

SAFEGUARDING CHILDREN AND CHILD PROTECTION

(Including managing allegations of abuse against a member of staff)



SAFEGUARDING CHILDREN & CHILD PROTECTION

POLICY STATEMENT

Best Preschool will work with children, parents, and the community to ensure the rights and safety of children and to give them the absolute best start in life.

We recognize our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice, which are in their best interest.

Our safeguarding procedures and policy are based on the statutory documents of Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2024), having three key commitments: Best Preschool is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery. BEST Preschool is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to working with statutory agencies in accordance with the procedures that are set down. It is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

AIMS

To provide all staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.

To ensure consistent good practice across the setting.

To demonstrate at all times the setting's commitment to safeguarding children.

EQUALITY STATEMENT

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. Some children have an increased risk of abuse, and additional barriers can exist for some children concerning recognising or disclosing it.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization.
- Are asylum seekers and/or refugees.
- Are at risk due to either their own or a family member's mental health needs.
- Students in care.
- Are missing from education.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

PRINCIPLES

Our core safeguarding principles are:

- The setting will ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
- All children, regardless of age, gender, ability, culture, race, language, religion, or sexual orientation, have equal protection rights.
- It is the setting's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, following this guidance.
- All children and staff involved in child protection issues will receive appropriate support from the Head of Preschool/DSL/DDSL, who will follow this policy guidance in doing so to ensure that children are always listened to and receive early help.

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2024), the Governance Handbook, and Regulations of Law 272/ 2004 of the Civil Code of Laws of the State of Romania regarding Children's Rights and Child Protection and Safeguarding (2016).

This policy is also based on the following legislation:

- The Standards for British Schools Overseas, which places a duty on independent schools to safeguard and promote the welfare of students at the school.

- This policy also meets requirements relating to safeguarding and welfare in the framework for the Early Years Foundation Stage.

PROCEDURES

We carry out the following procedures to ensure we meet the three key commitments:

- building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
- responding promptly and appropriately to all incidents or concerns of abuse that may occur and working with local statutory agencies following the procedures that are set down.
- promoting awareness of child abuse issues throughout its training and learning programmes for adults, and also empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

ROLES AND RESPONSIBILITIES

- Our designated person **DSL (member of the management team)** who oversees this work is the **Educational Coordinator**.
- Our designated officer, **DDSL (member of staff, not necessarily management)**, who oversees this work when the DSL is absent, **is the Head of School**.
- Our **secondary designated officer, DSL**, who oversees this work at its at least minimum basis when the DSL and the DDSL are absent, **is the Office Manager** who is in direct contact with the Head of Preschool and the Educational Coordinator.
- The setting will ensure at all times that the Designated Safeguarding Staff:
 - are appropriately trained;
 - act as sources of support and expertise in the setting;
 - keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward following this policy guidance, but kept separately from the child's general file;
 - refers cases of suspected neglect and/or abuse to the children's social care or police, following this guidance and local procedure;
 - develop effective links with relevant statutory and voluntary agencies;
 - ensures that all staff sign for acknowledgement of this policy;
 - ensures that the safeguarding policy is reviewed and updated annually;
 - keep a record of staff attendance at child protection training and make this policy

available to parents.

GUIDELINES FOR DESIGNATED SAFEGUARDING LEADS (DSL)

When a **safeguarding concern** or an **incident that can become a safeguarding concern** is reported to the DSL (See Annexe 3 form), they should decide how to proceed:

- Whether to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place a member of staff or others at risk.
- Whether to make a child protection referral to the Child Protection Department (DGASPC District 1, Bucharest) because a child is suffering or is likely to suffer significant harm and whether this needs to be undertaken immediately.

OR:

- Not to make a referral at this stage, but to continue to monitor and log the situation.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals will be accompanied by a referral form.

Local social care in Romania is always available to offer advice to designated safeguarding staff if the action needed is unclear.

If at any point, there is a **risk of immediate serious harm to a child, a referral will be made immediately to the Police department and/or the Child Protection Department**. Anybody can make a referral.

If the child's situation does not appear to be improving, the person with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

GOOD PRACTICE GUIDELINES

To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice:

- to treat all children with respect;
- early intervention on identifying any physical abuse signs happened outside the nursery - we use an **Existing injuries form - Annexe 4** filled daily by the nurse for each child, during triage;
- to set a good example of conducting ourselves appropriately;
- to ensure the staff are positive role models to children and other members of the team and never engage in rough, physical, or sexually provocative games;
- to involve children in decision-making which affects them (taking age and development of children into account);

- to encourage positive and safe behaviour among children;
- to be good listeners;
- to be alert to changes in a child's behaviour;
- to recognise that challenging behaviour may be an indicator of abuse;
- to read and understand all the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical contact and information-sharing;
- to ask the child's permission before doing anything for him/her (taking age and development of the child into account), which is physical, such as assisting with dressing, hugging, or administering first aid;
- to maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualized and derogatory language;
- to be aware that the personal and family circumstances and lifestyle of some children lead to an increased risk of neglect and/or abuse;
- to raise awareness of child protection issues and equip children with the skills to keep themselves safe, also when online; for this, our Use of mobile phones and cameras policy establishes the school arrangements;
- to provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children and gain their agreement (taking age and development of children into account);
- to establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement.

STAFF AND VOLUNTEERS

- We ensure all staff are trained to understand our safeguarding policies and procedures, and parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues and an accredited safeguarding certificate, which is renewed yearly.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the provision are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with their local police force (Criminal record, DBS-Disclosure and Barring Services) before posts can be confirmed. Once employed, they are then encouraged to further their safeguarding qualifications.
- Where applications are rejected because of information that has been disclosed, applicants have

the right to know and to challenge incorrect information.

- We abide by the UK DfE (Department of Further Education) and the Romanian Law of Education LEN 1/2011 with amendments of Law 184/2020 requirements in respect of references, *Police Criminal record checks and Integrity Certificate for staff and volunteers*, to ensure that no disqualified person or unsuitable person works at the provision or has access to the children.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed, diligently following the *Safer Recruitment policy*, including:
 - the criminal records disclosure (Criminal record) reference number;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings, which may affect their suitability to work with children (whether received before or during their employment with us).
- Volunteers and Candidates for a teaching position do not work unsupervised during their presence on the BEST Preschool site.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the provision, so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us.
 - Parents sign a consent form and have access to records holding visual images of their child.
 - These images are kept safely, archived as stated in the GDPR procedures and only removed from the school's archives, on parents' request for cancellation.
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Technology may be used to facilitate offline abuse, not only online. Thus, children with access to technology can be at risk of abuse online as well as face-to-face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. Considering the ages of children in our setting, the risk of online abuse is low, and the school's actions to prevent it are stated in the Use of Mobile Phones and Cameras Policy.

RESPONDING TO SUSPICIONS OF ABUSE

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual, or emotional abuse, or may be experiencing

neglect, this may be demonstrated through:

- significant changes in their behaviour.
- deterioration in their general well-being.
- their comments, which may give cause for concern, or the things they say (direct or indirect disclosure).
- changes in their appearance, their behaviour, or their play.
- unexplained bruising, marks or signs of abuse or neglect, and
- any reason to suspect neglect or abuse outside the setting.
- We are aware of other factors that affect children's vulnerability, such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children, such as through the internet or sexting. Additional professional training and awareness courses concerning the aforementioned areas are covered in staff CPD. Training in these areas is discussed at the beginning of the year with members of the team (Inset days).
- Women or girls may be victims of FGM if a practitioner has a confirmed sighting or disclosure of this, they would abide by the local reporting duty, and **call 112** to report it to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse.
- Children can be affected by forced marriage or honour-based violence. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people whom we may meet. Where we had concerns, the DSL would consult the local FMU (Forced Marriage Unit). Local equivalent: **DIRECȚIA GENERALĂ DE ASISTENȚĂ SOCIALĂ ȘI PROTECȚIA COPILULUI (Annexe 1- Important contacts)**.
- We are aware that children and young people can abuse their peers, and all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed in the support document ***Keeping children safe in Education 2024***, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. **Thus, in our setting, children are never left alone and are constantly observed to prevent this from happening.**
- Where we believe a child in our care or known to us may be affected by any of these factors, we follow the procedure for reporting child protection concerns.
- We encourage parents as well to report their child protection concerns, parents who might be placed in difficult situations of having family relationships with other parents of which child might be the focus of concern, by placing anonymous disclosures in our **Suggestions & Concerns Box**, to be found at the main entrance of the building.
- Where such evidence is apparent, the child's key person consults the DSL, or the person acting as the 'deputy designated person' (DDSL) and then completes a concern form with the details of

the concern. The information is then stored on the child's personal file.

- We refer concerns to the local authority's children's social care department and cooperate fully in any subsequent investigation.

RECORDING SUSPICIONS OF ABUSE AND DISCLOSURES

- **Where a child makes comments to a member of staff that give cause for concern (disclosure),** observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of abuse or neglect, that member of staff:
- listens to the child, offers reassurance, and gives assurance that she or he will act; does not question the child.
- explains that confidentiality cannot be promised to ensure specialised support in the best interest of the child.
- makes a written record by completing the ***Raising Safeguarding Concern form (Annexe 3)*** that forms an objective record of the observation or disclosure that includes:
- the date and time of the observation or the disclosure.
- the exact words spoken by the child as far as possible.
- the name of the person to whom the concern was reported, with date and time; and - the names of any other person present at the time.
- These records are signed and dated and kept in the child's file, which is kept securely and confidentially. These files are checked monthly by the DSL to recognise and act upon any patterns that emerge, to reassess concerns when situations do not improve, sharing information quickly and challenging inaction.
- The board-level lead for safeguarding (DSL/DDSL) is informed of the issue at the earliest opportunity.

RAISING SAFEGUARD CONCERNS PROCEDURES

This ***Raising Safeguarding Concern form (Annexe 3)*** can be used to record any safeguarding concerns over a child's health, wellbeing and safety. It can also be used to record disclosures made by children to adults in school. The child's voice must be recorded using their exact words; we do not paraphrase or try to interpret what was said. If necessary, the body map may be used to record details of physical injuries.

Once complete, this form should be passed immediately to the Designated Safeguarding Lead (DSL). If the DSL is absent, the form should be given to the Deputy Designated Safeguarding Lead (DDSL), Head of School, or another member of the setting's safeguarding team. In all instances, the contents of this form should be kept confidential.

INFORMING PARENTS

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file, and we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed that the referral will be made, except where the guidance of the Local Safeguarding Children Department does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the abuser. In these cases, the social workers will inform parents.

ALLEGATIONS AGAINST STAFF

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the provision, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We make parents aware of the complaints procedure, which can be found alongside this policy and in the complaints folder.
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
 - inappropriate sexual comments.
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Department when responding to any complaint that a member of staff, or volunteer within the provision, or anyone living or working on the premises occupied by the setting, has abused a child.
- All staff respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident in compliance with the Whistleblowing policy and procedure if applicable, or by completing an **Incident report form**.

We refer any such complaint immediately to the Romanian local authority for investigation. This is then followed up by completing a written referral using the 'Allegations Against Professionals Referral Form'. We also report any such alleged incident to the BSO Inspectorate and notify them of the measures we have taken. We are aware that it is an offence not to do this.

- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the

circumstances, the Head of Preschool will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an admission that the alleged incident has taken place, but rather to protect the staff, as well as children and families, throughout the process.

- Where the allegation concerns either the DSL or the DDSL, the staff are aware to go directly to the Romanian Local Authority.

DISCIPLINARY ACTION

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify Police Department of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

TRAINING

- We seek out training opportunities for all adults involved in the setting to ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training following that recommended by the Local Safeguarding Children Department and British Schools Overseas Inspectorate (DfE).
- We ensure that all staff are trained in basic safeguarding and that they know the procedures for reporting and recording their concerns in the setting.
- The Head of Preschool & Office Manager will ensure that they receive, read, and action Safeguarding and Child Protection updates.

PLANNING

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others. Where conditions of the space do not allow full visibility from outside the room, the doors will always stay open.

CURRICULUM

- We introduce key elements of keeping children safe in our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to, and that they develop an understanding of why and how to keep themselves safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, and cultural and social background.

- We ensure that this is carried out in a way that is developmentally appropriate for the children.

CONFIDENTIALITY

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Department.

SUPPORT TO FAMILIES

- We believe in building trusting and supportive relationships with families, staff, and volunteers in the group.
- We make clear to parents our role and responsibilities concerning child protection, such as for the reporting of concerns, providing information, monitoring the child, and always liaising with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made about any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker about the setting's designated role and tasks in supporting that child and their family, after any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, following the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

RECOGNISING CHILD ABUSE

Child abuse manifests itself in a variety of ways, some overt and some less obvious. The definitions and how to recognize child abuse are detailed in the **Annexe 2**.

Abuse is 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. 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 online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or by another child or children.

PROTECTION- RISKS DURING CONFLICT

Crises weaken or damage the support systems that normally provide protection and psychosocial support to children and youth. During times of conflict, children may be exposed to terrible atrocities, which can seriously undermine the foundations of their lives. Routines that provide a sense of security and normalcy cease, while threats of violence and questions about how to meet basic needs permeate

day-to-day existence. For youth, many of whom lack education and are unemployed and struggling to find an appropriate place in society, the ravages of armed conflict often create a crisis of hope.

Pre-existing stresses such as chronic poverty are also exacerbated during conflict by exposure to additional risks such as multiple losses, destruction of home and assets, separation from families, orphaning, sexually transmitted infections, increased risk of disease, exploitation, unwanted pregnancy, and disability. These accumulating stresses may force individuals and families into deeper poverty, leading children and youth to drop out of school, engage in dangerous labour, live and work on the streets where they are subject to multiple threats, and/or join armed groups in hopes of obtaining necessities and money. The breakdown of social cohesion during times of conflict threatens all children and youth by weakening social support now when they need it most. Because of this breakdown in family structures and social systems, children and youth are more susceptible to abduction or recruitment into armed forces and groups. Inside these forces and groups, children may assume a variety of roles such as porters, spies, fighters, and sexual slaves. Child traffickers may take advantage of social and community disruptions to abduct children for their purposes. As a result, children and youth in war zones may suffer physical damage, long-term psychosocial harm, or even death.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at <https://www.salvaticopiii.ro/sci-ro/media/Documente/Studiu-violenta-asupra-copilului-Salvati-Copiii-2021.pdf>

ANNEXES:

Annexe 1- Important contacts

Annexe 2- Abuse definitions

Annexe 3- Raising Safeguarding Concern Form

Annexe 4- Existing injuries record

Last review: April 2025

Name of signatory: DAN NICULAIE-FARANGA

Role of signatory: permanent representative of the governor ITH MANAGEMENT
OFFICE SRL

Name of signatory: ANCA ILIE

Role of signatory: Head of Preschool

ANNEXE 1- IMPORTANT CONTACTS

Role	Name	Contact details
Designated Safeguarding Lead	Elena Voiculescu	0743230203 elena.voiculescu@bestpreschool.ro
Deputy Designated Safeguarding Lead	Anca Ilie	0743332329 anca.ilie@tiriacgroup.ro
Secondary Designated Safeguarding Lead	Corina Cantaragiu	0751967967 office@bestpreschool.ro
POLICE- Emergency line		112
Emergency phone number to help abused children in Romania Sts.ro www.sts.ro Serviciu de Telecomunicatie Speciale		119
DIRECȚIA GENERALĂ DE ASISTENȚĂ SOCIALĂ ȘI PROTECȚIA COPILULUI Str. Popa Tatu nr 78, sector 1		0722.707.022 0766.548.136

ANNEXE 2- TYPES OF ABUSE

Abuse is defined under four categories: physical abuse, emotional abuse, sexual abuse, and neglect. These categories overlap, and an abused child does frequently suffer more than one type of abuse.

Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.</p> <p>Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate Sexual abuse. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p>
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</p> <p>Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, or 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

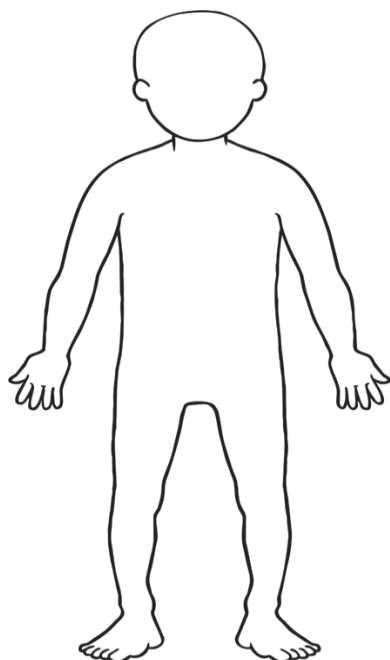
ANNEXE 3- SAFEGUARDING RAISING CONCERN TEMPLATE

Safeguarding Concerns Record Form			
		Child's date of	
		Current year	

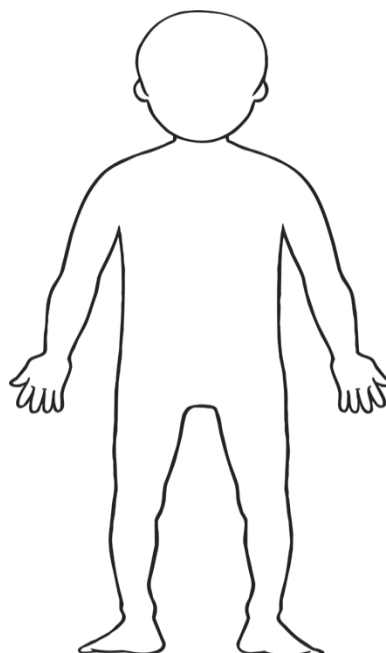
Concerns about the child:

Voice of the child:

Body map:



Front



Back

Actions taken:

Name of adult
filling in this
form

Signature

Date

Time

Annexe 4- Existing Injuries Form

Child's Name:	Date of Birth:
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Reported to setting by:

☐

Parent

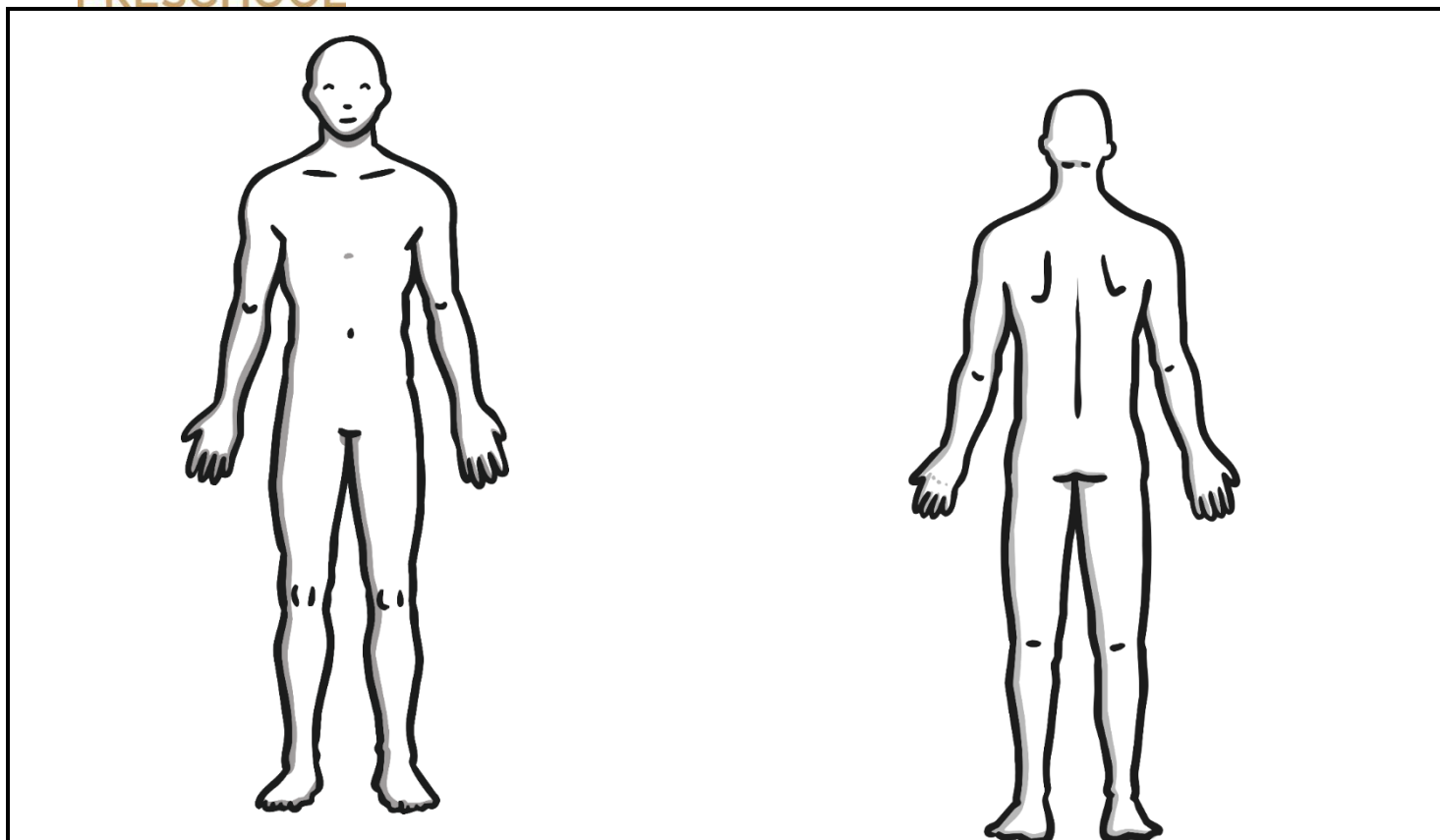
☐

Other childcare setting

☐

Other

Date and time injury occurred:**Place injury occurred:****Name of witnesses/adults present:****Description of how the injury occurred:****Description of the injury:**



Condition of child following the injury

Medical treatment or advice sought:

Yes

☐

No

☐

If yes, please describe below:

Other comments:

Practitioners notified of existing injury at the start of the session: ☐ Yes ☐ No

Practitioners notified of existing injury during the session: ☐ Yes ☐ No

Was this injury noticed during the session? Yes ☐ No ☐

If yes, please describe how the injury was found, why it is believed it is in fact an existing injury and that it has not occurred at the setting.

Attending adult's name&signature:	_____	Date:	_____
Leader's name&signature:	_____	Date:	_____
Parent's name&signature:	_____	Date:	_____

Parent Copy ☐

Paper ☐

Email ☐