



Hullbridge Childminders
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Safeguarding Policy

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We strive to keep children safe in our care and our priority is the safety and welfare of the children we look after. we will achieve this by:

- updating our training every 2 years
- review our policy upon the introduction of new legislation or new types of abuse
- work in partnership with parents ensuring open and honest communication. Parents will be made aware of our responsibility and obligation under law to inform Social Care if we believe a child to be risk of harm or being harmed.
- We are fully aware of our obligations having regards for the following documents:

Keeping Children Safe in Education [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Keeping_children_safe_in_education_2022.pdf)

Working Together to Safeguard Children

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

What to do if you're worried a child is being abused [Stat guidance template](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/What_to_do_if_youre_worried_a_child_is_being_abused.pdf)

[publishing.service.gov.uk](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/What_to_do_if_youre_worried_a_child_is_being_abused.pdf)

Information Sharing [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Information_sharing_advice_for_practitioners.pdf)

Prevent Duty Guidance [The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/The_Prevent_duty_an_introduction_for_those_with_safeguarding_responsibilities.pdf)

- We will comply with any procedures set out by our local safeguarding children's partnerships.

Definition - Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.



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We will make sure that we are aware and up to date of the different types of abuse and the warning signs for each (taken from Working Together to Safeguard Children, link above):

We have accessible our local safeguarding procedures and contact numbers available so we can access them quickly in the event of needing advice or to make a referral.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. 'Harm' can include ill treatment that isn't physical as well as witnessing the ill treatment of others. Extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to 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, though it may occur alone. There are various types of emotional abuse including:

- Emotional neglect (*ignoring, withholding affection*)
- Rejection (*making someone feel like they are not good enough, belittling*)



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- Isolating (*limiting freedom*)
- Manipulation (this could be described as '*gas lighting*' and involves persuasion)
- Terrorising (*making threats, frightening someone*)
- Bullying (*humiliation, mocking*)

For further information on the types of emotional abuse, you can find further information at:
[Preventing emotional abuse / NSPCC Learning](#)

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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 in 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE): Child Sexual Exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if



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the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology without the child's immediate recognition e.g., being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

Radicalisation and extremism: extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities based on race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. We also regard calls for the death of members of our armed forces as extremist.

Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The Prevent Duty Guidance (2019) identifies how Early Years providers follow the Early Years Foundation Stage (EYFS, 2021) and must keep children safe and promote their welfare. Providers can also build pupils resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. This links to the EYFS, assisting children's personal, social and emotional development and understanding of the world.

Female Genital Mutilation: Female Genital Mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The procedure has no health benefits for girls and women. Procedures can cause severe bleeding and problems urinating, and later cysts, infections, infertility as well as complications in childbirth and increased risk of new-born deaths. More than 200 million girls and women alive today have been cut in 30 countries in Africa, the Middle East and Asia where FGM is concentrated. FGM is mostly carried out on young girls between infancy and age 15, and occasionally on adult women, is internationally recognised as a violation of the human rights of girls and women. The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

Breast Ironing: also known as "Breast Flattening" is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down using hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape,



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abduction and early forced marriage and therefore be kept in education. Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse.

County Lines: The term County Lines describes gangs and organised criminal networks involved in exporting illegal drugs into other areas of the country, often small towns and rural areas, using dedicated mobile phone lines or another form of 'deal line' which can be a person. They are likely to exploit children or vulnerable adults to move and store the drugs and money and will often use coercion, intimidation, violence (including sexual violence) and weapons. Signs of a child being the victim of exploitation are:

- Persistently going missing from school or home, or being found out-of-area
- Excessive receipt of texts or phone call
- Relationships with controlling, older individuals or gang association
- Leaving home or care without explanation
- Suspicion of self-harm, physical assault or unexplained injuries
- Parental concerns
- Significant changes in emotional wellbeing
- Significant decline in school performance.

Up skirting: is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It can take place in a range of places, e.g., British Transport Police have seen a rise of reports on public transport. A new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. By criminalising this distressing practice, it is hoped that it deters people from committing the crime. Up skirting, where committed to obtain sexual gratification, can result in the most serious offenders being placed on the sex offenders' register. The new law will send a clear message that such behaviour is criminal and will not be tolerated. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.

Forced Marriage: A forced marriage is a marriage that takes place without the consent of one or both spouses and duress is involved. This is now a criminal offence in England and Wales. This could include both physical pressure (threats or violence) or emotional pressure to marry. In some cases, people may be taken abroad without knowing that they are to be married. When they arrive in the country their passports may be taken by their family to try



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and stop them returning home. Forced marriage is an abuse of human rights and a form of domestic violence - it can also be a form of child abuse, including sexual abuse. Victims of forced marriage have included children below the age of legal marriage in the UK.

Honour Based Violence: So-called 'Honour Based Violence' may be carried out in any culture or community where there are strong perceptions of 'honour' and 'shame'. Threats and violence are used to control the behaviour of an individual and may be used to bring about or maintain control within a forced marriage.

In cases of honour-based violence, there can be one or multiple perpetrators. It is not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Contract killers and bounty hunters may even be employed. The level of risk is further escalated by the collusion of extended family and community members, who may participate in harassment, threats and intimidation to maintain control over the individual outside the home. Relatives and third parties can themselves be coerced to support, incite or assist the abuse. This vastly increases the risk and scope of the abuse and control over the victims.

Child on Child abuse: includes, but is not limited to

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation. Abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse'.

Bullying & Cyberbullying: is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. Signs of bullying and cyberbullying include:

- belongings getting 'lost' or damaged



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- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Domestic Abuse: appears in different forms, but it is always about a person having power or control over another. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background.

There are different kinds of abuse that can happen in different contexts. The most prevalent type of domestic abuse occurs in relationships. But the definition of domestic abuse also covers abuse between family members, such as adolescent to parent violence and abuse.

The types of domestic abuse are:

- physical
- emotional
- threats and intimidation
- sexual.

Although young children may not be the ones being abused, they are often experiencing the abuse through either witnessing or hearing it. The effect on the victim often affects the children. Witnessing domestic abuse can have a lasting impact on children. Children can be victims and perpetrators, in their own relationships. Domestic abuse can be physical, sexual, financial, psychological, or emotional. It is my duty to ensure that the child is safe and to work with families who may be experiencing this type of abuse. I can support and signpost families to other specialist organisations.

Toxic Trio: the 'toxic trio' is made up of three issues: domestic abuse, mental ill-health, and substance misuse. These issues often co-exist, particularly in families where significant harm to children has occurred. One reason why these issues often co-exist is that a parent misusing drugs, or alcohol is more likely to be in a relationship where domestic abuse occurs – those



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who misuse drugs or alcohol have a greater chance of experiencing mental ill-health. Conversely, adults with mental health problems are more likely to abuse drugs or alcohol; there are many different situations that could lead to all three of the toxic trio arising.

It is important to be aware of the toxic trio, because it is viewed as a key indicator of increased risk of harm to children and young people.

Witchcraft: this is the belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or muti murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

Reasons for the child being identified as 'different' may be a disobedient or independent nature, bed wetting, nightmares or illness. Attempts to exorcise the child may include:

- beating
- burning
- starvation
- cutting or stabbing
- isolation within the household

Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as 'possession', from a stammer to epilepsy, autism or a life limiting illness.



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Vulnerable children and adults

There are a number of 'vulnerable groups' of children and adults that may be more susceptible to certain types of abuse or where safeguarding issues may not be identified as quickly. As a childminder we need to be aware of those groups in order to ensure we are approaching safeguarding in a diverse world.

- LGBTQ+
- People from low social-economic backgrounds
- People with EAL
- People with low level of education
- Male Victims
- Children and adults with Special Educational Needs (SEN)

Some signs and symptoms of abuse

Child abuse can be difficult to diagnose. Some abuse leaves no physical signs, and the behavioural signs are confusing. However, it is unlikely that a child who is being abused will be a happy child developing positively and appropriately.

- Repeated injuries – *burns/cuts, bruises, especially when the explanation does not seem consistent with the injury, or the action taken is slow or inappropriate*
- Chronic misery - *unhappy, sad child*
- Child unkempt and dirty - *nappies left unchanged for long periods*
- Poorly clothed - *inappropriate for the weather*
- Poor health - *no medical help sought*
- Changes in behaviour - *sudden withdrawal, aggression, depression*



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- Sexually explicit behaviour - *showing knowledge inappropriate for the child's age*
- Eating problems - *too little/too much*
- Unusual fear of adults
- Too ready to be friendly with adults
- Frozen watchfulness
- Child who thrives away from home
- Recurring urinary tract infections
- Child says something to worry you
- Sudden changes to demeanour
- Sleeping problems - *nightmares/bedwetting*
- Physical changes to female genitalia

Suitable persons

We have an enhanced Disclosure and Barring Service check and any person residing at my address over the age of 16 also has an enhanced DBS check. Any persons working with us or working at the property on a regular basis will also have an enhanced DBS check.

We will not allow people whose suitability has not been checked to have unsupervised contact with children who are being cared for by us.

Any person who works with us as an assistant will have full suitability checks carried out on them by our regulator and a letter of suitability obtained confirming they are a suitable person to work with children.

Exciting injuries and non-mobile babies

We believe in building trusting and supportive relationships with our families, staff and local groups. When a pre-existing injury has occurred outside childminding hours, then you must make a member of the team aware at the start of their session. If we notice an injury during the session, it is our responsibility to investigate with the family. We will follow the



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current guidelines to encourage your child's development, support the families or in extreme cases escalate our concerns to our Local Authority Designated officer (LADO).

Mobile phones, Cameras, ICT, Social Networking

We will only take photos of children in our care if we have agreement from the parent / carer, and they will only be used for the purpose stated in the signed document. Photos may be taken by camera or by mobile phone.

We may from time to time use video equipment to film the children and again this will only be done if we have a signed agreement from the parent/carers.

All devices used for taking photos or storing of personal information will be password protected and secure

We will only post information on social media if we have a written permission to do so from the parents/carers. We will not post anything that could cause offence to any child or their family.

No persons who visit our setting will be left alone with the children and no persons will be allowed to take photographs of the children in our care unless we have prior written permission for them to do so.

This policy operates in conjunction with our Safeguarding in ICT policy. Full details of how we keep children safe in all areas of ICT can be found within this.

Please be aware

Children may not feel or know how to tell someone that they are being abused, exploited, or neglected and they also may not realise that what they are experiencing is harmful. They could feel embarrassed, humiliated or are being threatened. This should not prevent 'professional curiosity' and the reporting of your concerns. You can also determine how you will build trusted relationships with children which enable them to communicate. Please refer to the 'Keeping Children Safe in Education' policy, page 8, paragraph 9 on this link for further information - [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/62621/keeping-children-safe-in-education-2022.pdf)



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British Values

The British Values are typed in bold, followed by an explanation of what they mean in Early Years. Examples of how these values are promoted within the setting are then outlined:

- **Democracy, or making decisions together** (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, to encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - To support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- **Rule of law, or understanding that rules matter** (through the prime area of Personal, Social and Emotional Development)
 - Ensure that children understand their own and others' behaviour and its consequence.
 - To collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- **Individual liberty, or freedom for all** (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take safe physical risks, mixing colours, talking about their experiences and learning.
 - Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- **Mutual respect and tolerance, or treating others as you want to be treated** (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)



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- Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- To promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

If we become concerned about a child's welfare:

We may get concerned about a child's safety and welfare if the following occurs
(not an exhaustive list)

- Significant changes in children's behaviour
- Deterioration in their general well-being
- Unexplained bruising, marks or signs of possible abuse
- Neglect
- Comments made by a child give cause for concern
- A child makes a disclosure to me.

We will keep a record of the causes of concern and implement our safeguarding procedures without delay to minimise any risk to the child.

If a child tells us that they or another child is being abused we will:

- Show that we have heard what they are saying and take their allegations seriously.
- Encourage the child to talk but we will not prompt them or ask them leading questions.
- We will explain to them what actions we must take in a way that is appropriate to the age and understanding of the child.
- Explain to the child that we cannot promise not to share the information.
- We will write down what we have been told using exact words where possible.



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- If appropriate, we will talk to the parents of the child once we become reasonably confident about the grounds for concern and record all the information.
- If it is not appropriate to talk to the parents (if we suspect sexual abuse or the child to be at further risk by me talking to the parent/s), we will contact the Local Safeguarding Children Partnership or the local social services duty desk, however, we may not identify the child in question at this time.
- We will follow the advice given to me from the local social services and record all the information.
- To protect ourselves we will look to record all details of existing injuries on the relevant form and ask the parents to sign this form.
- We will inform my regulator.

Process for referral

If we have reason to believe that any child in our care needs protection in any way we will:

- Follow our recording procedure above
- Contact our local duty team/MASH team/Front Door Team
- We will share information about the child with the relevant team.
- We will ensure confidentiality only if there is no risk of harm to a child
- We will share information about the referral we have made with the parent/carer where appropriate unless by doing so I will place the child at further risk of harm, or unless we have been advised not to.
- We will liaise with other agencies and professionals if required
- Attend any case conferences or multi agency planning meetings if required
- Ensure any child in our care under a child protection plan, who is absent without explanation we would refer to their social worker.
- Notify our regulator and our local child protection agency of any concerns, serious accident, illness or death of any child in my care within 14 days.

In all instances we will record

- The child's full name and address.
- The date and time of the recording.
- Factual details of the concerns.
- Details of any previous concerns.



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- Details of any explanations from the parents.
- Any actions taken.

It is not our responsibility to attempt to investigate the situation ourselves.

Referrals are always made to the borough in which the child lives.

Physical Intervention

From time-to-time physical intervention may be necessary to protect children from harm, for example physical restraint to stop a child running into the road. Any instances of physical intervention will be recorded, parents notified and signed for. We understand that physical intervention which is unreasonable or disproportionate to the circumstances may be considered abuse.

If an allegation is made against me, an assistant, a co-minder, a family member, visitor to my home or any other adult we will,

- If a formal allegation is brought against us or an assistant of ours, we will contact the LADO (Local Authority Designated Officer, detailed in the box at the end of this policy) and Ofsted.
- We will contact our insurer and other parties as we see fit for advice including the best path to follow if an allegation is made about a household member.
- If the parent hasn't already done so, we will suspend the childminding contract.

As childminders we may be vulnerable to allegations of abuse being made against us. In order to protect ourselves we will put in place certain measures to protect ourselves from this happening –

- We will ensure that all household members over the age of 16 have DBS checks, as well as any person working regularly at the property, any staff working with us.
- We will ensure that any visitors to the home do not have unsupervised access to the children in our care.



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- We will ensure where possible that any work requiring persons in the home is carried out outside of our working hours. Where this is not possible, we will fully risk assess and ensure that no person has unsupervised access to the children.
- We will follow the statutory procedures for the recording of accidents, injuries, pre-existing injuries and illnesses, ensuring that they are communicated to parents and the parents sign to acknowledge the information shared.
- We will ensure that the children are always within sight or hearing according to their age and stage of development.
- We will keep accurate records for each child, and we will follow our safeguarding procedures should we have any concerns.

Disqualification and Disqualification by Association

Under the Childcare Act 2006 we must provide our regulator with up-to-date information about ourselves or anyone who lives in the home. This includes information regarding convictions, court orders, cautions, reprimands, and warnings that may affect my suitability to work with children. The disclosure of this information includes anything received prior to our registration as a childminder or received during our time as a registered provider. As a registered childminder working from home, we can be disqualified from working with children by association. This means that if someone who lives or works in the household is disqualified then I too will be disqualified. Any persons disqualified from working with children or disqualified by association, is required to apply to the Agency for a waiver to this disqualification.

Failure to provide this information can result in the cancellation of registration with immediate effect.

Safeguarding children is everyone's concern and we all have a duty to protect children.

My Local Authority Safeguarding Contact Details and procedures are: 0845 603 7627
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Childrens.safeguarding@essex.gov.uk

My Local Authority Designated Officer (LADO) contact details are:
03330 139 797

Ofsted contact details are – 0300 123 4666
Email – enquiries@ofsted.gov.uk

Further information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping children safe in education 2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working Together to Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information sharing advice practitioners safeguarding services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

<https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets>

<https://www.gov.uk/government/publications/domestic-violence-disclosure-scheme-pilot-guidance>