



# Child protection and safeguarding policy and procedures

**This is a public document**

Last review: August 2025

Next review: August 2026

Mud Pie Explorers policies and procedures are working documents; therefore, they will be reviewed annually and when the need arises through changes to legislation or practice.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- 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; and
- Taking action to enable all children to have the best outcomes.

(Working Together to Safeguard Children 2023)

Children are people under 18 years of age, therefore this policy covers our responsibilities to young people that volunteer with us.

Mud Pie Explorers acknowledges that safeguarding issues can arise anywhere and have a 'it could happen here' attitude. We actively encourage team members, parents/carers and other stakeholders to share any concerns they may have about a child that is in our care. You will be supported through the process of making a disclosure.

## **Safeguarding is everyone's responsibility**

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In order that organisations, agencies and practitioners collaborate effectively, it is vital that everyone working with children and families, including those who work with parents/carers, understands the role they should play and the role of other practitioners. They should be aware of, and comply with, the published arrangements set out by the local safeguarding partners (Working Together to Safeguard Children 2023).

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely;

- Working Together to Safeguard Children 2023 You can access this guidance [https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. 2018: You can access this guidance [here](#)

- Special educational needs and disability (SEND) code of practice: 0-25 years 2015 You can access this guidance [here](#)

In addition to the documents listed above we also adhere to :

- The Children Act 1989
- United Convention of Rights of the Child 1991
- Data Protection Act 2018/General Data Protection Regulation
- Human Rights Act 1998
- Sexual Offences Act 2003
- The Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012

## **Safer culture**

Our commitment and approach to safeguarding children and promoting their welfare is embedded within our organisation. We promote a safer culture through the following policies and procedures:

<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Disciplinary</li> <li>• Capability</li> <li>• Dynamic risk assessment policy</li> <li>• Health and Safety</li> <li>• Inclusion, equality and diversity</li> <li>• Induction and training</li> <li>• Managing risk policy</li> <li>• Peer on peer abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and assessment</li> <li>• Physical touch policy</li> <li>• Risk benefit assessments</li> <li>• Safeguarding</li> <li>• Safer recruitment</li> <li>• Supervision</li> <li>• Wellbeing policy</li> <li>• Wellbeing support planning</li> <li>• Whistleblowing</li> </ul>
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We do not use corporal punishment and make sure that no-one caring for children, in regular contact with children, or living or working where childcare is provided, uses corporal punishment.

The language we use teaches body autonomy and consent e.g. 'stop means stop' and 'no means no'. We also use opportunities to discuss internet safety as they crop up. All team members attend annual internal training and external training every 3 years. This ensures that the team are aware of what to look out for in relation to emotional, physical, sexual abuse and neglect. We ensure that we keep safeguarding high on everyone's agenda.

We recognise that some groups of children are more vulnerable than others and pay attention to the following risk factors when managing matters pertaining to wellbeing, safeguarding and child protection:

- children with special educational needs or disabilities
- living with domestic violence
- alcohol / substance abuse within the family
- mental health within the family
- having a person within the family who has a learning disability
- if they have been in the care system
- different cultural beliefs and practices (FGM, forced marriage, smacking and use of restraint)
- privately fostered children- friend of family takes on their child (there is a private fostering social work team we will report to if we hear of any such arrangements)
- social inequality
- young carers
- LGBTQ+

## **Safer recruitment**

Mud Pie Explorers adheres to the requirements of Keeping Children Safe in Education (2025) in relation to our team. The following recruitment and safeguarding checks are conducted for each team member, in line with our Safer Recruitment Policy:

- Photo ID has been checked
- Proof of address has been checked
- Evidence of right to work in the UK has been checked (where applicable)
- Criminal overseas checks have been conducted (where applicable)
- Evidence of relevant qualifications has been seen
- Employment history, including checks into any breaks
- 2 references have been provided
- DBS checks have been conducted as per below

If the team member has a teaching qualification- checks for prohibition from teaching and restrictions from teaching in EEA countries will have been undertaken

All team members are trained on safeguarding matters annually (internally) and every 3 years (externally). All of our contracts of employment and volunteer agreements have disqualification by association declarations.

## **Disclosure and Barring Service**

All team members have enhanced DBS clearances which cover the following areas:

- any police records of convictions, cautions, reprimands and warnings
- information from the list held under Section 142 of the Education Act 2002
- Children's Barred List Information – this would show if an applicant is Barred from working with children
- any other relevant information disclosed at the Chief Police Officer(s) discretion. Under this section would be noted "soft information". This could be details of a household member (other than the applicant) who may have a record that would contain information that an employer would need to be aware of. An example of this may be a household member who has drug activity.

## **Responsibilities**

Every team member is responsible for ensuring the safeguarding and promoting the welfare of children and young people. This is made clear in job/ role descriptions, person specifications and our code of conduct.

Clare Haughton, Designated Safeguarding Lead

[clare@mud-pies.co.uk](mailto:clare@mud-pies.co.uk) / 07815 680243

Colleen Gough, Deputy Safeguarding Lead

[colleen@mud-pies.co.uk](mailto:colleen@mud-pies.co.uk) / 07852 434572

Mandy Collier-King is the Director appointed to the role of Safeguarding Director.

Their contact details, and those of the LADO, are easily accessible to the whole team in the forms Whatsapp group where the safeguarding and wellbeing form is also accessed.

The DSL is responsible for receiving, recording and managing safeguarding concerns in line with organisational procedures. The DSL, DDSL and Managing Director conduct termly safeguarding reviews. There will also be a documented annual review of all safeguarding paperwork. This will be conducted by the DSL and the designated safeguarding Director.  [Safeguarding review procedure](#)

Escalating concerns is the responsibility of the DSL. Such actions will be taken with input from the DDSL

wherever feasible.

Whistleblowing allegations and strategic safeguarding decisions are the responsibility of the Managing Director and Board.

Safeguarding themes, risks and learning are reviewed quarterly by the Board of Directors as a standing safeguarding agenda item.

### **Images of children**

Photos of children are used at Mud Pies as a tool to support assessment and to provide a visual representation of a celebration of progress. However, team members will not use personal cameras or personal mobile phones to take photographs or videos.

Photos/ videos are only taken of children on work devices. These devices are not linked to any clouds. Images are uploaded to the relevant file on the company "GoogleDrive" and then deleted, usually on the same working day.

We will only allow images of children to be used on websites, publicity, or press releases, where we have permission from the parent/ carer to do so. When using permitted images we will not identify individual children by name.

Staff can bring their mobile devices into sessions, but these must be kept out of sight during contact time, unless in need of emergency.

Children will be asked for verbal consent before any images are taken.

Specialist provision notes, which include photos, will only be shared with team members and key staff within the school that the children are from.

We cannot be held accountable for photographs or video footage taken by parents or members of the public.

### **If concerns arise**

If a team member sees or hears something that concerns them, they will ALWAYS share their concerns with the DSL or DDSL, however small. This may be anything that they feel is a concern including possible neglect, sudden or unexplained changes such as eating habits or general behaviour. All details must be recorded on a [Wellbeing, safeguarding and child protection form](#). The form states at the bottom... "Please call the manager on-call today if the matter is of a serious or urgent nature."

These are forms automatically emailed to the DSL once submitted. The DSL will review the information and take action as required- recording actions on the safeguarding log. Where concerns are ongoing or of a more complicated or serious nature the DSL will transfer the data to a  [Template safeguarding action plan](#). This action plan includes the details of the concern, background information actions and impacts. This will be shared and discussed with other team members who come into contact with the child, with parents/ carers if appropriate and with other settings if necessary all on a need to know basis.

When notifying the local authority using a Duty to Report form, we will:

- Use the child's own words
- NOT paraphrase/bleep what a child has said
- If the child says something in garbled order, we won't try to organise it
- Record behaviour - NOT "they were over excited", but "they were jumping off things, shouting, spinning around"
- Record incomplete information that they can try to verify - "I think that passerby was called Lisa, I've seen her walking her dogs here"

Only include facts, NOT opinions (they may ring and ask for an opinion later)

When we share concerns about a child with a partner agency, such as a school, we will ask them to inform us of the outcome and any actions they take. If we do not hear from the partner within a week we will get in touch with them to ascertain what happened following the sharing of the information.

Safeguarding logs and safeguarding action plans will be reviewed at least termly with feedback from the team members who work directly with the child concerned. If a decision is made to close the action plan the date and rationale for doing so will be recorded.

### **Dealing with disclosures**

If a child tells a team member something or behaves in a way which raises concerns that a child is at risk of harm in any of the following areas:

- Physical
- Sexual
- Emotional
- Neglect
- Radicalisation (the process that moves a person to legitimise their support or use of violence).

the following steps will be followed:

- Listen at the child's pace. Acknowledge what is being said, let them know they did the right thing in talking about it and that it's not their fault. Have a professional curiosity about what is being said
- Do not ask any questions, even open ones - in a criminal case it can undermine the whole disclosure in court. Just be an active listener.
- Remember that you must not promise to 'keep a secret'. make it clear that there are limits to confidentiality and that you will have to share the information.
- You can seek clarification about something they've said that you don't understand, e.g. "I'm not sure if you're talking about your mum or stepmum?"
- Reassure the child that they have done nothing wrong and that they have done the right thing in letting someone know.
- Give them a comeback option - let them know they can come back to you if they want to talk about this again, or they can also talk to \_\_\_\_\_ about it.
- Tell them what you're going to do with the information before you leave, e.g. "Thank you for telling me. To help me keep you safe I'm going to let someone else at Mud Pies know about this too, so we can figure out how to help you."
- If you leave without telling them that you'll pass the information on it can totally destroy trust when they find out later.
- A safeguarding log form will be completed and shared with the DSL on the same day.
- Be prepared to answer the 'what happens next?' question.

Team members will be informed of the outcome of their reported concern. If they are unhappy with the outcome they can discuss it with the Managing Director or call the local authorities' Access and Response Team (ART) themselves for further advice.

### **Children at immediate risk of harm**

If a team member has reason to believe that a child is in immediate risk of harm a referral should be made to ART or the Police immediately. Anyone can make a referral. If the DSL does not make the referral they, or the Deputy DSL, will need to be informed immediately.

### **Concerns about another professional**

If a team member has concerns about another professional within our team or another organisation may have:

- Behaved in a manner that may have harmed a child
- Possibly committed a criminal offence against a child
- Behaved towards a child in a way that indicates that he/ she could pose risk of harm if working regularly or closely with children

The child and the adult about whom the allegations have been made should NOT be questioned. The DSL should be notified immediately, who will contact ACT. If the concerns are about the DSL, Nickie Corr (Managing Director) should be contacted on 07548 547 151. If a team member is uncertain of a course of action they should contact ART for advice on 01454 866000.

We will act swiftly and make appropriate referrals where an allegation is made that a member has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children. In such cases the Access and Response Team shall be contacted for guidance on 01454 866000. If appropriate, the LADO will also be contacted on 01454 866000.

### **Concerns about our safeguarding practice**

If a team member has concerns about our safeguarding practice they are invited to discuss the matter with Clare or Mandy, in line with our whistleblowing policy.

If this is not possible or the team member feels the issue is not resolved after speaking with them they are advised to contact the Local Authority Designated Officer (LADO) on 01454 866000 or the NSPCC whistleblowing helpline on 0800 028 0285/ [help@nspcc.or.uk](mailto:help@nspcc.or.uk).

### **The process of information sharing**

All safeguarding concerns, however small they may seem, need to be shared. Each team member is responsible for ensuring the DSL is aware of concerns. If this is done verbally it is ALWAYS followed up by sending a [.Wellbeing, safeguarding and child protection form](#) on the same day. All details will be recorded in a factual way, with no speculation and will be safely stored. When concerns arise within a local school or other setting our concerns will also be shared with the Safeguarding Lead there. In schools this will usually be the Head.

All data is handled in accordance with the requirements of the Data Protection Act 2018 and Human Rights Act 1998. Reasonable steps will be taken to ensure that sensitive information about a child or the child's family is only disclosed to those people who need to know. The information sharing flowchart for safeguarding produced by South Glos Council will be referred to as required. There is a copy on display in the office.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Managing Director and the designated member of staff for Safeguarding at the setting. The best interests of the child come first, this overrides our obligations regarding confidentiality.

Upon receiving information the safeguarding lead (deputy in their absence) will decide what will happen next. This may be actions to:

- Remove the risk
- Avoid the risk
- Reduce the risk
- Accept and manage the risk

Some example actions are:

- Keeping the record in case further information comes to light so a wider picture can be obtained.
- Contacting the Managing Director and / or the Assessment and Response Team (ART) for advice.
- Meeting/ calling with the family to discuss the needs of the child- 2 members of staff will be present in these instances.
- Contacting ART to make a referral for a service with the consent of the family if it is safe to do so, otherwise without their consent.
- Referring/ signposting the family to local services for support.

Safeguarding issues are reported to the Directors of MPE.

If a child is removed from our setting after the raising of concerns with a parent/ carer the safeguarding lead will inform ART of our concerns, no matter how insignificant they may appear.

### **Emotional support for team members**

Listening support/ debriefing is offered to team members that have found working with safeguarding issues challenging from their line manager as soon as possible and also through the staff appraisal process. In addition, all team members have access to the Employee Assistance program which has a 24 hour support line.

<b>Date</b>	<b>Details of Change</b>
Dec 18	Changed Nickie to Managing Director. Added photos stored on OneDrive.(NC)
Feb 19	Added that children with disabilities are more vulnerable to abuse. Added if a child leaves our setting after concerns raised, we will share info with ART.(NC)
Mar 20	Updated personal conduct. Added about corporal punishment. Safeguarding log updated. (NC)
May 20	Added contacting children during covid 19. Moved personal conduct into separate code of conduct document. Added this policy is relevant to the young people who volunteer with us- all those under 18.(NC)
June 20	Added the section about 'safer culture' referring to other policies and procedures. Added reviews.(NC)
June 21	Removed contacting children during covid 19 lockdowns. Made document more succinct(NC)
June 2022	Added Deputy DSL- Colleen Gough Policy changed to reflect move from paper to online forms  Added reference to dynamic risk assessment policy and managing risk policy(NC)
Sept 2022	Policy reviewed and added Lucy Lucas as another DSL.  Added wider policy context and links to relevant external documents. (NC)
Jan 23	Clarified procedure for images. (NC)
Feb 23	Updated images following GDPR review  Updated following annual review of safeguarding reports with MCK. (NC)
May 2023	Section called "concerns about a colleague" changed to "concerns about another professional"
Feb 2024	Changed link to reflect updated name of form. Changed contacting Nickie to contact Lucy. Added list of vulnerable children Added when sharing info with partners we will need to know the outcome Added safer recruitment overview and DBS checks info
April 2024	Added contact details for DSL's and listed the types of abuse.

July 2024	Removed Managing Director as a safeguarding lead. Lucy and Colleen listed as DSL and Deputy.
Sept 2024	LL- added - 2 members of staff will be present in these instances. NC updated reference to KCSIE 2024
Nov 2024	Updated contact details to reflect changes in the team (NC)
March 2025	Link added to safeguarding review procedure (NC)
August 2025 (CG)	<p>Removed: Use TED- tell me about it, explain to me, describe it for me Avoid closed or leading questions Timescales are important. For example, 'when was the last time this happened?'</p> <p>Added: Give them a comeback option - let them know they can come back to you if they want to talk about this again, or they can also talk to _____ about it. Tell them what you're going to do with the information before you leave, e.g. "Thank you for telling me. To help me keep you safe I'm going to let someone else at Mud Pies know about this too, so we can figure out how to help you." If you leave without telling them that you'll pass the information on it can totally destroy trust when they find out later.</p> <p>When notifying the local authority using a Duty to Report form, we will:</p> <ul style="list-style-type: none"> <li>• Use the child's own words</li> <li>• NOT paraphrase/bleep what a child has said</li> <li>• If the child says something in garbled order, we won't try to organise it</li> <li>• Record behaviour - NOT "they were over excited", but "they were jumping off things, shouting, spinning around"</li> <li>• Record incomplete information that they can try to verify - "I think that passerby was called Lisa, I've seen her walking her dogs here"</li> <li>• Only include facts, NOT opinions (they may ring and ask for an opinion later)</li> </ul> <p>(Following advice from recent training Colleen attended)</p> <p>Updated: DSL and DDSL details (Added Clare, removed Nickie)</p>
Jan 2026	<p>(NC)</p> <p>Added team members have access to the EAP under the support section.</p> <p>Added under responsibilities: The DSL is responsible for receiving, recording and managing safeguarding concerns in line with organisational procedures. The DSL, DDSL and Managing Director conduct termly safeguarding reviews. There will also be a documented annual review of all safeguarding paperwork. This will be conducted by the DSL and the designated safeguarding Director. <a href="#">Safeguarding review procedure</a></p>

	<p>Escalating concerns is the responsibility of the DSL. Such actions will be taken with input from the DDSL wherever feasible.</p> <p>Whistleblowing allegations and strategic safeguarding decisions are the responsibility of the Managing Director and Board.</p> <p>Safeguarding themes, risks and learning are reviewed quarterly by the Board of Directors as a standing safeguarding agenda item.</p> <p>Deleted reviews section and added to responsibilities above.</p> <p>Updated -safeguarding contact numbers to reflect change that safeguarding related contact numbers are easily accessible in the forms Whatsapp group</p>
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## Safeguarding: Equality Impact Assessment Screening Tool

This document must be completed in respect of any new or major change to Mud Pie Explorers CIC policy or procedure.

		Yes/No	Rationale
<b>2.</b>	Does the policy/guidance affect one group less or more favourably than another on the basis of:		
	• Race	N	
	• Ethnic origins (including gypsies and travellers)	N	
	• Nationality	N	
	• Gender	N	
	• Religion or belief	N	
	• Sexual orientation	N	
	• Age	N	
	• Disability - learning disabilities, physical disability, sensory impairment and mental health problems	N	
<b>2.</b>	Is there any evidence that some groups are affected differently?	N	
<b>3.</b>	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	N	
<b>4.</b>	Is the impact of the policy/guidance likely to be negative?	N	
<b>5.</b>	If so can the impact be avoided?		
<b>6.</b>	What alternatives are there to achieving the policy/guidance without the impact?		
<b>7.</b>	Can we reduce the impact by taking different action?		
	<b>Comments</b>		
<b>8.</b>	Actions identified following screening process		
<b>9.</b>	Screening identified a full impact assessment.		

If you have identified a potential discriminatory impact of this policy/procedure, please refer it to the next Directors meeting, together with suggested actions required to avoid/reduce this impact.