

06 Safeguarding children, young people and vulnerable adults policy

Alongside associated procedures in 06.1-06.10 Safeguarding children, young people and vulnerable adults, this policy was adopted by *Laura Goss on 11th september 2026*.

This policy is written in line with guidance and procedures of local safeguarding partners Norfolk Safeguarding children partnership. [Norfolk Safeguarding Children Partnership](#) (website link)

Designated safeguarding lead is: Laura Goss, Natasha Smith and Kathryn Burrell-Rennie

Aim

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be '*strong, resilient and listened to*' at the heart of all our activities.

The Early Years Alliance 'four commitments' are broad statements against which policies and procedures across the organisation are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults. The four key commitments are:

1. The Alliance is committed to empowering children, young people, and vulnerable adults, promoting their right to be '**strong, resilient, actively listened to, and heard**'.
2. The Alliance upholds a culture of safety in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.
3. The Alliance is committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.
4. The Alliance is dedicated to increasing safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

NB: A 'young person' is defined as 16–19-year-old. In an early years setting, they may be a student, apprentice educator, or parent/carer.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: '*a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation*'. In early years, this person may be a service user, parent/carer of a service user, or a volunteer.

Key Commitment 1

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.

- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient, and listened to and heard*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.

3.7 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them: • NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH. • Ofsted provides guidance on how to make complaints about a childcare provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk). [Norfolk Safeguarding Children Partnership](#)

Key Commitment 2

- All staff are trained in line with the Criteria set out in Annex C of the EYFS (November 2025). Our training provider is Norfolk County Council.
Safeguarding training is refreshed during day to day practice and staff meetings and renewed every two years. The designated safeguarding lead ensures support, advice and guidance for all staff to meet their safeguarding responsibilities by:
 - Regular supervision and 1:1 Team briefings, bulletins, group supervision, reviewing safeguarding procedures together
- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.

- There are procedures in place for reporting abuse of children or a young person in the setting. Staff report to the settings DSL's, we then refer this to CADS (Childrens Advised and Duty Service) by phone call 0344 800 8021 if the child is in immediate danger and call the police. If the child is not in immediate danger, we seek consent to refer from parents and complete and online CADS –referral form. CADS referral process and flow charts are displayed throughout the setting so staff are aware of the procedure to take.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place for reporting abuse of a vulnerable adult in the setting. We report to LADO, staff report to DSL's or Chair of the Committee if they have concerns. Then complete an online LADO referral form. Referral process is displayed on the staff display board in the kitchen for all staff awareness of the process. LADO referral email is LADO@norfolk.gov.uk
- There are procedures in place in relation to escalating concerns and professional challenge. If a staff member isn't happy with the way the DSL has handled it, they go the deputy DSL or Chair person of the committee to escalate and complain about the lead DSL's handling of the situation.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability. We use multi agency networking to get a good picture of the child/ren's family home life and situation.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements. All staff keep confidentiality, know safeguarding forms are located in a orange folder and get stored in the child's registration form in filing cabinet with a red sticker on their file to indicate safeguarding documentation.
- We follow government and Local Safeguarding Partners guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

Key Commitment 3

- We have a 'designated safeguarding lead person', who is responsible for carrying out child, young person, or adult protection procedures. *This is the setting manager Laura Weston. Our deputy DSL is Natasha Smith the settings Deputy.*
- The designated safeguarding lead is responsible for overseeing all child, young person or adult protection matters.
- The 'designated safeguarding lead' ensures they have links with statutory and voluntary organisations regarding safeguarding children.
- The 'designated safeguarding lead' ensures they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise child abuse in the categories of physical, emotional, and sexual abuse and neglect.
- The 'designated safeguarding lead' ensures all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture and that these receive full consideration in child, young person, or adult protection related matters.
- **Staff are trained and aware of different signs of abuse such as:**
 - **Neglect- Physical neglect**
A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe.
 - **Educational neglect**
A parent doesn't ensure their child is given an education.
 - **Emotional neglect**
A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
 - **Medical neglect**
A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.
 - **Physical abuse** is when someone hurts or harms a child or young person on purpose. It includes:
 - hitting with hands or objects
 - slapping and punching
 - kicking
 - shaking
 - throwing
 - poisoning

- burning and scalding
- biting and scratching
- breaking bones
- drowning.
- It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.
- Signs of physical abuse
- Bumps and bruises don't always mean a child is being physically abused. All children have accidents, trips and falls. And there isn't just one sign or symptom to look out for. But it's important to be aware of the signs.
- If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.
- Physical abuse symptoms include:
 - bruises
 - broken or fractured bones
 - burns or scalds
 - bite marks.
- It can also include other injuries and health problems, such as:
 - scarring
 - the effects of poisoning, such as vomiting, drowsiness or seizures
 - breathing problems from drowning, suffocation or poisoning.
- Head injuries in babies and toddlers can be signs of abuse so it's important to be aware of these. Visible signs include:
 - swelling
 - bruising
 - fractures
 - being extremely sleepy or unconscious
 - breathing problems
 - seizures
 - vomiting

- unusual behaviour, such as being irritable or not feeding properly.
 - **Emotional Abuse-** be overly-affectionate to strangers or people they don't know well
 - seem unconfident, wary or anxious
 - not have a close relationship or bond with their parent
 - be aggressive or cruel towards other children or animals.
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- The 'designated safeguarding lead ensures that staff are aware and receive training in social factors affecting children's vulnerability including, but not limited to:
 - social exclusion
 - domestic violence and controlling or coercive behaviour
 - mental illness
 - drug and alcohol abuse (substance misuse)
 - parental/carer learning disability
 - radicalisation
 - The 'designated safeguarding lead' ensures that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
 - abuse of disabled children
 - fabricated or induced illness
 - child abuse linked to spirit possession
 - sexually exploited children
 - children who are trafficked and/or exploited
 - female genital mutilation
 - extra-familial abuse and threats
 - children involved in violent offending, with gangs and county lines.

The 'designated safeguarding lead' ensures they are adequately informed in vulnerable adult protection matters.

Key commitment 4

- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond using local early help processes. Designated safeguarding leads should ensure all staff understand how to identify and respond to families who may need early help. Regular training is given, staff know families well due to being a small setting so pick up on changes in appearance, behaviour, money troubles etc... and report to a DSL to talk to the parent about a referral to the best agency to help with their families situation such as early help.
- Staff are supported to make the right decisions that enable timely and appropriate action to be taken. Staff are trained and aware of making quick decisions if a child is in immediate danger and the procedures to follow. Or if a case isn't immediate danger and can be referred to CADS online.
- Designated safeguarding leads contribute towards local safeguarding arrangements to ensure that the views of the sector are heard at the highest level by:
 - Finding out how education and childcare are represented at a strategic level within their Local Safeguarding Partnership (LSP) structures.
 - Sharing their knowledge of the experiences of children in their cohort with LSP local leaders
- Staff are aware of our policy around technology, refer to our E-safety policy. We do not allow smart watches, mobile phones are to be in the kitchen in a box on silent and only accessed at lunch breaks with kitchen door shut. Staff know when a visitor comes to the setting that they are to remove any devices such as phones, cameras, smart watches, smart glasses etc.. and put them in the kitchen phone box until the visitor leaves.

Recruitment

When recruiting new staff, the chair person, playgroup leader and playgroup deputy interview and ask safeguarding questions to the candidates to understand their knowledge and expectations to follow. We also complete an enhanced DBS check which is also part of the update service. DBS checks will also be under taken by the setting manager and chair person every 6 months. We ask for 2 references, qualification certificates and apply for any other training needed such as first aid or food hygiene before the candidate is given a start date. We follow the EYFS rules to recruitment:

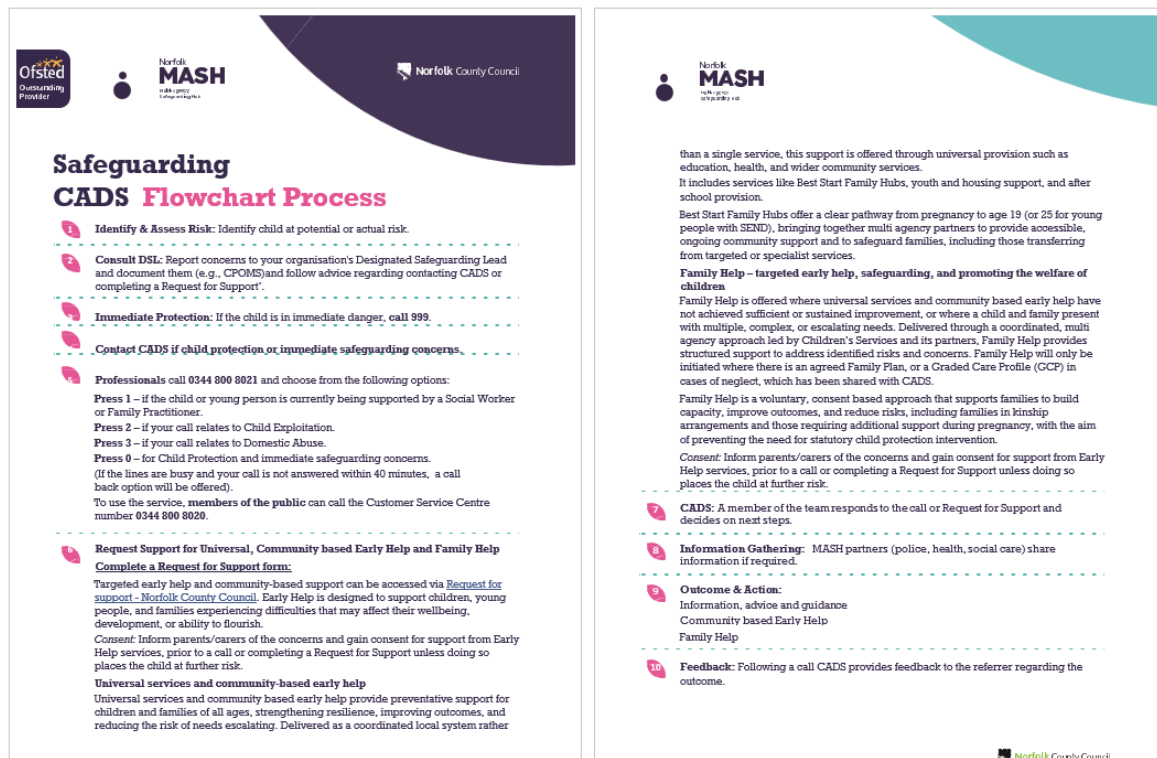
The EYFS states:

3.20 Providers must obtain a reference for any member of staff

(including students and volunteers) before they are recruited.

Providers should: • Not accept open references e.g. to whom it may concern. • Not rely on applicants to obtain their reference. • Ensure

any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority. • Not accept references from a family member. • Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed. • Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting. • Ensure electronic references originate from a legitimate source. • Contact referees to clarify content where information is vague or insufficient information is provided. • Compare the information on the application form with that in the reference and take up any discrepancies with the applicant. • Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.



Legal references

Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Policies & Procedures for the EYFS 2025/26 (Early Years Alliance 2025)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

Legal references

Working Together to Safeguard Children (HMG 2026)

Statutory Framework for the Early Years Foundation Stage 2026

What to Do if You are Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2026

Education Inspection Framework (Ofsted 2026)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

Further guidance

Information sharing advice for safeguarding practitioners (DfE 2024)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 2010)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

[Spotlight: Creating a culture of safeguarding \(Early Years Alliance\)](#)

Policies & Procedures for the EYFS 2025/26 (Early Years Alliance 2025)

[Developing an effective safeguarding culture in early years education](#) (Early Years Alliance publication)