

**Safeguarding Children**

Self-Assessment Evaluation Tool for Early Years Settings: **Group and School Based 2025**

This Self-Assessment is to be completed by Providers who are registered on the Ofsted Early Years Register.

The Early Years Foundation Stage (EYFS) statutory framework sets the standards that early years providers must meet to ensure that children learn, develop well and are kept healthy and safe. The early years are a crucial opportunity for children to develop a broad range of knowledge and skills which help them thrive now and provide a strong foundation for future progress in life. DfE continually monitors and reviews safeguarding requirements for early years settings to ensure they are comprehensive and suitably robust to help providers keep children as safe as possible.

This Self-Evaluation and Assessment Tool should be used to monitor, review and evaluate safeguarding policies and procedures, to ensure the maximum effectiveness of safeguarding of the children in your care.

This Self - Assessment:

* will support you to meet the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
* will help you to assess the quality of your safeguarding practice in order to create a robust culture of safeguarding
* will help to ensure that gaps in safeguarding are identified and prompt action is taken to address these areas
* will help you keep you up to date with current legislation
* should be reviewed at least twice a year
* can be included as evidence of how leaders reflect on their own practice so that the impact of safeguarding policies, systems and processes is kept under continuous review.

It is the responsibility of the owner / manager / management committee, to ensure that all staff **understand** their safeguarding responsibilities, have completed recent training, and that arrangements for safeguarding children comply with current guidance from government.

Managers/Designated Safeguarding Leads are strongly advised to check local and national websites for the most up-to-date guidance and documentation. Hammersmith and Fulham also include regular updates in the bi-weekly Early Years newsletter.

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| Safeguarding children is **EVERYONE’S** business and a shared responsibility. Safeguarding children is not just about maltreatment, but ensuring children are brought up in circumstances that prevent impairment and offer opportunities that optimise children’s life chances. | |
| **Name of Setting:** | **Address:** |
| **Name of registered person/body:** | **Postcode:** |
| **Name of Manager:** | **Ofsted URN:** |
| **Name(s) of person(s) completing form:** | **Role(s) of person(s) completing form:** |
| **Date of last inspection:** | **Email Address:** |

A Self - Assessment should be completed for each setting within an organisation.

**This is a Word document and can be completed electronically by downloading and saving it (you may have to rename it at this stage** **in order to work on it electronically). You can also print it and complete by hand.**

Before starting to complete the Self - Assessment you may find it useful to have the following information to hand:

* Staff files
* Training records
* Policies and procedures including your Safeguarding Policy
* Updated EYFS Statutory Framework for Group and School Based Providers
* Ofsted Self-Evaluation Descriptors

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|  | **Part 1: Safer recruitment and safer working practices** | **Yes** | **No**  **(****record action**  **required)** | **Partly met** |
|  | **Has someone in your setting completed training in ‘Safer Recruitment’?**     * Settings must recruit staff and volunteers following ‘safer recruitment’ procedures. * There is an expectation that at least one member of staff/committee that would sit on an interview panel, has attended the required safer recruitment training. * The Safer Recruitment training must be repeated every five years. The LSCP recommends that classroom-based training should be completed.   Paragraph 3.9 to 3.13 of the EYFS Statutory Framework explains the provider’s legal responsibility. There is also reference to the provider’s responsibility to appoint suitable people in the Ofsted document [Register as a childminder or childcare provider (England)](https://www.gov.uk/register-childminder-childcare-provider/what-to-register-as) | Name(s):  Date(s): |  |  |
|  | **Do job descriptions and person specifications include safeguarding responsibilities?**   * Ensure that you have an up-to-date job description and person specification for the role(s) you wish to recruit to. * These should specify the individual’s responsibilities regarding safeguarding.   Statutory Framework for EYFS - suitable people 3.9 ‘Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.’ |  |  |  |
|  | **Do you check that qualifications are ‘full and relevant’ as defined by the Department for Education Early Years Qualification List?**  <https://www.gov.uk/guidance/early-years-qualifications-finder>  To be counted in ratio staff must have an approved qualification:  <https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications> |  |  |  |
|  | **Is induction training available for all staff?**  Induction training must include:   * Information about emergency evacuation procedures * Safeguarding * Child protection * Health and safety issues   (EYFS 3.26)  And:   * Code of conduct/staff behaviour policy * Whistleblowing * Allegations |  |  |  |
| **1.5** | **Does your setting have a record and evidence of all recruitment checks? From September 2025,** Safeguarding policies must include:  • Procedures to follow to check the suitability of new recruits.  Providers must record information about staff qualifications and the identity checks, vetting processes and references that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it). (EYFS paragraph 3.14)  Records must be easily accessible and available (with prior agreement from Ofsted these may be kept off the premises).  References should be provided for previous employees upon request in a timely manner. When asked to provide references, providers should ensure the information confirms whether they are satisfied with the applicant’s suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold\*.  They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.  \* The harm test is explained in the Disclosure and Barring service Guidance: Making barring referrals to the DBS and Section 35(4) of the Safeguarding Vulnerable Groups Act 2006. |  |  |  |
| Good Practice:  Ensure that if you have a single central record this is updated regularly and especially if new staff have started to work with you. | | | | |
| **1.6** | **Suitable people:**  Providers who are employing assistants must obtain a reference before employment.  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 candidate’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 candidate * establish the reason for the candidate leaving their current or most recent post, and * ensure any concerns are resolved satisfactorily before appointment is confirmed. |  |  |  |
| **1.7** | **Have all staff in the setting who have regular, unsupervised contact with children had an Enhanced DBS check with Children’s barred list checks?**  Providers must not allow people whose suitability has not been checked, including through a criminal records check to have unsupervised contact with children being cared for. |  |  |  |
| **1.8** | **Have you encouraged all staff to join the DBS update service?**  <https://www.gov.uk/dbs-update-service> |  |  |  |
| **1.9** | **If you are a voluntary group, have all management committee members had**  **Enhanced DBS checks?**    It is a requirement for all management committee members of settings on the Ofsted Early Years Register and the compulsory part of the Ofsted Childcare Register to have Enhanced DBS checks.  If a committee member is going to work once a week or more in the setting they will be involved in ‘a regulated activity’ and need to have had an Enhanced DBS check with Children’s barred list check.  All new committee members must complete an EY2 form.  Committee members can be encouraged to join the update service. [Volunteer](https://www.gov.uk/dbs-check-requests-guidance-for-employers#volunteer-applications) subscriptions are free of charge but if you move from a volunteer position to a paid position you will need to apply for a new DBS check, rejoin the update service and pay the annual fee of £13 by credit or debit card. |  | N/A |  |
| **1.10** | **Have all new committee members completed an Ofsted EY2 Form?** <https://online.ofsted.gov.uk/onlineofsted/Default.aspx>  **This form should be completed by:**   * sole owner applicants to provide early years childcare * all individuals making up an organisation whose sole purpose is to provide early years childcare, which includes:   - committee members  - partners  - directors  - anyone who works with three or more other people on domestic premises   * the nominated person for an organisation who will represent the organisation in its dealings with Ofsted * anyone who works for a registered childminder as an assistant * anyone working directly with children as a staff member or assistant of a childcare provider on domestic premises * anyone aged 16 years or over who lives or works on the premises where early years childminding or childcare on domestic premises takes place or is to take place. |  | N/A |  |
| **1.11** | **Have Ofsted been informed of changes to the Registered Person using the EY3a form?**  Form EY3a is the specific form to complete for childcare on non-domestic premises.  <https://www.gov.uk/government/publications/early-years-and-childcare-providers-ey3-changes-to-individuals>  This includes changes to names and addresses and any start and leave dates for:   * everyone making up an organisation (registered person) whose sole purpose is to provide early years childcare, including committee members, partners and directors * the nominated individual who will represent the organisation in its dealings with Ofsted. This person cannot be the appointed manager unless the manager is also a member of the governing body * your selected additional contacts |  | N/A |  |
| **1.12** | **Have parents/carers who regularly support their children or**  **Volunteers who come into the setting had an Enhanced DBS check?**  Any adults (parents/carers/volunteers) who may have **regular, unsupervised** **contact** with children should hold a satisfactory Enhanced DBS Disclosure with Children’s barred list check. However, this is not a specific requirement for parents/carers settling their children at the start of a session. |  | N/A |  |
| **1.13** | **Do you have up to date risk assessments on any staff where there has been information released on their DBS?**  [Disclosure and Barring Service (DBS) checks for those providers who register with Ofsted](https://www.gov.uk/government/publications/disclosure-and-barring-service-dbs-checks-for-childcare-providers-who-register-with-ofsted) |  | N/A |  |
| **1.14** | **Has the ‘suitability’ under the Childcare Act 2006 been recorded for each member of staff?**  Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable. (EYFS paragraph 3.9)  Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. (EYFS paragraph 3.11) |  |  |  |
| **1.15** | **Have additional criminal record checks been made for anyone who has lived or worked abroad?**  <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>  <https://www.gov.uk/legal-right-work-uk>  <https://www.naric.org.uk>  <https://www.gov.uk/government/publications/acceptable-right-to-work-documents-an-employers-guide> |  | N/A |  |
| **1.16** | **Does the setting inform parents and/or carers about staff deployment?**  Staffing arrangements must meet the needs of all children and ensure their safety.  Providers must ensure all children are adequately supervised and decide how to deploy staff to ensure children’s needs are met.  The **ratio requirements** of the EYFS apply to the total number of staff **available to work directly** with the children.  Children must usually be within sight and hearing of staff and always within sight or hearing.  Ofsted may determine that providers must observe a higher staff ratio than outlined in the EYFS to ensure the safety and welfare of children |  |  |  |
| **Creating a strong safeguarding culture**  Record here any additional ‘Good Practice’ you do regarding safer recruitment and safer working practice | | | | |

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|  | **Part 2: Temporary staff and students** | **Yes**  **(Record supporting evidence)** | **No**  **(Record action required)** | **Partly met** |
| **2.1** | **Are recruitment checks carried out on any temporary/supply staff and details recorded?**  Temporary/supply staff employed directly by the setting must have had recruitment checks and their details recorded.  When employing staff from an agency, the setting must have written confirmation from the agency that all recruitment checks have been undertaken, including Children’s barred list checks in the event of ‘regulated’ activities and a DBS check has been carried out within the last 12 months to show that a person is suitable/fit. ([Disclosure and barring Service checks for those providers who register with Ofsted](https://www.gov.uk/government/publications/disclosure-and-barring-service-dbs-checks-for-childcare-providers-who-register-with-ofsted)) |  | N/A |  |
| **2.2** | **Does your setting have written confirmation from training providers that**  **Students hold Enhanced DBS check with barred list checks included?**  It is the responsibility of the training provider to ensure that all students visiting settings hold a satisfactory Enhanced DBS Disclosure, including Children’s barred list in ‘regulated’ activities. Settings are strongly advised to seek written confirmation of this from the training provider, and to record this.  Secondary school/ 6th form students on work experience do not need to be DBS checked. In these cases, the school placing the student should ensure that the young person is suitable for the placement.  **Paediatric first aid (PFA) for students and trainees - Staff: Child Ratios**  (Cross-referenced with section 5.4 Staff Training and Supervision.)  Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are **competent and responsible** and if they hold a **valid and current PFA qualification.** |  | N/A |  |

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|  | **Part 3: Visitors and contracted staff** | **Yes** | **No**  **(Record action required)** | **Partly met** |
| **3.1** | **Does your setting have a signing-in system for visitors?**  Any visitor entering the setting must be asked to prove their identity and to sign in and out, however familiar they may be with the children or staff.  Visitors must not be left unsupervised with children in the setting.  Reasonable steps must be taken to prevent access to buildings and outdoor play areas by unauthorised persons.  **It is the manager’s job to ensure that all staff are adhering to the system for signing in visitors.** |  |  |  |
| **Good Practice:** Record that ID has been checked, the visitor’s name, their organisation, their reason for visit and who they are visiting, the date and time of arrival and departure, their car registration details if applicable. Ensure visitors are provided with a visitor’s badge or sticker. Provide visitors with a safeguarding leaflet which explains about safeguarding in your setting and has photographs of the Designated Leads. Direct them to the safeguarding Information board. Point out the Health and safety information and mobile phone policy. It is a good idea to have a copy of this in the front of your signing in book or folder. | | | | |
| **3.2** | **Does your setting have written confirmation of recruitment and DBS checks on professionals who regularly visit the setting?**  This could include:   * Early Years Advisory Teachers and Officers * Health Visitors * Assessors   These visitors should have their DBS disclosures checked by their employing organisation e.g. Hammersmith and Fulham Local Authority.  Some settings have asked if they should request to see the DBS disclosures of visiting staff. I**t is sufficient** for settings to seek written confirmation and keep this on file to show that the appropriate checks have been undertaken by their employing organisation. |  |  |  |

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|  | **Part 4: Designated Safeguarding Lead** | **Yes** | **No**  **(Record action required)** | **Partly met** |
| **4.1** | **Does your setting have a Designated Safeguarding Lead (DSL)?**  In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners. All practitioners must be alert to any issues of concern in the child’s life at home or elsewhere. | **Name**:  **Date**: |  |  |
| **4.2** | **Safeguarding training:**  Providers must ensure that all practitioners are trained in line with the criteria set out in **Annex C.**  Providers must ensure that practitioners are supported and confident to implement the setting’s safeguarding policy and procedures on an ongoing basis.  Providers should read ‘What to do if you’re worried a child is being abused: advice for Practitioners.  The Designated Safeguarding Lead (DSL) must provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.  \*It is necessary to have at least two people in this role, to cover staff absence, or where the Designated Safeguarding Lead does not work every day.  The DSL must attend a training course consistent with the criteria set out in Annex C of the EYFS Statutory Framework. Training must be renewed **every two years.**  Providers may consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting. |  |  |  |
| **Good practice:** Keeping training records will help you to identify when trainingis due and ensure dates are booked well in advance.  It is a good practice to have someone on the committee who can act as a Safeguarding champion who can offer support and challenge. | | | | |
| **4.3** | **Do you have contingency plans in place to ensure there is always a named Designated Safeguarding Lead on duty to cover arrangements such as annual leave or sickness?**   * This person must have completed the Designated Lead Safeguarding training every two years. | **Name(s)**:  **Date(s)**: |  |  |
| **4.4** | **Are all staff, visitors and parents made aware of who the Designated Safeguarding Lead on duty is? (**For example, on your setting website, a noticeboard, leaflet for visitors with photos, printed on staff/visitor safeguarding lanyards.) |  |  |  |

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|  | **Part 5: Staff training and supervision** | **Yes** | **No**  **(Record action required)** | **Partly met** |
| **5.1** | **Have all other staff attended face to face general safeguarding training as approved by the Local Safeguarding Children’s Partners, (LSCP) every three years?**  See LSCP training website for details:  https://www.rbkc.gov.uk/lscb/training-and-resources  https://hflscp.co.uk/about-hf-local-safeguarding-children-partnership/: |  |  |  |
| Good practice: Keeping training records will help you to identify when training is due, ensure dates are booked well in advance. | | | | |
| **5.2** | **Are all staff given the opportunity to receive regular updates on safeguarding and child protection at least annually?**  *DFE publications KCSIE:* [*https://www.gov.uk/government/publications/keeping-children-safe-in-education--2*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) *Updated 2024* |  |  |  |
| **Good practice:** Staff meetings, notice boards, newsletters, emails, safeguarding audit, additional online training, input at staff meetings through a Safeguarding Quiz are all ways staff can be kept up to date | | | | |
| **5.3** | **Is there at least one person who holds a current paediatric first aid (PFA) certificate on the premises at all times, when children are present and who accompanies children on outings?**  The certificate must be for the full course consistent with the criteria set out in **Annex A** of the EYFS, must be renewed every three years and be relevant for workers caring for young children and where relevant babies. [Statutory framework for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/64afe61b8bc29f000d2cccc0/EYFS_framework_from_September_2023.pdf)  Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.  Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate. |  |  |  |
| **5.4** | **Paediatric first aid (PFA) for students and trainees - Staff: Child Ratios**  Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are **competent and responsible** and if they hold a **valid and current PFA qualification.** |  |  |  |
| **5.5** | **Do all newly qualified entrants to the workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016 have a full PFA or an emergency PFA certificate?** |  |  |  |
| **5.6** | **Training Providers for PFA training:**  Providers are responsible for identifying and selecting a competent training provider to deliver their PFA training. There is no hierarchy in relation to the range of Training Providers who offer Paediatric First Aid training, however those who work under the following bodies are fully regulated:  - one that is a member of a Trade Body with an approval and monitoring scheme, the Voluntary Aid Societies  - and those who work under Ofqual Awarding organisations.  It may also be helpful to refer to HSE’s guidance about choosing a first aid training provider, which can be found at: www.hse.gov.uk/pubns/geis3.htm. |  |  |  |
| **5.7** | **Have ALL staff completed PREVENT training?**  ALL frontline practitioners should complete WRAP training.  This is offered via the local authority Prevent Teams:  [Radicalisation and Extremism | lscp](https://www.rbkc.gov.uk/lscp/information-professionals-and-volunteers/radicalisation-and-extremism)  To get in touch with the Prevent Teams: ***Hammersmith & Fulham and Kensington and Chelsea*** Telephone: 020 8753 5727 Shared inboxes: [prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk) and [prevent3@rbkc.gov.uk](mailto:prevent3@rbkc.gov.uk)  <https://www.rbkc.gov.uk/lscb/training-and-resources>  Freeonline training via the Home Office can also be accessed below:  <https://www.elearning.prevent.homeoffice.gov.uk/>  Managers must ensure that staff have a good understanding of British Values and the risks and threats of radicalisation and extremism. |  |  |  |
| **5.8** | **Has the Designated Safeguarding Lead received training to understand about Female Genital Mutilation (FGM) and shared this information with staff?**  [Fact sheet on mandatory reporting of female genital mutilation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)  You can download posters from the Home Office free e-learning workshop below:  <https://www.fgmelearning.co.uk/> |  |  |  |
| **Good practice:** All staff to complete FGM training. | | | | |
| **5.9** | **Do all staff have regular supervision meetings?**  The EYFS requires that all staff must have regular individual supervision meetings with their manager to:   * discuss any issues, particularly concerning children’s development or well- being. * identify solutions to address issues as they arise (including ‘safeguarding’ as a routine item for discussion). * receive coaching to improve their personal effectiveness. |  |  |  |
| **Good practice:**  Hold annual appraisal meetings and ask all employees in their one-to-one supervision cycles, if there are any changes in their circumstances that would mean their current DBS check is no longer accurate and valid.  **Creating a strong safeguarding culture:** Record here any additional ‘Good Practice’ you do regarding staff training and supervision | | | | |

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|  | **Part 6: Policies and procedures** | **Yes** | **No**  **(Record action required)** | **Partly met** |
| **6.1** | **Do you have a Safeguarding policy in place?**  Responsibility for the policy rests with the provider (owner/committee).  The policy should be specific and adapted to your setting.  The provider should ensure a review of the policy **at least annually**.  The policy must be read and **understood** by all staff, and available to parents/carers. |  |  |  |
|  | **Is the flowchart for referral, where there are concerns about a child, readily available in the setting?**  \*(Please see sample Flowchart for referral in Annex D). |  |  |  |
| **6.3** | **Is the telephone number for the Children’s Services Front Door readily available in the setting?**  Local authority children’s social care front door:  Initial Consultation and Advice Team: (ICAT)  **ICAT Telephone:** 020 7361 3013  **LADO Email:** LADO@lbhf.gov.uk  All staff must know who to contact if they have concerns about a child or family. |  |  |  |
| **6.4** | **Do you keep confidential records in accordance with the requirements of the GDPR and the Data Protection Act 2018?**  [NSPCC advice](https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf) **on child protection records retention and storage.** |  |  |  |
| **6.5** | **Do your policies and procedures refer to all aspects of personal care?**  This will include:   * sleep * nappy changing * managing children who are sick and or infectious * managing children with allergies * food and drink * dental hygiene |  |  |  |
| **6.6** | **Toileting and Intimate Hygiene:**  Children’s privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. |  |  |  |
| **6.7**  **(a)** | **Safer Eating Routines: Food and Drink Facilities**   * The Government have published **“**Early Years Foundation Stage nutrition guidance for group and school-based providers and childminders in England. (April 2025) .[Early Years Foundation Stage nutrition guidance](https://assets.publishing.service.gov.uk/media/67f8e61c04146682e61bc84c/Nutrition_guidance_for_early_years_providers.pdf)   This will support implementation of the following EYFS Safer Eating Routine Statutory Safeguarding Requirements:   * Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate. |  |  |  |
| **(b)** | * Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. |  |  |  |
| **(c)** | * At each mealtime and snack time providers must be clear about who is responsible for checking that the food being provided meets all the requirements for each child. |  |  |  |
| **(d)** | * Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. * This information must be kept up to date by the provider and shared with all staff. Providers may find it helpful to refer to the BSACI allergy action plan. |  |  |  |
| **(e)** | * Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. * Providers may find it useful to refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS ([www.nhs.uk](http://www.nhs.uk)). |  |  |  |
| **(f)** | * Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. * Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child’s individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. * The NHS has some advice [providers/childminders] may find useful to refer to: Weaning - Start for Life - NHS ([www.nhs.uk](http://www.nhs.uk)). |  |  |  |
| **(g)** | **Choking and Conditions for Safe-Eating at Mealtimes**   * Providers must prepare food in a way to prevent choking. * This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK (education.gov.uk) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years settings. * Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. * Where possible there should be a designated eating space where distractions are minimised. * Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent therefore it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions. * When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and parents and/or carers made aware. * The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns. |  |  |  |
| **6.8** | **Safer Eating - Packed Lunch Policy:**  **Providers are free to set their own packed lunch policy,** but this must comply with equality legislation. A packed lunch policy is to ensure all children are being offered healthy and nutritious food, to reduce choking risks, and to help prevent allergic reactions for children who may have airborne food allergies.  **The DfE have advised providers to refer to the following guidance when writing their Packed Lunch Policy.**   * NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS ([www.nhs.uk](http://www.nhs.uk)).   **April 2025 DfE update:**  From September 2025 the DfE intend to strengthen the requirements around safer eating *(outlined above 6.7)* and in addition, require that all settings must have ongoing discussion with parents regularly and where appropriate, health professionals, to develop allergy action plans for managing any known allergies and intolerances. Providers will also be required to ensure that all staff are aware of symptoms and treatments for allergies and anaphylaxis.  **Communication with Parent/Carers**: Providers remain able to promote any benefits of their food offer and have pragmatic conversations with parents about what is and is not safe, practicable and appropriate to bring into a setting. |  |  |  |
| **6.9** | **Does your setting have a Staff Behaviour/Code of Conduct policy?**  **How is this shared with staff regularly – not just at recruitment/induction?** |  |  |  |
| **6.10** | **Does your setting have a whistle-blowing policy/procedure?**  Providers must put appropriate whistleblowing procedures in place for staff to raise concerns about poor or unsafe practice in the setting’s safeguarding provision.  This must include when and how to report concerns and the process that will be followed after staff report concerns.  Providers must ensure staff are aware of the setting’s whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.  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:   * The 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](mailto:help@nspcc.org.uk).   * Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC),   Weston House,   1. 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](http://www.gov.uk)). * General guidance on whistleblowing can be found via: Whistleblowing for employees :[Whistleblowing for employees: What is a whistleblower - GOV.UK](https://www.gov.uk/whistleblowing) |  |  |  |
| **6.11** | **Is information about referral processes where there are concerns about a member of staff readily available in your setting?**  This should include the contact details for the LA Designated Officer (LADO)  LADO contact details: **LADO Email:** LADO@lbhf.gov.uk  All staff must know who to contact if they have concerns about a child or family. |  |  |  |
| **6.12** | **Does your setting have a policy on the use of mobile phones and cameras****?**   * Staff should not carry or use personal mobile phones and cameras while working in the setting. * The setting should have its own mobile phone or landline and use only the settings camera. * Visitors must not use mobile phones in the setting. * Visitors use of cameras to be in line with settings policy. * Staff, visitors and parents must abide by the Acceptable User Policy. |  |  |  |
| **6.13** | **Do you have an Acceptable use of Technology (ICT) policy which is suitable for adults and children?**  As Children and adults increasingly work, play and communicate online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the provider should ensure appropriate filters and appropriate monitoring systems are in place.  **What online safety details does the setting share with parents/carers?** |  |  |  |
| **6.14** | **Does your setting have an administration of medication policy/procedure?**  Providers must have and implement a policy, and procedures, for administering medicines. (EYFS paragraph 3.46)   * It must include systems for obtaining information about a child’s needs for medicines, and for keeping this information up-to-date. * Medicines must not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). * Providers must only administer medicines to a child where written permission for **that** **particular medicine** has been obtained from the child’s parents and/or carer. * Training must be provided for staff where the administration of medicine requires medical or technical knowledge. * Providers must keep a written record each time a medicine is administered to a child, and inform the child’s parents and/or carers on the same day, or as soon as reasonably practicable. (EYFS 3.47) |  |  |  |
| **6.15** | **Do you know how to contact your local Health Visitor Services?**  Attached guidance on the Two-Year Progress Review Link: [Progress check at age 2 - GOV.UK](https://www.gov.uk/government/publications/progress-check-at-age-2)    Community Nurse/Health Visiting team email for Hammersmith and Fulham: [**clcht.childhealthinformationhubkcwf@nhs.net**](mailto:clcht.childhealthinformationhubkcwf@nhs.net) . A response is guaranteed.   * Contact: **SPA** (Single Point of Access) Health Visitors line: **0208 200 2500.**   Opening hours**:** Monday - Friday, 9am to 5pm |  |  |  |
| **6.16** | **Does your setting have a procedure to be followed in the event of a parent failing to collect a child at the appointed time?** (EYFS paragraph 3.74).  Providers must only release children into the care of individuals who have been notified to the provider by the parent (EYFS paragraph 3.63) |  |  |  |
| **6.17** | **Does your setting have a procedure to be followed in the event of a child going missing at, or away from the setting?** (EYFS paragraph 3.74)  Providers must ensure that children do not leave the premises unsupervised. (EYFS paragraph 3.63) |  |  |  |
| **6.18** | **Does your setting have an accident or injury procedure?**   * Providers must ensure that there is a first aid box accessible at all times with appropriate content for use with children. * Items must be in date. * Providers must keep a **written record of accidents or injuries and first aid treatment.** * Providers **must inform parents and/or carers of any accident or injury sustained by the child on the same day or as soon as reasonably practicable.** * Providers must inform parents and/or carers of any first aid treatment given. * Providers **must inform Ofsted of any serious accident,** **illness or injury to, or death of, any child while in their care, and of the action taken.** Notification must be made as soon as is reasonably practicable and at least within 14 days. * Providers must notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and must act on any advice from those agencies.   For more information on serious notifiable injuries see page 20 of  [Ofsted’s early Years Compliance handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/703946/Early_years_Ofsted_compliance_handbook.pdf)  Ofsted Notification Form <https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml> |  |  |  |
| **Good practice:** Review First Aid box items every 3 months to ensure they are in date and record that this has been done. | | | | |
| **6.19** | **Is there evidence that the accident book is regularly monitored and issues addressed?**  This will help you to identify patterns and trends which can be addressed through risk assessments. |  |  |  |
| **6.20** | **Are Risk Assessments in place?**  Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks (EYFS paragraph 3.65)  **Including for visits off site.** |  |  |  |
| **Good practice**: These should be done indoors and outdoors daily. | | | | |
| **6.21** | **Does your setting have an emergency evacuation procedure?**  Providers must have an emergency evacuation procedure.  You should complete a fire log as evidence of fire evacuation drill, and have appropriate fire detection and control equipment. Fire exits must be clearly identifiable and fire doors free from obstructions.  <https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-safety-and-evacuation-plans> |  |  |  |
| **Good practice:** It is advisable to develop alocked down/critical incident plan, and for your staff to understand the reasons for this: reported incidents/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the setting), intruders, warning of air pollution (smoke plume, gas cloud etc.) or chemical, biological or radiological contaminants, fire, dangerous dog roaming loose | | | | |
| **6.22** | **Does your setting have a named practitioner responsible for Promoting Positive Behaviour ?** This is not a statutory requirement buttraining and professional development is important in securing the consistent implementation of strategies the setting use; understanding that children’s behaviour as a form of communication, promoting children’s self-regulation, self-discipline, respect for others and to identify and prevent bullying.  Remember it is the practitioner’s role to:   * think about what stressors the child might be dealing with * work alongside young children to help them understand their emotions/feelings and * give them the language to name their feelings and understand their behaviour.   Useful Links below:  Anna Freud/Pacey: [Managing Challenging Behaviour in the Early Years](https://www.youtube.com/watch?v=EqpuY_It5X4) Emotions – [Help for Early Years Providers](https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development/emotions) [Meeting the needs of all children](https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children)  Please also refer to advice and guidance set out in Hammersmith and Fulham: Early Years Ordinarily Available Provision (OAP) Document.  Remember it is the practitioner’s role to:   * think about what stressors the child might be dealing with * work alongside young children to help them understand their emotions/feelings and * give them the language to name their feelings and understand their behaviour.   Useful Links below:  Anna Freud/Pacey: [Managing Challenging Behaviour in the Early Years](https://www.youtube.com/watch?v=EqpuY_It5X4) Emotions – [Help for Early Years Providers](https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development/emotions) [Meeting the needs of all children](https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children)  Please also refer to advice and guidance set out in Hammersmith and Fulham: Early Years Ordinarily Available Provision (OAP) Document. |  |  |  |
| **6.23** | **Do you have a Physical Intervention** **record ?**  Are incidents where a practitioner has had to physically intervene to provide support for a child /children - linked to personal safety logged and shared with parents? |  |  |  |

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|  | **Part 7: Information for parents/carers** | **Yes** | **No**  **(Record action required)** | **Partly met** |
|  | **Does the information you provide for new parents/carers explain who owns or runs the setting?**    You can demonstrate this through your leaflet, prospectus or website. |  |  |  |
|  | **Does your information tell parents/carers how to make a complaint about the setting, or who to contact if they have a concern about it?**   * Providers must put in place a written procedure for dealing with concerns and complaints from parents/carers, and their outcome. * If your setting is Ofsted registered you should display this [parents poster](https://assets.publishing.service.gov.uk/media/652eb01b6b6fbf000db7584c/Poster_for_parents_childcare.pdf) with their complaints telephone number. It tells parents about Ofsted's responsibilities. |  |  |  |
|  | **Does your information tell parents/carers about your safeguarding**  **responsibilities?**  It is important to make them aware that you have a duty to report safeguarding concerns about children in the setting. You can include a statement in your registration document. |  |  |  |
|  | **Does your information tell parents/carers how to report a safeguarding concern about a child and give local contact details??**  [**https://www.nspcc.org.uk/what-you-can-do/report-abuse/**](https://www.nspcc.org.uk/what-you-can-do/report-abuse/) |  |  |  |
| **7.5** | **Child Absence: Concerns about Children’s Safety and Welfare**  Children being absent from early years settings repeatedly, or for prolonged periods of time, may be a vital warning sign for a range of safeguarding issues. There have been incidents where serious harm to a child may have been prevented if an absence from their early years setting had been reported to social services and/or the police.  **Providers must follow up on absences in a timely manner.**  If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child’s parents and/or carers and alternative emergency contacts.  Providers must have an **attendance policy** that they share with parents and/or carers.  This must include expectations for reporting child absences and the actions providers will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting’s safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.  **Where possible, settings should hold more than two emergency contact numbers for each child.**  **As of September 2025, it is a Statutory Requirement to have an Attendance Policy. Is this in place?** |  |  |  |
| **7.6** | Does your information explain to parents about the importance of good attendance and the policies and procedures you have in place to follow up on non-attendance? |  |  |  |

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|  | **Part 8: The Voice of the Child** | **Yes** | **No**  **(Record action required)** | **Partly met** |
| **8.1** | **Are children assigned a Key Person?**  The key person’s role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.  The key person must seek to engage parents/carers in guiding their child’s development at home.  [Attachment and the role of the key person – Birth To 5 Matters](https://birthto5matters.org.uk/attachment-and-the-role-of-the-key-person/) [Development Matters – Non-Statutory Curriculum Guidance](https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf)  (Meaningful, multifaceted links to providing safety/security and relationships with Children and Parents/Carers.) |  |  |  |
| **8.2** | **Do all staff** **have an understanding of how children develop their ability to self-regulate?**  Staff support children to develop control of their thoughts, actions and feelings.   * Please refer to Hammersmith and Fulham Ordinarily Available Provision (OAP) Guidance – following the Principles of the EYFS: Unique Child and Self-Regulation strategies. |  |  |  |
| **8.3** | **Does the setting provide opportunities for children to consider risk situations and explore strategies for keeping safe?**  Please see supportive links below:  [Enabling environments](https://www.eyalliance.org.uk/enabling-environments): [What are the benefits of Risky Play? - BBC Tiny Happy People](https://www.bbc.co.uk/tiny-happy-people/articles/znpwkty)  [Help! I need to do a risk assessment](https://www.pacey.org.uk/help-risk-assessment/) |  |  |  |
| **8.4** | **Are children and staff encouraged to challenge discriminatory behaviours and language?**  <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/early-years> |  |  |  |
| Good Practice: Have a range of books and resources which celebrate difference and diversity and challenge stereotypes  <https://www.stonewall.org.uk/sites/default/files/getting_started_early_years.pdf> | | | | |
| **8.5** | **Are staff aware of additional vulnerabilities children may face?**  e.g. Children from minority ethnic backgrounds, military families, Children with English as an Additional Language (EAL), children who are privately fostered, children whose parent or close family member in prison, children with medical issues?  Are practitioners aware of the risk factors that may impact a child's development (e.g., poverty, family breakdown) and work with families to mitigate these risks through targeted ACEs (Adverse Childhood Experiences) interventions where necessary.  Please refer to Hammersmith and Fulham Ordinarily Available Provision (OAP) Guidance – following the Principles of the EYFS.  [Information on supporting children with diverse needs](https://pdnet.org.uk/media/pdnet-Standards-for-Early-Years.pdf) [Meeting the needs of all children](https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children) <https://www.teachearlyyears.com/a-unique-child/view/how-to-support-children-with-aces-in-early-years-settings>  [Childhood trauma: Adverse childhood experiences | Early Years Educator](https://www.earlyyearseducator.co.uk/features/article/childhood-trauma-adverse-childhood-experiences)  Family support Service [Resources (beaconhouse.org.uk)](https://beaconhouse.org.uk/resources/)  [Home - Children Heard and Seen](https://childrenheardandseen.co.uk/) |  |  |  |
| **8.6** | **Have all additional sources of funding been applied for to support vulnerable learners?**   * Early Years Pupil Premium (EYPP) * Disability Access Fund (DAF) * SEND Inclusion funding (SENIF)   For further information please refer to: [Childcare support for children under 5 with SEND | London Borough of Hammersmith & Fulham](https://www.lbhf.gov.uk/children-and-young-people/family-hub/early-years-and-childcare/childcare-options-under-5s/childcare-support-children-under-5-send) Education Endowment Foundation evidence-based tools /guidance on effective use of EYPP Funding: <https://educationendowmentfoundation.org.uk/early-years/pupil-premium> |  |  |  |
| **8.7** | **Is your setting aware of resources to support you in capturing the voice of the child?**   * Useful links: [Listening to Children’s perspectives](https://www.gov.uk/government/publications/listening-to-childrens-perspectives-improving-the-quality-of-provision-in-early-years-settings) * Please refer to Hammersmith and Fulham Ordinarily Available Provision (OAP) Guidance – for further links, advice and resources. |  |  |  |
| **8.8** | **Does the setting have a range of resources to support children and staff to understand about children’s rights?**  Below are some useful links:  Tips on [supporting positive relationships in the moment](https://www.nurseryworld.co.uk/features/article/positive-relationships-behaviour-in-the-moment) Supporting [Equality and Diversity](https://cumbria.gov.uk/eLibrary/Content/Internet/537/955/6075/6263/6314/42965143226.pdf)  [Anti-racism in the Early Years](https://wellnessforall.org.uk/2020/06/03/anti-racism-in-the-early-years/) [Unconscious Bias](https://education.gov.scot/media/khsi24hr/gender-stereotyping-intro.pdf) Unconscious bias in the [observation, planning and assessment process](https://eyfs.info/articles.html/general/unconscious-bias-in-the-observation-assessment-and-planning-process-r338/) [Equality Guidance](https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/Equality_Guidance.pdf) in Early Years Settings [Equality and inclusive practice | early years alliance](https://www.eyalliance.org.uk/equality-and-inclusive-practice) |  |  |  |
| **Creating a strong safeguarding culture**  Record here any additional Good Practice you do regarding the child’s voice | | | | |

I agree that the information in this self-assessment is correct and the actions have been agreed.

**Signature of Head of Organisation /Chair of Committee/owner/: ……………………………………………………………**

**Print Name: ………………………………………… Date: ………………….**

**Print Name: …………………………………………**   **Date: ………………….**

Safeguarding Action Plan: Setting Name

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| **Question number** | Action Needed | By whom | Target date for completion | Completed/impact |
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**Annex A: Criteria for effective Paediatric First Aid - (PFA) training (EYFS Statutory Framework)**

1. Training is designed for workers caring for young children in the absence of their parents and is appropriate to the age of the children being cared for.
2. Following training, an assessment of competence leads to the award of a certificate.
3. The certificate must be renewed every three years.
4. Adequate resuscitation and other equipment including baby and junior models must be provided, so that all trainees are able to practice and demonstrate techniques.
5. The emergency PFA course should be undertaken face-to-face and last for a minimum of 6 hours (excluding breaks) and cover the following areas:

• Be able to assess an emergency situation and prioritise what action to take

• Help a baby/child who is unresponsive and breathing normally.

• Help a baby/child who is unresponsive and not breathing normally.

• Help a baby/child who is having a seizure.

• Help a baby/child who is choking.

• Help a baby/child who is bleeding.

• Help a baby/child who is suffering from shock caused by severe blood loss (hypovolemic shock).

1. The full PFA course should last for a minimum of 12 hours (excluding breaks) and cover the elements listed below in addition to the areas set out in paragraph 5 (the emergency PFA training elements outlined in paragraph 5 should be delivered face-to-face).

• Help a baby/child who is suffering from anaphylactic shock.

• Help a baby/child who has had an electric shock.

• Help a baby/child who has burns or scalds.

• Help a baby/child who has a suspected fracture.

• Help a baby/child with head, neck or back injuries.

• Help a baby/child who is suspected of being poisoned.

• Help a baby/child with a foreign body in eyes, ears or nose.

• Help a baby/child with an eye injury.

• Help a baby/child with a bite or sting.

• Help a baby/child who is suffering from the effects of extreme heat or cold.

• Help a baby/child having: a diabetic emergency; an asthma attack; an allergic reaction; meningitis; and/or febrile convulsions.

• Understand the role and responsibilities of the paediatric first aider (including appropriate contents of a first aid box and how to record accidents and incidents).

1. Providers should consider whether paediatric first aiders need to undertake annual refresher training, during any three-year certification period to help maintain basic skills and keep up to date with any changes to PFA procedures.

Footnote: \* Face-to-face means trainers are physically present with their trainees. This excludes the use of online platforms.

**Annex B: Useful Publications and Links**

* EYFS Statutory Framework: Group and School Based Providers (November 2024) [EYFS statutory framework for group and school-based providers](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)
* [Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) (July 2023) Statutory guidance
* Keeping Children Safe in Education: 2024 Statutory Guidance [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [London Safeguarding Children Procedures (followed by all partners in London)](https://www.londonsafeguardingchildrenprocedures.co.uk/)
* [Safeguarding practitioners: information sharing advice](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) (July 2018) (non-statutory guidance)
* [What to do if you’re worried a child is being abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) (March 2015) (non-statutory guidance)
* Early Years Safeguarding Reforms 2025: Government Consultation Response (November 2024) [Early Years Foundation Stage safeguarding reforms - consultation response](https://assets.publishing.service.gov.uk/media/6705184530536cb927482dd6/Early_years_foundation_stage_safeguarding_reforms_-_response.pdf)
* Hammersmith and Fulham: Ordinarily Available Provision (OAP) Guidance [Search | London Borough of Hammersmith & Fulham](https://www.lbhf.gov.uk/search?s=ordinarily+available+provision+) Electronic copy emailed to all settings March 2025
* [Prevent and education | London Borough of Hammersmith & Fulham](https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-education)
* [Hammersmith and Fulham's Local Safeguarding Partnership](https://hflscp.co.uk/)
* Early Years Foundation Stage nutrition guidance for group and school-based providers and childminders in England April 2025 [Early Years Foundation Stage nutrition guidance](https://assets.publishing.service.gov.uk/media/67f8e61c04146682e61bc84c/Nutrition_guidance_for_early_years_providers.pdf)
* The NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS ([www.nhs.uk](http://www.nhs.uk)).

**Annex C: Criteria for Effective Safeguarding Training 2025**

**1. Training is designed for staff caring for 0 – 5-year-olds and is appropriate to the age of the children being cared for.**

**2. The safeguarding training for all practitioners must cover the following areas**:

* What is meant by the term safeguarding.
* The main categories of abuse, harm and neglect.
* The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
* How to work in ways that safeguard children from abuse, harm and neglect.
* How to identify signs of possible abuse, harm and neglect at the earliest opportunity.

These may include:

* Significant changes in children's behaviour.
* A decline in children’s general well-being.
* Unexplained bruising, marks or signs of possible abuse or neglect.
* Concerning comments or behaviour from children.
* Inappropriate behaviour from practitioners or any other person working with the children.
* This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
* Any reasons to suspect neglect or abuse outside the setting, for example in the child’s home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
* How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
* The setting’s safeguarding policy and procedures.
* Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
* Roles and responsibilities of practitioner and other relevant professionals involved in safeguarding.

**3. Training for the 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 in paragraph 2, training for the DSL must cover the elements listed below:**

* + How to build a safer organisational culture.
  + How to ensure safer recruitment.
  + How to develop and implement safeguarding policies and procedures.
  + If applicable, how to support and work with [other practitioners/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 [3.8/3.9] of the EYFS).
  + How to manage and monitor allegations of abuse against other staff.
  + How to ensure internet safety

**Annex D: List of accompanying Tools, Templates and Attachments**

* Sample Attendance Policy
* Sample Individual Health Care Plan and Children with Medical Conditions
* Sample Packed-Lunch Policy
* Safeguarding Whistleblowing Flow-Chart for Settings
* Generic Flowchart of Procedures for responding to Safeguarding Concerns
* London Safeguarding Children Partnership: Threshold of Need Document
* 2025 Safeguarding Reforms: Foundation Years Summary of Changes to the EYFS Statutory Framework
* Link to Local: [Hammersmith and Fulham's Local Safeguarding Partnership](https://hflscp.co.uk/) <https://www.londonsafeguardingchildrenprocedures.co.uk/contents.html#core-pr> Downloadable materials for settings across the borough