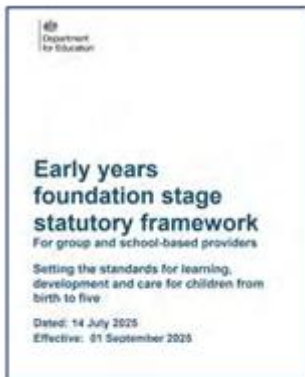


Safeguarding
Changes/Updates
25th October
Webinar hosted by
Suffolk Childcare
Agency (SCA)



www.scachildcare.co.uk

Changes to the EYFS Framework.....



Mandatory for ALL early years settings

Standards that ALL early years providers must meet



Providers are responsible for ensuring they follow the current version of the Framework for their provider type

Why?

- Committed to early education childcare system that boosts parents' work choices and children's life chances
- Help practitioners join and stay in the profession
- Support rollout of the expanded childcare entitlements
- Clarify existing policy on the qualification requirements staff to child ratios

EYFS Statutory Framework 2025 summary...

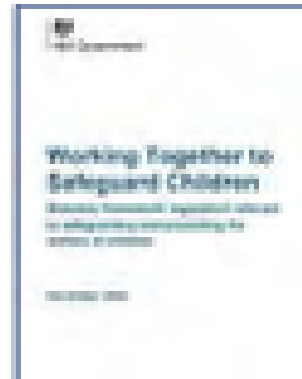
The DfE has strengthened safeguarding requirements for **both versions (Section 3)**

- Designated Safeguarding Lead (DSL)
- Improved safeguarding training and support for all staff (Annex C) including **should** read 'What to do if you're worried a child is being abused: Advice for practitioners'
- Attendance & absence
- Safer eating
- Personal care
- Curriculum
- Policy expectations
- Safer recruitment processes
- Paediatric first aid training (Annex A)



Other Key Documents

- Keeping Children Safe in Education (KCSiE) 2025 To align with SEND code of practice, “autism” replaces the terms “spectrum” and “disorder”
- Working Together to Safeguard Children 2023
- Use of Reasonable Force guidance
- ‘Martyn’s Law’ Terrorism (Protection of Premises) Act
- Prevent Duty



Key changes (summary).....

- Family Group Decision Making (FGDM) mandatory model
- Multi-Agency CP teams (MACPTs) with education automatically included in safeguarding arrangements –expanding on the principles in WTTSC
- EYFS safer eating
- Removal of the automatic parental right to educate from home if child subject to CP investigation or CPP
- A Single Unique Identifier for children (currently testing NHS number)
- Implement some of the key recommendations from the IICSA including a new duty to report
- New criminal offence of engaging in conduct which is intended to bring about the result that a report required under the duty is not made
- Changes to DBS checks: Supervised volunteers checked against barred list (e.g. Governors/Management Committees) Will influence approaches, curriculum, recruitment, policy and staff training

DSL

- Role description change Lead Practitioner to DSL e.g. Early Years Designated Safeguarding Lead

Take lead responsibility for:

- Safeguarding children
- Liaising with their local safeguarding partners
- Being alert to any issues of concern in the child's life at home or elsewhere
- Ensuring training in the setting is in line with Annex C criteria, must be renewed every two years, and where necessary, undertake annual refresher
- Ensuring practitioners read What to do if you're worried a child is being abused guidance ('should')
- Policies, procedures, recruitment & induction as appropriate to the setting

Safeguarding Policies.....

Settings' policies must include:

- The action to be taken when there are safeguarding concerns about a child
- The action to be taken in the event of an allegation being made against a member of staff
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting
- Procedures to follow to check the suitability of new recruits
- Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice

Guidance

Safeguarding children and protecting professionals in early years settings: online safety considerations

Emergency Contact Information.....

All types of providers **must** have whistleblowing procedures in place for all staff to raise concerns about poor or unsafe practice in the setting's safeguarding provision, including:

- When and how to report concerns and the process that will be followed after staff report concerns
- Ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously
- Signposting for staff who feel unable to raise a genuine issue with their employer or that genuine concerns are not being addressed

Reporting concerns

You are in a position of trust & power look out for:

- Change in behaviour
- Sexually explicit language
- Erosion of boundaries
- Lack of staff training

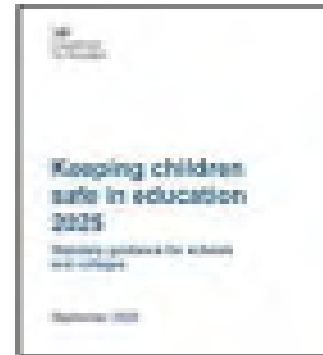
Ensure you have:

- Clear & robust staff code of conduct in place
- Safe working practices
- Staff trained, understand & empowered
- Appropriately respond, record & pass on following correct process

Safer recruitment: References.....

All types of providers:

- Before employment: **Must** be obtained
 - Best practice would be before interview in line with KCSiE guide
- Ask your applications team for the references



- **On leaving: Must** be provided upon request and in a timely manner, and include:
 - Whether they are satisfied with the applicant's suitability to work with children
 - Facts (not opinions)
 - Any substantiated safeguarding concerns/allegations which meet the threshold **ONLY**

Safer Recruitment

ALL providers must include details of suitability checks and recording procedures in the Safeguarding Policy in regards:

- Qualifications, identity checks, vetting process, references.....
- Ask your applications team for your references
- No one should be caring for children or on the premises without suitability paperwork from SCA

Consider documenting:

- staff training for safer recruitment processes and managing the records, e.g. DBS reference number, date of check, who obtained it

Child Absence.....

ALL types of providers must have an Attendance Policy shared with parents/carers that includes:

- Expectation for reporting child absences
- Actions and procedures the setting will take for prolonged absence or absences without parents/carers notification

All types of providers must follow up absences in a timely manner:

- In cases of prolonged absence or absence without notification attempt to contact the parent/carers or emergency contacts* (* more than 2 where possible)
- Use professional judgement and consideration as to whether the absence is prolonged by considering patterns/trends/personal circumstances
- Consider whether to refer to *children's social care or police*

Safer Eating (a summary).....

- Information **must** be obtained before a child is admitted to the setting, and **must** be shared with all staff involved in the preparing and handling of food
- At each meal & snack time, it **must** be clear who is responsible for checking that the food being provided meets all the requirements for each child, including prepared in a way to prevent choking
- Children **must** always be within sight & hearing of a member of staff whilst eating and **should** be seated safely and in a designated eating space where distractions are minimised
- Staff **should** sit facing children while they eat, to monitor safe eating, reduce risk of choking, prevent food sharing and be alert to any unexpected allergic reactions
- Whilst children are eating there **should** be a PFA-trained staff member present. All staff **must** be aware of the symptoms and treatments for allergies & anaphylaxis, differences between allergies & intolerances, and aware children can develop allergies at any time
- Reporting, recording and monitoring procedures should a child experience a choking incident

Toileting, Privacy and Paediatric First Aid (PFA)....

All types of providers

- **Should** respect children's privacy, considering and balancing with safeguarding and support needs when changing nappies and toileting
- Are responsible for identifying and selecting a competent training provider to deliver their PFA training (Annex A)

Ratio's....

Suitable students on long term placements/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**:

- satisfied they are competent and responsible
- hold a current PFA qualification

Use of reasonable force.....

EYFS 3.74: guidance on corporal punishment and physical intervention

EYFS 3.75: record keeping and reporting requirements

Recording and reporting of significant incidents involving force (pages 14-15) is **now** statutory (legal duty) from September 2025
(Section 93A of the Education and Inspections Act 2006)

“Significant incident: any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff, including when physical force is used to implement a restrictive intervention”

All other parts of the guidance are non-statutory, but schools are expected to “have regard” to them unless they have good reason not to



Contest: Prevent, Protect and Prepare....

CONTEST is the UK's national counter-terrorism strategy and has four pillars;

Prevent, Pursue, Protect and Prepare Prevent, Protect and Prepare are all about keeping **people** and places **safe** –but at different stages and in different ways

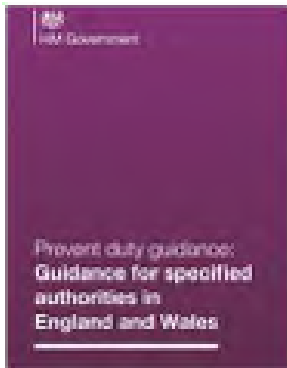
	Prevent Duty (Education)	Martyn's Law
Strand(s)	Prevent	Protect & Prepare
Focus	Stopping radicalisation at source	Reducing vulnerability & improving emergency response
Legal Basis	CTSA 2015	Terrorism (Protection of Premises) Act 2025
Main Action	Staff vigilance, safeguarding, education	Security measures, risk assessments, training

The Prevent Duty....

Lord Anderson's Independent Review* (2025) of Prevent counter-terrorism scheme. In summary

- Online warning signs: missed chances to identify future attackers through their online activity and violent interests
- Beyond ideology: a broader safeguarding lens is needed to capture individuals obsessed with violence, considering their vulnerabilities and complex needs even without a defined ideology (**MUU**)

The terrorist threat in the UK is changing attacks are now more often carried out by small groups or individuals using simple methods and who's motivations are not clear



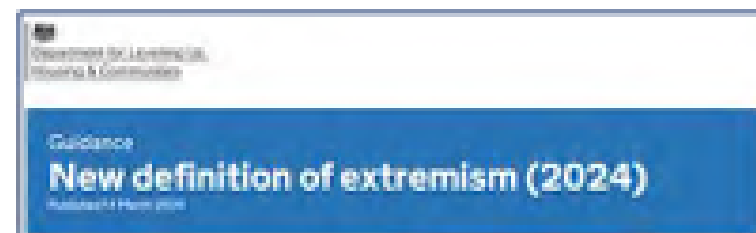
Extremism definition.....

The vocal or active opposition to our fundamental British values, including

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance for different faiths and beliefs

The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)



Protect and Prepare.....

Terrorism (Protection of Premises) Act 2025, more commonly known as Martyn's Law, is named in memory of Martyn Hett, who was one of the victims of the Manchester Arena bombing in 2017

Schools have until April 2027 to fully comply with the law's requirements

- Settings with 200+ but best practice to apply where possible
- Standard tier
- **Responsible person** & staff to be trained in accordance with the requirements
- Develop evacuation, invacuation, lockdown procedures and implement communication plans in accordance with school size, layout, pupil and staff needs
- Educate staff and children

Early Years Designated Safeguarding Lead Training.....

Training for the DSL should take account specific barriers, indicators and signs for 0 5's and any advice from the local safeguarding partners

Must cover:

- How to build a safer organisational culture
- How to ensure safer recruitment
- How to develop and implement safeguarding policies and procedures
- How to support and work with other practitioners 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 in line with paragraph [3.8/3.9] of the EYFS
- How to manage and monitor allegations of abuse against other staff
- How to ensure internet safety

Next Steps.....

- Agree specific structure e.g. who will lead on safeguarding responsibilities for early years
- Update policies, induction, staff understanding, posters
- References –update documents & upskill recruitment panel
- Whistleblowing –review policy, update staff
- Safeguarding policy -review policy, update staff
- Attendance policy -review policy, update staff templates
- Safer eating –review practices, policies, recording, monitoring, update staff, consider wrap-around or holiday provision
- First Aid –review provision and ratio compliance
- Toileting and privacy -review practices, recording, monitoring, update staff
- Training -ensure all early years practitioners are upskilled to meet Annex C criteria
- Training –ensure DSLs training covers elements of Annex C criteria

Inspection toolkits & operating guides.....



Guidance

Early years inspection operating guide for inspectors: for use from November 2025

Published 9 September 2025

Guidance

Early years inspection information: for use from November 2025

Published 9 September 2025

- All documents can be [downloaded from the Gov website](#)
- [EYFS Statutory Framework download](#)

Inspection Focus

Culture

- Open, positive, child-centred
- A culture where children feel safe
- Staff, governors & volunteers understand their responsibilities inc. Safer eating
- It could happen here

Leadership

- Statutory guidance is followed
- Policies are up-to-date, understood & consistently applied
- Punctuality & attendance is promoted, recorded, monitored & effectively monitored
- Governors/management committees have effective oversight & hold leaders to account

Inspection Focus

Protection from harm

- Abuse, neglect, exploitation, online harms, radicalisation & child-on-child
- Children missing education (CME) procedures are followed
- Alert to risks for vulnerable groups

Staff training

- Training meets the relevant criteria, from induction & refreshers
- Required timescales
- Staff recognise, clearly record & report concerns quickly
- Clearly understood whistleblowing & reporting procedures
- Everyone knows what to do, who to go to & concerns are acted upon

Inclusion

Safer recruitment

- Robust & understood safer recruitment & vetting checks
- SCR (Single Central Record) is compliant
- Clear procedures for allegations & low-level concerns against adults

Child's voice & Education

- Active listening which puts Child's interest first
- Safeguarding & online safety embedded across the curriculum
- Children know who and where to go to for help

Grading Safeguarding.....

Not met	Met
<p>The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are likely to be 'not met' if any of the following apply:</p> <p>Serious and/or widespread failures in safeguarding practice lead to children, or particular groups of children, being unsafe. Breaches of the statutory requirements for safeguarding have a significant impact on children's safety.</p> <p>Leaders have not taken sufficient action to resolve weaknesses following a failure of safeguarding arrangements that meant children may not have been kept safe.</p> <p>Leaders are not open to challenge and/or do not learn from issues or incidents.</p> <p>Leaders do not identify children who may need early help and who are at risk of harm or who have been harmed. This can include, but is not limited to, neglect, abuse, grooming, exploitation, sexual abuse and online harm.</p> <p>Leaders do not actively seek and listen to the views and experiences of children, practitioners and parents, and they do not deal with concerns promptly, when necessary.</p> <p>Leaders do not understand the impact of their policies, processes and systems. They are not receptive to challenge and/or do not reflect on</p>	<p>The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are 'met' when all the following apply:</p> <p>Leaders have established an open culture in which safeguarding is everyone's responsibility.</p> <p>Leaders and practitioners meet their responsibilities to promote the safety of children, in relation to the statutory requirements for safeguarding. Multi-agency working is effective.</p> <p>Parents and children know who to go to for support.</p> <p>Leaders identify children who may need early help and who are at risk of harm or who have been harmed. Practitioners recognise that babies and young children, including those with SEND, may be more vulnerable to abuse and neglect and that they depend on adults to recognise and respond to concerns on their behalf. Leaders and practitioners identify children who are in need of early help or are at risk of harm.</p> <p>All practitioners are vigilant and carry out their responsibilities effectively to keep children safe. They follow the setting's systems confidently and consistently.</p> <p>Leaders and practitioners ensure that other professionals and parents adhere to policies to keep children safe.</p>

Grading Safeguarding

Not met

their own practice to ensure that safeguarding policies, systems and processes are kept under continual review.

Leaders and practitioners do not follow the requirements for safer recruitment, reporting, referrals and the 'Prevent' duty. Poor record-keeping has a significant impact on children's safety.

Leaders do not manage safeguarding concerns or allegations against adults appropriately. They do not fulfil their duty to refer allegations or concerns to relevant agencies, including the LADO and the DBS.

Met

Leaders manage recruitment safely, ensuring that practitioners have the relevant qualifications and training and have passed any checks required for their roles.

Leaders and practitioners understand and follow the requirements for reporting, referrals, record-keeping and the 'Prevent' duty. Policies and procedures for keeping children safe are clear and accessible.

Leaders fulfil their duty to refer allegations or concerns to relevant agencies, including the LADO and the DBS.

Leaders ensure that supervision, support and monitoring of adults are appropriate.

The conduct and behaviour of staff are appropriate.

Leaders and practitioners are receptive to challenge and reflect on their own practice so that the impact of safeguarding policies, systems and processes is kept under continual review.

Evidence Inspectors Will Seek Out.....

- **Safeguarding culture & leadership:** clear oversight, proactive safeguarding where it feels safe to raise concerns, supervision, support and practices are regularly reviewed & improved
- **Policies & Procedures:** up-to-date, understood & consistently applied
- **Staff:** have read relevant parts of KCSiE/EYFS, can explain what to do if concerned about a child, understand signs, reporting & whistleblowing procedures
- **Training:** DSL/DDSLs appropriately trained, updated within statutory timescales, have relevant knowledge & skills and can evidence regular refreshers/briefings

Evidence Inspectors Will Seek.....

- **Safer Recruitment:** SCR is compliant & regularly checked, recruitment practices are followed, and allegations/low-level concerns (adults) are effectively managed & recorded
- **Curriculum:** children taught how to keep safe (online, relationships, consent, extremism (British Values))
- **Records & Casework:** timely, accurate, and show effective action/intervention/risk assessments/how resolved including child-on-child violence & abuse
- **Child's Voice:** children feel safe, know who to talk to & understand trusted adults will act

Risks & Red Flags.....

- Over-reliance on DSL without wider staff responsibility or safeguarding not seen as a whole-setting approach
- Governors/management committees do not seek assurance
- Ineffective safer recruitment procedures, poor induction & inaccurate or incomplete SCR
- Out of date policies, practices & training seen as a tick box exercise
- Staff minimise/dismiss incidents, are unsure what to do if they are concerned about a child
- Poorly recorded incidents
- Vulnerable children not recognised
- Allegations or low-level concerns not recognised, reported or recorded

Q & A



Thank you for taking the time to access Taking on a Childminders Assistant. We hope it provides you with the relevant information.

If you would like any further support please do not hesitate to contact us via email

hello@scachildcare.co.uk

or, if your query is urgent, please contact the office on 01728 746970.

Thank you

