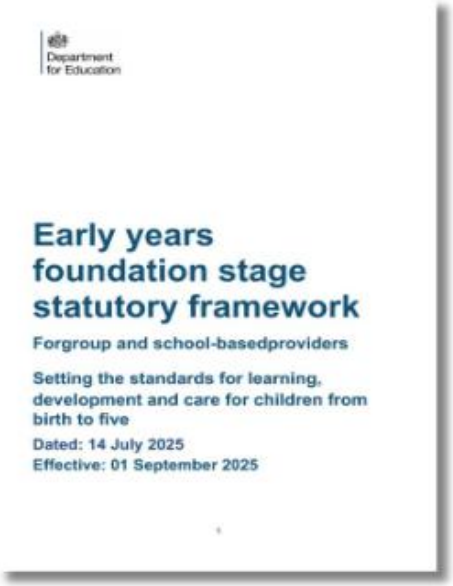
Keeping Children Safe in Education 2025

‘Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred.

This means that they should consider, at all times, what is in the best interests of the child.’

Early Years Foundation Stage 2025



The Early Years Foundation Stage is mandatory guidance.
It is separated into two documents one for childminders and one for group / school base.

The Safeguarding and Welfare section 3, sets out the necessary steps providers must take to create a setting where children can enjoy learning, grow in confidence and be safe and well.

Examples include whistle blowing, concerns about a child's safety and welfare, child absences, suitable people, references, disqualification, staff taking medication, substances, qualifications, training and skills.

The Care Act 2014

Represents the most significant reform of care and support in more than 60 years, putting people and their carers in control of their care and support.

The Act combines various existing pieces of legislation which previously shaped how social care was arranged in Britain.

Importantly, the Care Act also changed many aspects of how support is arranged and aims to give greater control and influence to those in need of support.

You need to have an awareness of adult safeguarding as you may have parents who are themselves adults at risk.

Adults at Risk

The 2014 Care Act has replaced previous guidance ('No Secrets', 2000) and the term 'vulnerable adult' is no longer used.

The safeguarding duties set out in the Care Act apply to any adult who:

Has needs for care and support.

(whether or not the local authority is meeting any of those needs)

and

Is experiencing or is at risk of abuse or neglect.

and

As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Welcome to Safeguarding Adults

Click on a button below to access a specific area within Safeguarding Adults:

Adult Safeguarding

Professionals

Useful Links

Adult Social Care

If you are worried about an adult at risk of abuse or neglect

Call 01753 475111 or email safeguarding.adults@slough.gov.uk.

National helplines

Welcome to Safeguarding Adults

Register For Updates

Give Us Your Feedback

Online Poll

What device do you use most often to access the internet?

- Mobile phone
- Tablet
- Laptop
- Desktop

Vote

What is Adult Safeguarding?

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.

> If an adult is in immediate danger **dial 999** and ask for police assistance.

Abuse or harm is when someone does or says things to make someone upset or frightened. They may be too scared to speak out or to stop them.The person may be abused or harmed on purpose, or by someone who may not realise that what they are doing to you is wrong. Abuse or harm can happen when someone has power over someone, and they do not agree to what is happening.

You can report a concern about an adult to the council.

Below is a useful leaflet, created by the Slough Safeguarding Partnership, in co-production with partners and adults, to provide information about identifying abuse and neglect, knowing how to report it, and get help to stop the abuse and neglect.

What is Adult Safeguarding?

What is Adult Safeguarding?

Keeping Safe at Home

Register For Updates

Give Us Your Feedback

Online Poll

What device do you use most often to access the internet?

- Mobile phone
- Tablet
- Laptop
- Desktop

Vote

Remember

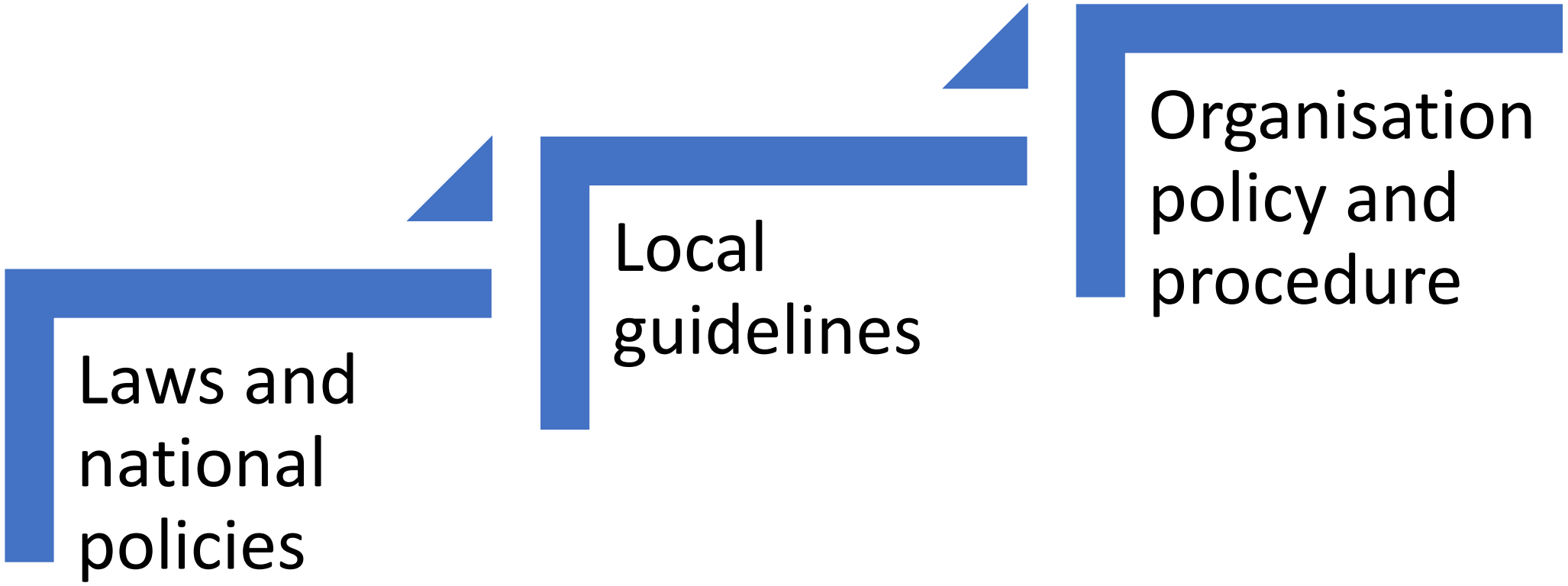
Alongside safeguarding legislation you will need to be aware of other legislation – some examples include:

Equality Act 2010

Health and Safety at Work Act 1974

Human Rights Act 1998

So How Does This Work In Your Setting?



Organisational Safeguarding Is Developed From….

Relevant legislation	Ensure a consistent and uniform approach Number of different pieces of legislation – you need to be aware of what impacts your work and your responsibilities Remember the legislation may vary by country
Government strategies	For example – the Prevent Strategy
Local guidelines	These explain local arrangements Usually national guidance adapted to work locally Role of local safeguarding boards
Organisational policies and procedures	Consistent and uniform approach by all staff working for – or on behalf of – an organisation Everyone needs to know what to do if a someone is at risk of abuse

Keeping Up To Date Will Help You To Be Aware Of Trends In Safeguarding

- Research in Practice Report January 2025
- Initial contacts to social care have increased by 8%
- Number of Children in Need and Child Protection plans has decreased slightly

- https://www.researchinpractice.org.uk/children/news-views/2025/january/latest-research-shows-changes-in-safeguarding-pressures/#:~:text=The%20research%20showed%20other%20notable,cost%2Dof%2Dliving%20crisis.

Research in Practice Report January 2025
Key Themes

- Ongoing Impact of COVID 19 https://ihv.org.uk/news-and-views/news/casting-long-shadows-report/
- Housing concerns
- Health challenges
- Poverty
- Pressures on the SEND system
- Growing numbers of unaccompanied asylum-seeking children (UCAS)
- Double in number of early help assessments for child sexual exploitation, trafficking and gangs
- Significant increase in safeguarding activity as a result of children's online activity

Child Safeguarding Practice Review Panel

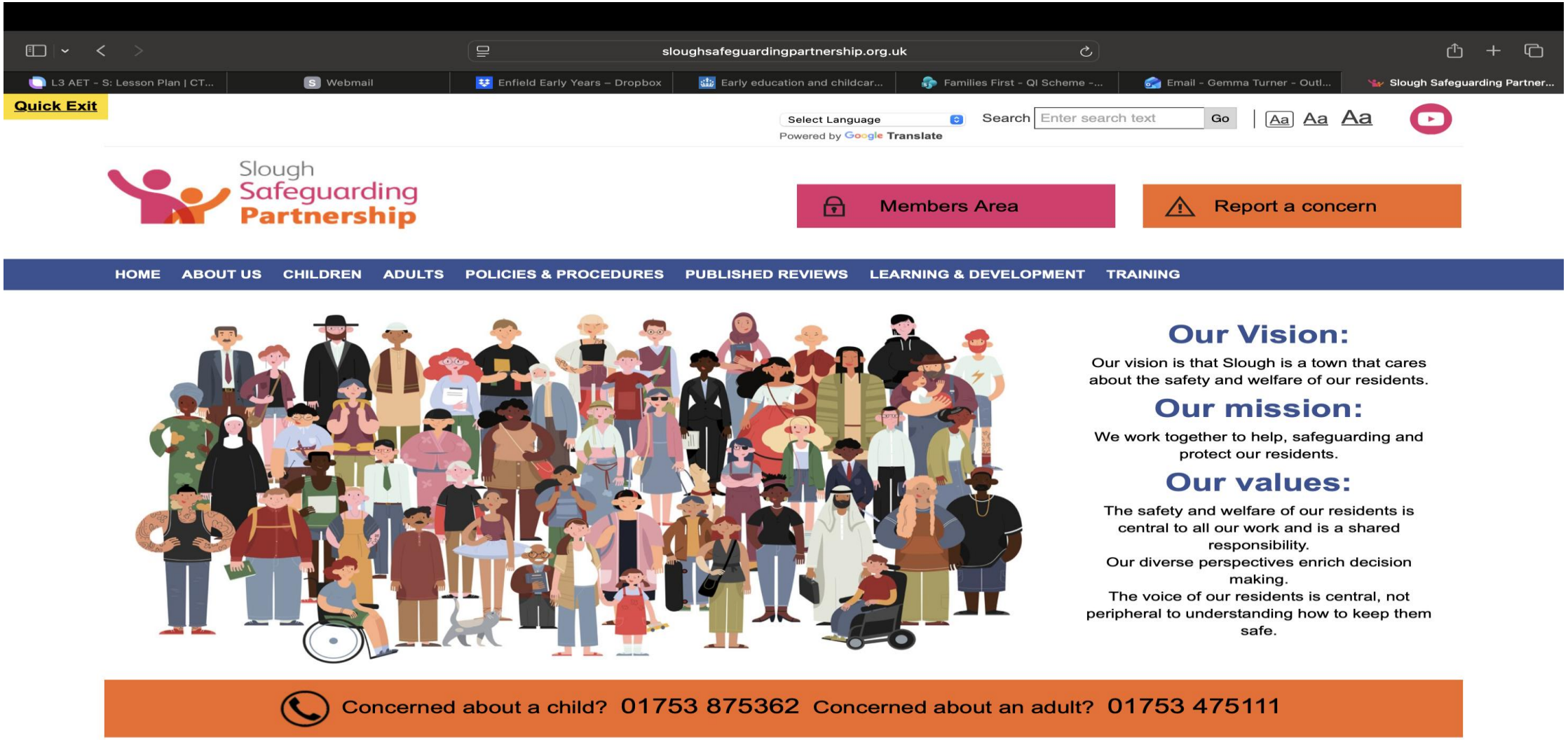
Annual report for year 2024 – 2025

Three Themes:

1. Safeguarding children with mental health needs
2. Safeguarding pre-school children with parents with mental health needs
3. Extrafamilial harm

https://assets.publishing.service.gov.uk/media/67c97b1dd0fba2f1334cf300/Child_Safeguarding_Practice_Review_Panel_annual_report_2023_to_2024.pdf

Slough Safeguarding Children's Partnership



Slough Safeguarding Children Partnership

Current Strategic Priorities	What the SSCP want to achieve
Priority 1:	Provide a swift, robust, and multi-agency response to children who need our help and/or our protection
Priority 2	Safeguard Children from harm outside the home
Priority 3	Keep children safe in education settings
Priority 4	Focus on and raise awareness of all forms of child abuse and neglect.

Wider Safeguarding Issues

Remember to keep visiting your local safeguarding board and keep up to date with local and national trends

For example

How much do you know about the Domestic Abuse Act 2021?

https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet#:~:text=Domestic%20abuse%20is%20an%20abhorrent,have%20the%20support%20they%20need.

In Your Setting…

Do you have a Safeguarding Policy which assistants/staff have read and signed?

How often is it reviewed?

Do staff and volunteers know what to do if they are worried?

How do your staff and volunteers receive safeguarding training?

How do you keep staff and volunteers up to date?

How do you plan for the trends we have discussed?

The DSL Would Usually be Responsible for Referrals

How do you decide when a case needs to be referred to children's social care?

What happens in your organisation?

Who does the referral?

What make a good referral?

sloughsafeguardingpartnership.org.uk

L3 AET - S: Lesson Plan | CT... | Webmail | Enfield Early Years – Dropbox | Early education and childcar... | Families First - QI Scheme -... | Email - Gemma Turner - Outl... | Slough Safeguarding Partner...

Report Concerns

Open All

Adult +

Children —

[Worried about a child?]

Are you worried about immediate risk of a child?

Worried that a child, young person or adult is at immediate risk from harm? Please contact the **Police** by dialling 999.

If you are concerned that a child or young person is being harmed through abuse or neglect, our **Referral and Assessment Service** is where to start.

If the child or young person requires immediate protection please call **01753 875362** and send the electronic Multi-Agency Referral Form (MARF) to sloughchildren.referrals@sloughchildrenfirst.co.uk. The operating hours (for this team only) are 9am to 5pm.

Please do NOT use the number above for general enquiries. For these, use 01753 477321 between 9am and 5pm.

For emergencies outside of Monday to Friday, 9am-5pm, please call the Emergency Duty Team on **01344 351999** email: EDT@bracknell-forest.gov.uk or **dial 999**.

The Multi-Agency Safeguarding Hub (MASH) works with several multi-agencies to gather information on referrals. More information on this, and the Referral and Assessment Service, can be found here.

The 'triangle' below visually outlines Slough Safeguarding Partnership's continuum of need. We use this to clearly (and quickly)

Report Concerns

Register For Updates

Give Us Your Feedback

Refer or Not?

Charity providing care to young people faced this situation:

- Young person with additional needs aged 15
- Known to have seizures
- Safe at home alone for limited times
- Mum late from work (30 mins)
- Young person agitated and found walking down the middle of the road
- Calmed and reassured by carer

Refer or Not?

Childminder caring for a child aged three.

- Mum and Dad have recently separated
- Child recently seems a bit quieter and more anxious than usual
- Dad arrives to pick up child one day and gets quite upset – he says that last time he took the child back to mums she was very aggressive and physically attacked Dad

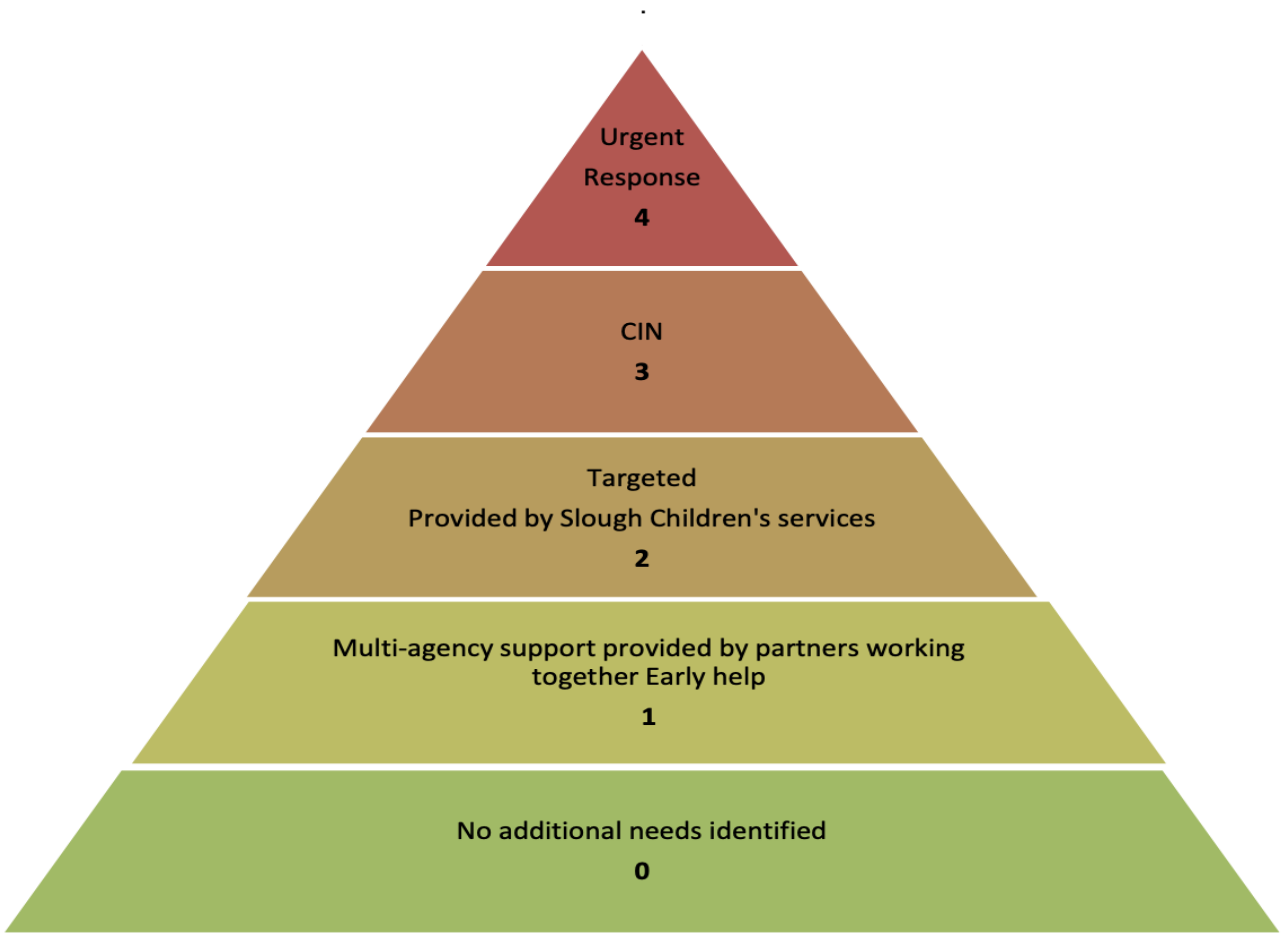
If Social Care Won't Take Up The Referral What Would You Do?

- Make sure you have given all the information – ask someone to check your referral

- Explain why you think the risk is escalating
- Ask for an explanation
- Check the Threshold document
- /https://sloughsafeguardingpartnership.org.uk/assets/f9efac08/09.10.2025_threshold_interim_revision_september_25_002.pdf
- Ask for advice from Early Years Team
- Consider referring to other services
- Role of Early Help

Slough Safeguarding Partnership

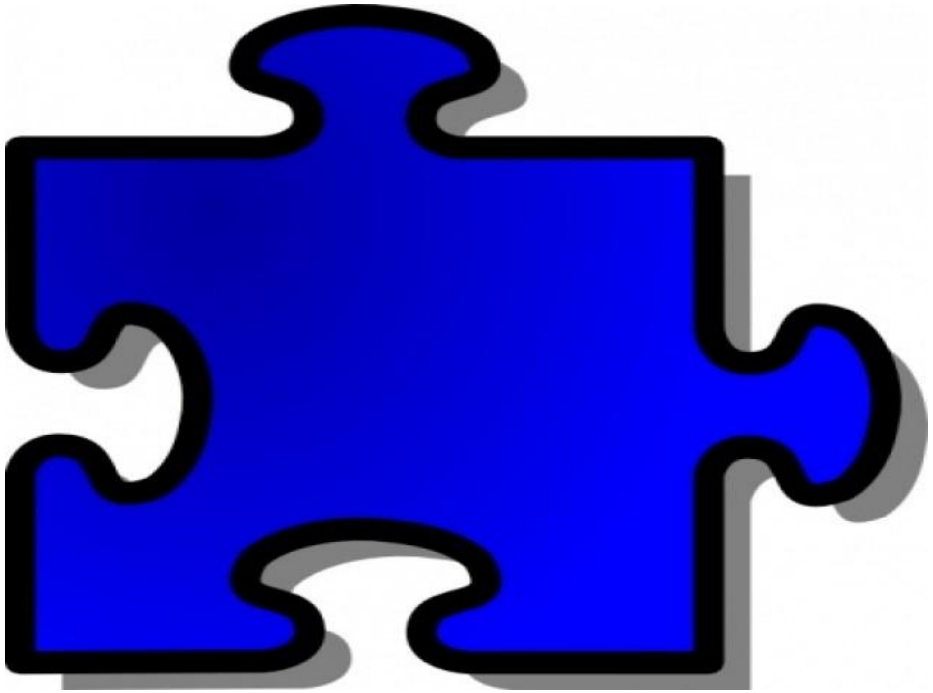
Revised Threshold Guidance: September 2025



Rooted in the UN convention on the rights of the child.

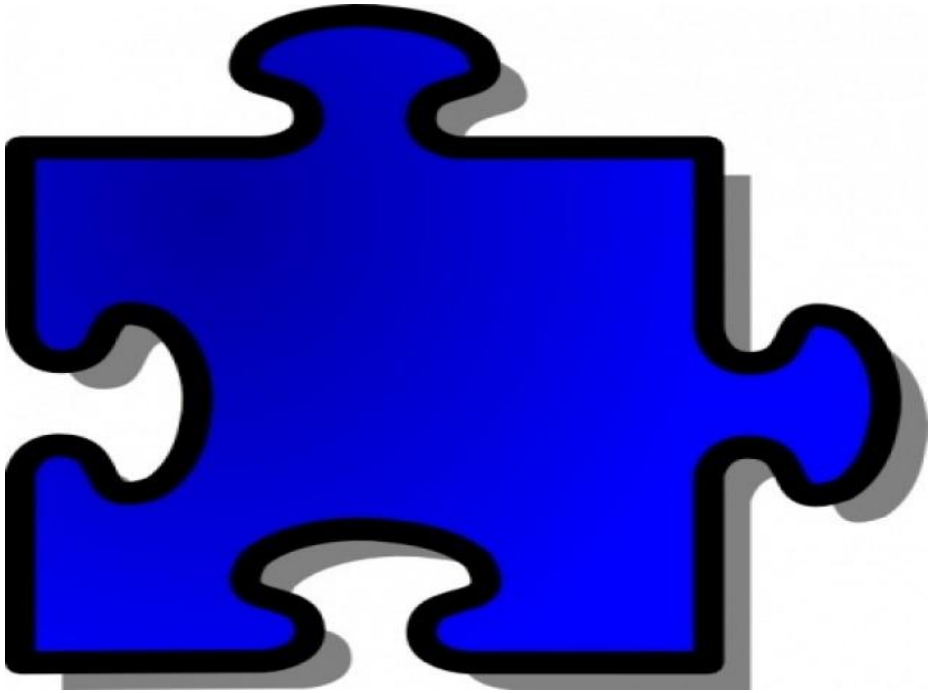
[09.10.2025_threshold_interim_revision_september_25_002.pdf]

You are not alone….



List all the agencies who might be involved with a child who you care for…
Consider any differences in the list for children of different ages

You are not alone….

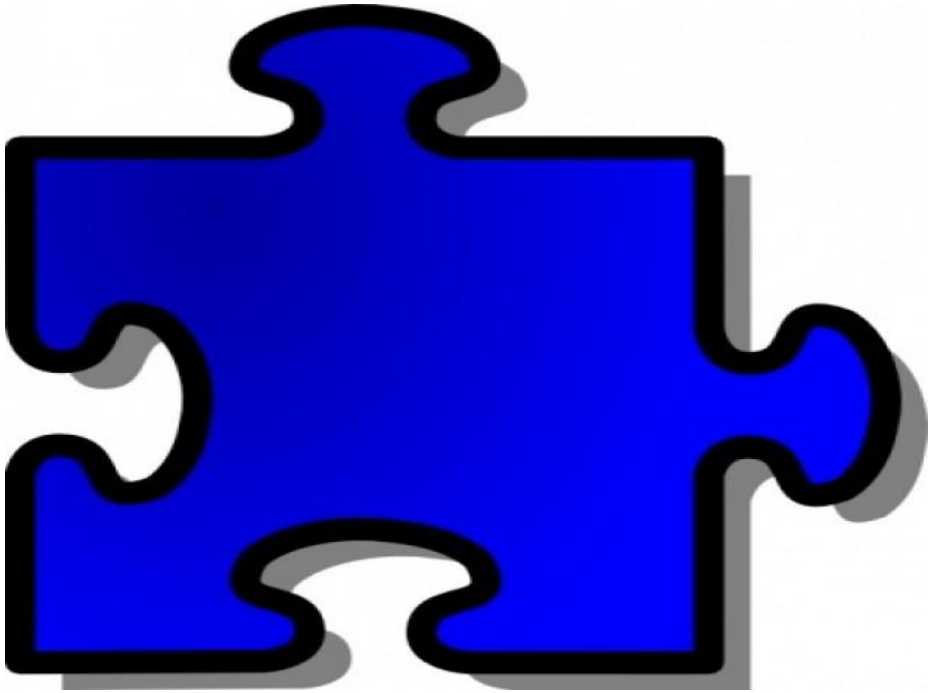


What are some of the challenges of multi agency working?

Challenges of multi-agency working

- Can include **communication barriers**, such as jargon and lack of clarity
- **Role confusion**, with unclear responsibilities and conflicting priorities;
- Difficulties with **information sharing**, including confidentiality concerns and incompatible technology systems
- External pressures like **high workloads**, limited resources, and staff turnover

These can be difficult to overcome ….



- And the only person you can change is you!
- What good practice can you share to improve multi agency working?

Information Sharing – Yes or No?

If you have concerns about a child's safety, which of the following is it OK to talk to?

1. Children's Social Care
2. Your local authority childminding support staff
3. School where the older sibling goes
4. A friend who knows the family

Reminder

It is vital that information is shared in an appropriate and timely fashion.

Often, it is only when information from a number of sources has been shared and is then put together, that it becomes clear that a child has suffered, or is likely to suffer, significant harm.

Practitioners should be proactive in sharing information, as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

This includes when problems first emerge, or where a child is already known to local authority children's social care

Source - Cumbria Children's Safeguarding Board

There were example of excellent information sharing in this case. For example, Child N's nursery were prompt, appropriate and accurate in sharing information with CSC	Child N Calderdale SCB 14.05.2021
There were also instances when multi agency communications and information was poor ..one example being that the outcome of the single agency assessment was not share with the FNP practitioner – who also did not seek information about the outcome	Child N Calderdale SCB 14.05.2021
(About children moving) Where a change of address also involved a change of local authority area this can be particularly challenging for agencies to keep track of families but can also be a time of increase risk for children as they can become 'invisible'	Child N Calderdale SCB 14.05.2021

Information Sharing

The Data Protection Act enables the lawful sharing of information.

There should be a local agreement or protocol in place, setting out the processes and principles for sharing information between organisations. This is useful to do – for example if the setting you work in regularly works with a school

An individual employee cannot give a personal assurance of confidentiality.

Never let Data Protection stand in the way of safeguarding

Lots of advice from the Information Commissioners Office https://ico.org.uk/

Information Sharing Protocols

- https://safeguarding.je/wp-content/uploads/2022/12/Information-Sharing-Protocol-2019.pdf

- https://www.schools.norfolk.gov.uk/article/67989/Information-Sharing-and-Confidentiality

Latest Guidance - September 2023

The Information Commissioners Office have confirmed that GDPR should not stand in the way of safeguarding.

There is some great information and a really good video at:

https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/a-10-step-guide-to-sharing-information-to-safeguard-children/

Although this focusses on children, and we await more information about adults, the principle will be the same for children and adults.

How Do Manage the Relationship with Parents when we Have to Pass Information On?

- Start at the beginning, make sure anyone accessing your services is aware of your Safeguarding Policy and duty to pass concerns on
- Remember that if someone makes a disclosure to you, that you are clear you may have disclose the information
- Talk to the parent about seeking help to help them
- Explain carefully what you are going to do, who you need to share information with and how you will feedback
- Keep channels of communication open
- Always remember safeguarding is more important than keeping the relationship going

Let’s Have A Go ….

Putting the theory into practice – case studies

1. What Would You Do?

You are the Safeguarding Lead for a Childminding setting with x2 assistants.

You are listening to some chatting in the conversation at lunchtime and you realise that Jo, one of the staff, has agreed to babysit one evening for one of the parents.

What might concern you about this and what action should you take?

Is this a safeguarding concern?

2. What Would You Do?

You are at a childminding group and one of the childminders becomes very upset. They tell you that they have had a visit from social services as their teenage daughter has raised an allegation against the childminder's partner.

The childminder asks you what they should do?

Is this a safeguarding concern?

What might you do?

3. What Would You Do?

You care for a 3- and 7-year-old from the same family. The 7 year old mentions to you that the 3 year old did not sleep well last night because they were kept awake by their parents arguing.

Is this a safeguarding concern?

What might you do?

Disqualification by Association

Disqualification by association, under the Childcare Act 2006, previously meant staff could be barred from working with children if someone in their household committed a disqualifying offence. Following a 2018 law change, this no longer applies to schools and non-domestic settings, but it **still applies to home-based childcare**

Disqualification by Association

- **Context:** Originally designed to prevent staff from being influenced by someone in their household who poses a risk to children.
- **Change:** Since August 31, 2018, the requirement for staff to disclose offences of household members was removed for schools, nurseries, and similar settings.
- **Exceptions:**
- It still applies to registered childminders or those providing childcare in domestic, private home settings

Serious Case Reviews (SCRs)—now known as Child Safeguarding Practice Reviews are statutory, multi-agency investigations conducted when a child dies or is seriously harmed due to abuse or neglect. They aim to identify lessons to prevent future incidents, rather than to apportion blame

Some Key Themes From Recent Safeguarding Practice Reviews

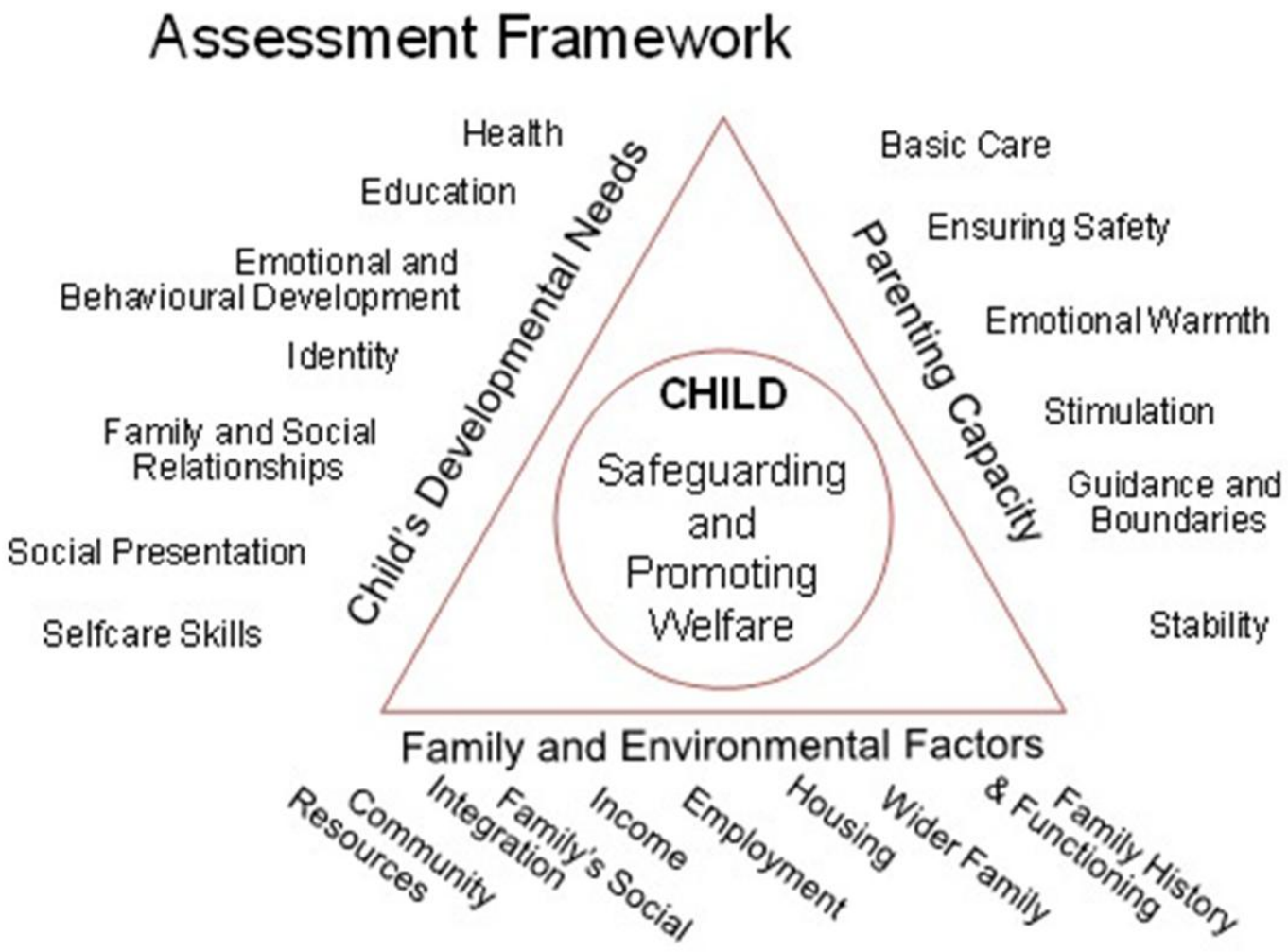
- The need for professional curiosity
- Be aware of poor practice which starts to become a safeguarding concern
- The need to build a culture where people can say if they have a concern

Record Keeping

5 Ws

- **Who** was involved
- **What** happened
- **When** did it happen
- **Where** did it happen
- **What** did you do next (refer or…)

Useful tool


Assessment Framework
Health
Education
Emotional and Behavioural Development
Identity
Family and Social Relationships
Social Presentation
Selfcare Skills
Child's Developmental Needs
Basic Care
Ensuring Safety
Emotional Warmth
Stimulation
Guidance and Boundaries
Stability
Parenting Capacity
CHILD
Safeguarding and Promoting Welfare
Family and Environmental Factors
Community Resources
Family's Social Integration
Income
Employment
Housing
Wider Family
Family History & Functioning

Keep in mind Toxic Trio

What makes a good assessment?

In your role, you will not usually be carrying out the full assessment shown on the last slide.

However, you might be asked to write a report about a child who has been in your care/attending your service for a few months.

Note – there is a legal requirement for agencies to take part in these processes

How could this record be improved?

- Mrs Smith shouted at her child at drop off. The child cried. Child went to play. Incident noted.

What a difference

- Date: Wednesday, 06/12/2025
- Time: 08:50
- Location: Childminders home – in the hall
- Child Involved: 3-year-old child Simon Smith
- Adult Involved: Mrs Smith (mother)
- **Nature of Incident**
- At 08:50 on Wednesday, 6th December, I witnessed Mrs Smith, the mother of a 3-year-old Simon Smith, shouting at her child as she dropped them. Mrs Smith raised her voice and said, "Stop crying, you are being silly," in a tone that appeared angry and frustrated. The child looked visibly upset and began to cry more.
- No physical contact was observed. After the incident, Mrs Smith quickly left the premises, and the child was taken into the playroom by my assistant Xana.

Managing Allegations – Reminder

All organisations that provide services for children, or provide staff or volunteers to work with or care for children, should operate a procedure for handling allegations of abuse that is consistent with national and local guidance.

The same applies for those organisations who work with adults at risk.

Your policy should outline how you manage allegations including the duty to inform the Local Authority Designated Officer (LADO).
See the following screen shot.

Depending on the outcome of the allegation you may also have a duty to refer to DBS.

Allegations against staff in Slough involving harm to children must be reported to the Local Authority Designated Officer within one working day. Cases involving fraud or corruption are handled by Slough Borough Council's Corporate Fraud Team. Concerns should be documented without investigating, and for education staff, referrals may also go to the Teaching Regulation Agency

LADO@sloughchildrenfirst.co.uk; Phone: 07927 681858. Where possible, please use the LADO Referral Form

Managing Allegations – Working Together

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

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

This means you should contact the LADO if concerns arise about someone's behaviour which could affect their suitability to work with children.

The same principles are followed for adults at risk by the PIPOT

Reminder - Disqualification Under the Childcare Act 2006

The childcare disqualification arrangements are contained in the Children Act 2006 and the Childcare (Disqualification) Regulations 2018.

They automatically disqualify a person from providing, or working in, childcare at the point they are convicted of or cautioned for specified offences or where they meet other disqualification criteria set out in the regulations.

So If An Allegation Is Made What Should You Do As DSL?

- Be prepared make sure all staff are aware of the policy about managing allegations and the need to refer concerns on

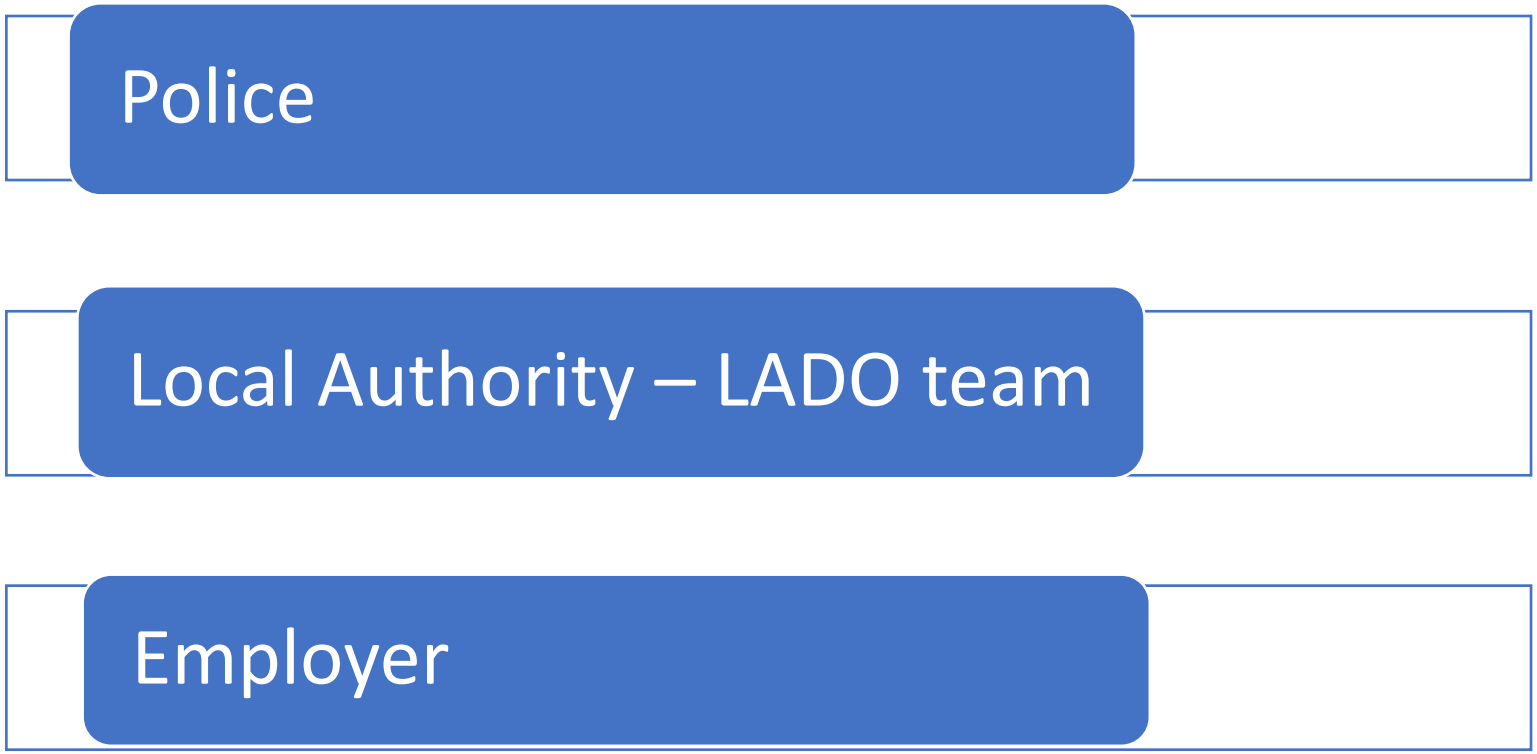
- Work hard to create a culture where people can speak to you and say … ’I am not sure but…’

- If an allegation is made, follow your procedure carefully, and take immediate advice from the LADO

- You will need to manage the situation with the staff involved as well as other staff carefully

Managing Allegations Is A Three Part Process

Depending on the outcome, Ofsted will also be involved



Safeguarding And The Management Of Risk

Case Studies

At each stage …

- What would you do?
- What indicators are there that risk is escalating ?

Welcome to this training

These training courses are targeted at those who work in wraparound settings. There are four current wraparound courses, which focus on the particular challenges of working in the wraparound sector:

Safeguarding (for all staff)
Inclusion (for all staff)
Behind the Behaviour (for all staff)
Business planning (for setting leaders and managers).

Each should take about 2- 3 hours to complete.

You can access this training in one of two ways. You may be living in a local authority area which has funded this training for free. **In this case you will have been given a specific log-in link.** To check to see if you are within an eligible area, click this link. Alternatively, you can pay a small fee to access each course.

We hope that this training, which is specifically targeted at the wraparound sector, will support you in developing excellent practice.

- **Scan The QR code To Take You Directly To The Training**

Safer Recruitment

Again, this is the subject of a whole separate training, at least one person in any organisation should undertake Safer Recruitment training.

A quick reminder:

- Safer recruitment is more than just a DBS check
- Safer recruitment should be in place for all posts where there is work with children or adults at risk
- You should take a proportionate approach
- Role descriptors, an induction and a review can save a lot of problems later
- Great free resource:

https://www.gov.uk/government/news/new-hiring-toolkit-supports-care-providers-with-safer-recruitment

Online safety

Staying Safe Online

If you want to find out more about the internet, look at the Think U Know website or click on your age below:

How can I get help?

If you are in danger call the Police on 999. To speak to someone in Slough Children's Trust Services that can help you, call First Contact on 01753 690450.

Talk to someone you trust, like a teacher, parent, youth worker, doctor. If you would like to talk to someone that you don't know, call ChildLine on 0800 1111.

CEOP is here to help keep you and other children and young people safe online. CEOP stands for Child Exploitation and Online Protection. CEOP can help and give you advice if something has happened online which has made you feel unsafe, scared or worried. This might be from someone you know in real

Online safety

Lots of good information on the Slough Safeguarding children's Partnership website
CEOP is very good

Also – if you have pre and post school aged children don’t forget that your Safeguarding Policy should be clear about mobile phones that the school age children may bring with them

In All This ……
Do Not Lose The Voice Of The Service User

Listen to service users.

Make sure you take concerns seriously.

Make it clear what you will do if a concern is raised.

If it is not a safeguarding issue, still take what has been said seriously.

From Some Recent Case Reviews

From the review of the death of Arthur and Star

(The family) contacted every agency they could think of, children's social care, school, police and several others. But their voice was not heard.

From a review of Jimmy Saville involvement at Leeds General Infirmary

After surgery, (the victim) told his friends about his experience but felt he was not believed. He did not report the incident to any staff.

Y tried to tell his mother what had happened but felt she did not believe him. There was no further action taken.

Impact of Self

To be a good safeguarding practitioner, you need to know yourself and be aware of your impact.

This might include:

Working on your professional judgement and professional curiosity skills.

Being aware of unconscious bias which you bring to the role.

Always being on a journey of learning from reflection.

A Bit About You …

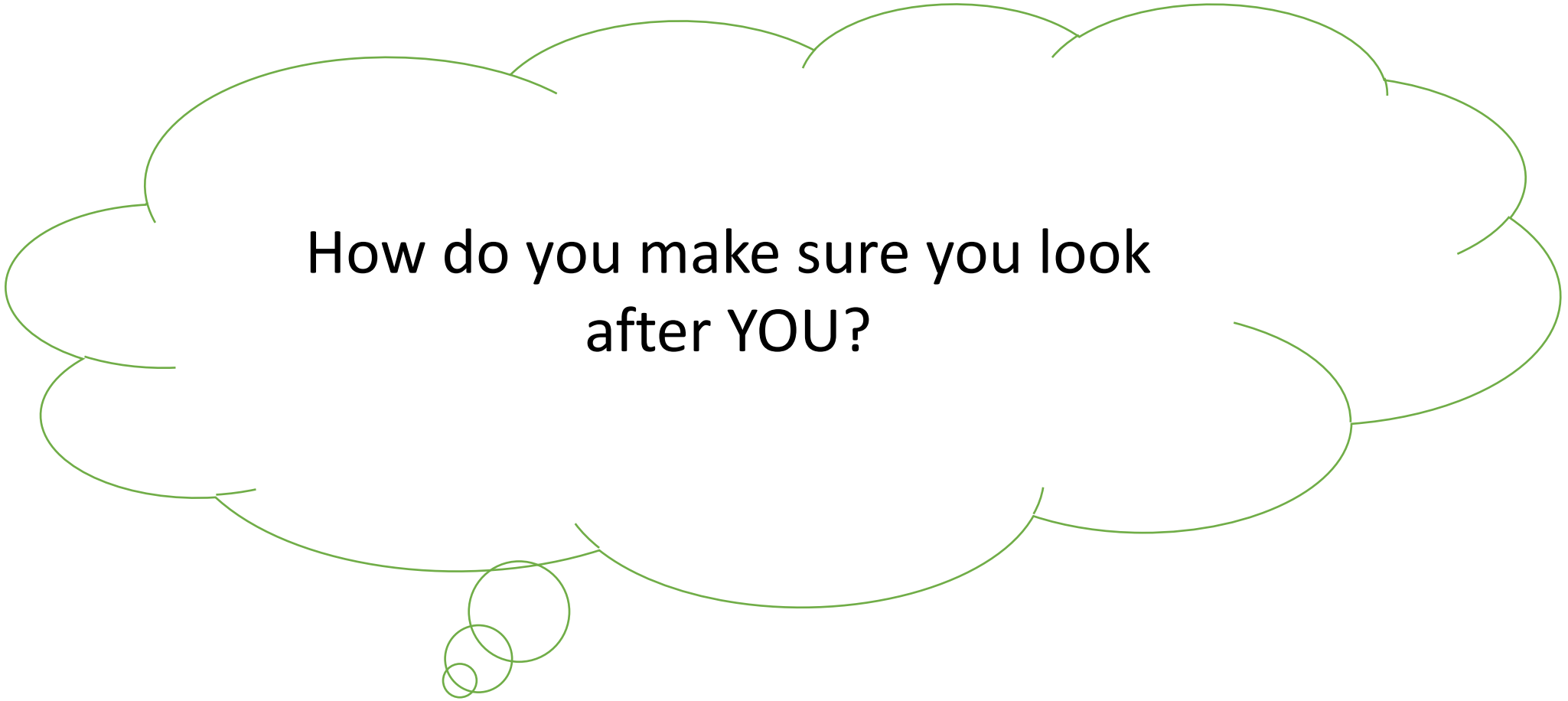
Draw a picture of you…it can be a stick figure.

List some things you are good at which help you to manage safeguarding.

Social Graces

- https://www.ccinform.co.uk/practice-guidance/direct-work-tool-social-graces/

Caring For Yourself



Your Action Plan

Start	Stop	Continue

And so to End...

Summary

Your Action Plan – Share one thing you will do

Any Questions?

Further Thoughts?

We need your feedback!!!

Thank You!

Attending a Section 47 meeting some more information

https://www.westberks.gov.uk/article/39701/What-to-Expect-Child-Protection-Investigations-Section-47-Enquiries

https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/understanding-role-your-social-worker/section-47-enquiries-and-strategy-meetings