

Little Dukes: Safeguarding Policy

Pippa Pop-ins
- 5 Kensington Place

Little Dukes: Safeguarding Policy

Pippa Pop-ins

Monitoring and review

This policy will be continuously monitored, refined and audited by the Headteacher who will also review it annually to assess how efficiently duties have been carried out over the year. This review will take place no later than one year from the date shown below, or sooner if needed due to changes in legislation, regulatory requirements or best practice guidelines.

Current version adopted: September 2024

This final version reviewed and approved by:

Danielle Price and Elenira Solange Reis Daniel Lote, Head of Nursery - 5 Kensington Place
Rachel Watson-Herrera, Principal of Pippa Pop-ins
Sophie Fleetwood, EYFS Co-ordinator, Pippa Pop-ins
Geoff Marston Group Compliance Director Dukes Education
Rik McShane, Director of Little Dukes Nurseries
Naz Usman, Principal of Hopes and Dreams Montessori Nurseries
Ben Murray, Marketing and Admissions Director - Little Dukes Nurseries

Next review due: July 2025

Any reference to Little Dukes applies to the nursery named above

Pippa Pop-ins Nursery Schools

Key Personnel for Safeguarding and Child Protection:

Location: Pippa Pop-ins Nursery Schools

Principal: Rachel Watson-Herrera – Principal of Pippa Pop-ins Nursery Schools

Email: rachel@pippapopins.com

Tel: 0207731 1445

Nominated Safeguarding Governor:

Libby Nicholas

Email: libby.nicholas@dukeseducation.com

Tel: 020 3696 5300

Chairman of Dukes Education:

Aatif Hassan

Email: aatif.hassan@dukeseducation.com

Tel: 020 3696 5300

Designated Safeguarding Leads on Site (DSL):

Location: Pippa Pop-ins Nursery School – 5 Kensington Place

Name: Danielle Price - Head of Nursery

Email: schools@pippapopins.com or kensington@pippapopins.com

Tel: 020 7731 1445

Designated Safeguarding Leads on Site (DSL):

Location: Pippa Pop-ins Nursery School – 5 Kensington Place

Name: Elenira Lote - Head of Nursery

Email: schools@pippapopins.com or kensington@pippapopins.com


Tel: 020 7731 1445

Deputy Designated Safeguarding Leads on site (DDSL):

Location: Pippa Pop-ins Nursery School - 5 Kensington Place

Name: Cassie King - ML Deputy Head of Nursery

Email: schools@pippapopins.com or kensington@pippapopins.com



Key External Agencies, Services and Professionals' Contact Details:

Children's Services:

For Kensington & Chelsea -

Local Authority Safeguarding Team: Local Safeguarding Children Partnership

Tel: 020 7361 3013

Out of hours services: 020 7373 2227

Email: socialservices@rbkc.gov.uk

Metropolitan Police Prevent Line:

[0800 011 3764](tel:08000113764), in confidence, to share your concerns with our specially trained officers.

Statement of intent:

We are committed to safeguarding and promoting the welfare of children. We expect all team members and volunteers to share this commitment. We work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life.

Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. This Safeguarding Child Protection policy has been updated with due regard to Keeping Children Safe in Education KCSIE 2024 review as well as requirements from The Royal Borough of Kensington and Chelsea and in line with multi-agency safeguarding arrangements put in place by the Local Safeguarding Children Partnership for Kensington and Chelsea

Policy aim:

This policy aims to ensure all staff, including agency and bank staff, volunteers, governors and contractors understand and comply with statutory requirements to protect children from harm.

This policy has been authorised by the Headteacher, the Principal of the nursery and the senior team listed above and is addressed to all team members and volunteers. It will be discussed with parents before their child joins the nursery and the policy will be made available to parents on the nursery's website and a paper copy can be obtained from the nursery's office on request. This policy is reviewed annually by the Lead DSL, DSL and senior leaders as

part of the nursery's Annual Safeguarding Review or when legislation or Government guidance dictates and will be updated whenever needed so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

It applies wherever team members or volunteers are working with children including away from the nursery, for example at an activity centre or on an educational visit.

Definitions:

Child/young person: Any young person in the nursery under the age of 18 is considered a child by law. This also includes team members who are under 18.

Safeguarding and promoting the welfare of children in relation to this policy is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home including online preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child / children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

(Definition taken from the HM Government document 'Working Together to Safeguard Children 2023')

Harm: can include children witnessing the ill-treatment of others, particularly when children see, hear or experience domestic violence and its effects – KCSIE 24.

Designated Safeguarding Lead:

The nursery has appointed a Designated Safeguarding Lead (DSL). The DSL is a senior team member with the necessary status and authority to have lead responsibility for matters relating to safeguarding children. The nursery has also appointed a senior team member with the necessary status and authority to act as a Deputy DSL for matters relating to safeguarding children.

The Designated Safeguarding Lead (DSL) has the overall responsibility for the day to day overseeing of safeguarding and child protection systems at the nursery.

The main responsibilities of the Designated Safeguarding Lead are as detailed in KCSIE 2024 Annex C but are also detailed in the Designated Safeguarding Lead job description.

The names and contact details of the DSL and Deputy DSL for the nursery are set out in the contacts list at the start of this policy.

The DSL and Deputy DSL may be contacted through the contact details given above in relation to any safeguarding concerns. The nursery will follow our local authority early help protocols for additional support and the Principal will be made aware if any local referrals have been made.

Roles and responsibilities:

The Principal (Lead DSL) MUST:

Take overall responsibility and accountability for the culture of safeguarding and all decision making within the group.

Ensure that the safeguarding responsibilities of all the staff under their line management are carried out effectively and to ensure that the safety and wellbeing of children is at the heart of all decision making for the group.

Review this policy annually and ensure that this policy is being implemented at all nurseries within their group.

All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads of the nursery MUST:

Complete and remain compliant with the training set out in Appendix 2 which will be 2-yearly, including inter-agency working and prevent, plus informal updates.

Have a system in place that ensures (a) this policy is implemented in the nursery and (b) all team members are aware of the requirements under this policy.

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

Have a working knowledge of how **RBKC** conduct a child protection case conference, and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each team member has access to and understands this child protection policy and procedures, especially new and part time team members, and keeps a record of this understanding on our Training log.

Ensures that all child protection training for staff includes staff being able to act upon any unexplained or persistent absences of children from their nursery education as well as being able to identify children who would benefit from local authority early help services.

Be alert to the specific needs of children with special educational needs and support them in line with their EHCP and work in partnership with the local authority.

Be able to keep detailed, accurate, secure written records of concerns and referrals.

Understand and support the nursery with regard to the requirements of the Prevent Duty Guidance and be able to provide advice and support to team members on protecting children from the risk of radicalisation including online

Obtain access to resources and attend any relevant or refresher training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all team members, in any measures the nursery may put in place to protect them and to meet the reporting and referral requirements and procedures of the local authority.

Be ready to deal with any allegations or disclosures regarding the welfare of children both outside and inside the home particularly if any child says in age-appropriate language that they may well have seen or heard any forms of domestic violence or its effects.

Where children leave the nursery, to ensure their child protection file is copied for any new nursery or school and transferred securely, within 5 days, to the DSL at the new nursery and a receipt is obtained confirming they have been received the file from us. This will be completed after gaining parents' permission unless you believe this will place the child at risk.

The designated safeguarding lead should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.
The DSL has responsibility for the oversight and monitoring of online safety in the nursery include appropriate filtering and monitoring on nursery devices and company networks.

All team members MUST:

Complete all relevant Child Protection training in line with Appendix 2.

Protect children from abuse.

Be aware of the procedures in this policy and follow them.

Know how to access and implement the procedures in this policy independently and the process for making referrals to children's social care if necessary.

Know what to do if a child tells them he/she is being abused, exploited or neglected.

Know how to respond appropriately to accident or injuries that cause concern

Provide a safe and supportive learning environment.

Be alert to the signs of abuse and neglect, including child-on-child abuse and low-level concerns and to report any concerns to the DSL immediately.

Be aware that even if there are no reports of child-on-child, or any other form of abuse, it does not mean it is not happening, it may not be being reported.

To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.

Help children understand how to keep themselves safe and manage risk including online in an age-appropriate manner.

Aim to keep an accurate concise record of any significant safeguarding or child protection concern, conversation, disclosure, allegation or event. Keeping confidential records as directed by the DSL on Family and the safeguarding log.

Report to the DSL/Headteacher any concerns about the conduct of adults, including low-level concerns (see below) Staff will be required to report any staff behaviour outside the nursery that might indicate an individual may be unsuitable to work with children. This is to create and embed a culture of openness, trust and transparency in which the nursery's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Report any matters of concern in accordance with this policy.

Inform the nursery if their personal circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006 (refer to safer recruitment policy).

Team members should refer to the nursery safer recruitment Policy for further information about this duty and to their employment contract in respect of their ongoing duty to update the nursery.

Staff are required to read Part one of KCSIE 2024 (or Annex A if determined by the governing body/proprietor as appropriate) KCSIE 2024 should be read and understood by all staff, Annex B by nursery leaders and those who work directly with children.

Visitors

Any individual accessing the nursery premises who is not in the records of the nursery or is not known to the nursery staff and management will be classified as a visitor.

External contractors will be deemed as visitors which includes any emergency or on call/ out of hours workman/woman, individuals coming in for interviews and trials until the employment is offered will be considered as visitors and will be supervised throughout their visit

Visitors must:

- sign in and out of the Nursery using the visitors book in the reception on arrival and departure.
- If they are not previously known to the nursery have their ID verified by the DSL this is logged on to the E reception book. (Acceptable forms of ID are passports or driving licenses or birth certificates.)
- Be supervised at all times during their visit when children are present.
- Visitors must wear visitor lanyards with safeguarding information clearly displayed
- Hand over any device with camera installed, which to be kept in the office
- Be made aware of any fire drills planned or any other protocols which may include recording any behaviours in rooms or of adults present or of children should there be a concern

Specific role of the Designated Safeguarding Lead:

The Designated Safeguarding Lead will be given the time, funding, training, resources and support to enable them to support other team members on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

The main responsibilities of the Designated Safeguarding Lead are:

1. Managing referrals:

The DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required in timely manner
- Support team members who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a, or a staff member suspects that there may be a terrorism
- Support staff who make referrals to the Channel programme.
- The Nursery reserves the right to report to the DBS any person who has been dismissed or removed if they had not resigned to the Disclosure and Barring Service (DBS) if they suspect or know a person to be a potential risk to welfare of children.
- Staff should refer to the police without delay if there is an immediate risk of harm to a child or the staff member suspects or knows that a crime may have or is going to be committed. In the case of direct police referral, the staff member will inform the DSL or Nursery Manager as soon as possible, who will also speak with the Principal
- The nursery reserves the right to consider reporting any qualified teacher whether employed or otherwise to the Teacher Regulation Agency (TRA) if they consider that they may have brought the teaching profession into disrepute or professional misconduct.

2. Working with others:

- Liaise with the Principal on issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the designated officer(s) at the local authority for child protection concerns (all cases which concern a team member).
- Liaise with team members on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
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- Act as a source of support, advice and expertise to team members.

3. Raising awareness:

- The DSL should ensure this policy is known, understood and used appropriately.
- Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly (and work with the Principal regarding this).

- Ensure this Policy is available publicly both in the setting, on Family and on the nursery website.
- Ensure that parents/carers are aware that referrals about suspected abuse or neglect may be made to children's social care and the nursery's role in this.
- Maintain links with the Local Safeguarding Partners for **RBKC** to ensure team members are aware of training opportunities and the local policies on safeguarding.

4. Child protection file:

- When children leave the nursery, ensure their child protection file is copied for any new nursery or school and transferred securely within 5 days to the DSL at the new school and a receipt is obtained confirming they have been received.

5. Prevent:

- In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead also has the following responsibilities:
- Acting as the first point of contact for parents/carers, children, teaching and non-teaching team members and external agencies in all matters relating to the Prevent duty.
- Coordinating Prevent duty procedures in the nursery.
- Liaising with local Prevent coordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated.
- Undergoing WRAP or other appropriate training.
- Maintaining an ongoing training programme for all nursery employees including induction training for all new employees and keeping records of team training.
- Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

6. Monitoring low level concerns

- Where there is a lower-level concern and allegation ('low-level concerns') that **does not meet the local authority thresholds/harms test**, it should be addressed separately by the Headteacher/ DSL
- When a low-level concern has been raised by a third party, the DSL should collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.
- These reports of low-level concerns should be recorded on the low-level concern log with details of the concern, the context in which it arose, and action taken.
- The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.
- Records of low-level concerns should be reviewed monthly by the Headteacher / DSL so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.
- Where a pattern of behaviour is identified, the DSL should decide on a course of action and will speak with the LADO for further advice before any new course of action is taken such as internal disciplinary procedures.
- The nursery must consider if any wider cultural issues that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- The rationale for all decisions, any communication with local authority partners and any actions taken must be recorded on this log.

For further information on Low-level concerns please see the Low-Level concerns section below.

The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable.

Relevant statutory and non-statutory advice:

Keeping Children Safe in Education (KCSIE), DfE - September 2024 Disqualification Under the Childcare Act 2006 - Updated August 2018

Working Together to Safeguard Children Updated - 2023. WT refers to the non-statutory but important Advice Information Sharing (May 2024)

The Independent School Standards (England) Regulations, DfE - 2014 (Updated 2019)

EYFS Framework - January 2024

DfE Guidance What to do if you're worried a child is being abused - March 2015

Prevent Duty 2015 – Updated December 2023

Education Inspection framework July 23 *Children Act 1989 and 2004*

Childcare Act 2006

Safeguarding Vulnerable Groups Act 2006 Children and Social Work Act 2017

We work with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

Anyone can make a referral directly to children's social care or the Local Authority Designated Officer if they believe that a child is at risk or may be at risk of significant harm.

Nursery team members do not require parental consent to make such a referral to external statutory agencies. However, you would always discuss with parents first unless it puts the child at risk of significant harm to do so and if you do not gain parents' consent you should always write down the reason why.

If a direct referral is made by a team member, the DSL/Headteacher should also be informed as soon as possible or, in their absence, the Principal as lead DSL.

The National Society for the Prevention of Cruelty to Children (NSPCC):

Weston House, 42 Curtain Road, London, EC2A 3NH Email: help@nspcc.org.uk

NSPCC Whistleblowing Helpline: 0800 028 0285

Childline: 0800 1111

Ofsted Whistleblowing Hotline: 0300 123 3155


Forced Marriage Unit: 020 7008 0151 Email: fmu@fco.gov.uk

National Terrorism Hotline: 0800 789 321

Types and signs of abuse:

The types and signs of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 1.

The main categories of abuse outlined in KCSIE, are:

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- (a) Physical abuse
 - (b) Emotional abuse (including domestic abuse)
 - (c) Sexual abuse
 - (d) Neglect

Specific safeguarding issues:

Keeping Children Safe in Education 2024 also acknowledges the following as specific safeguarding issues (extensive guidance on a wide variety of specific issues can be found in Annex B of KCSIE 2024):

- Bullying including cyberbullying
- Children missing from education
- Children missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE) (including county lines/gangs)
- Children and the court system
- Child-on-Child abuse
- County lines
- Domestic abuse
- Drugs/substance misuse
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Forced marriage
- Gender-based violence / violence against women and girls (VAWG)
- Hate
- Mental health
- Breast ironing / breast flattening
- Homelessness
- Preventing radicalisation (including Channel)
- Relationship abuse
- Sexting
- Trafficking.

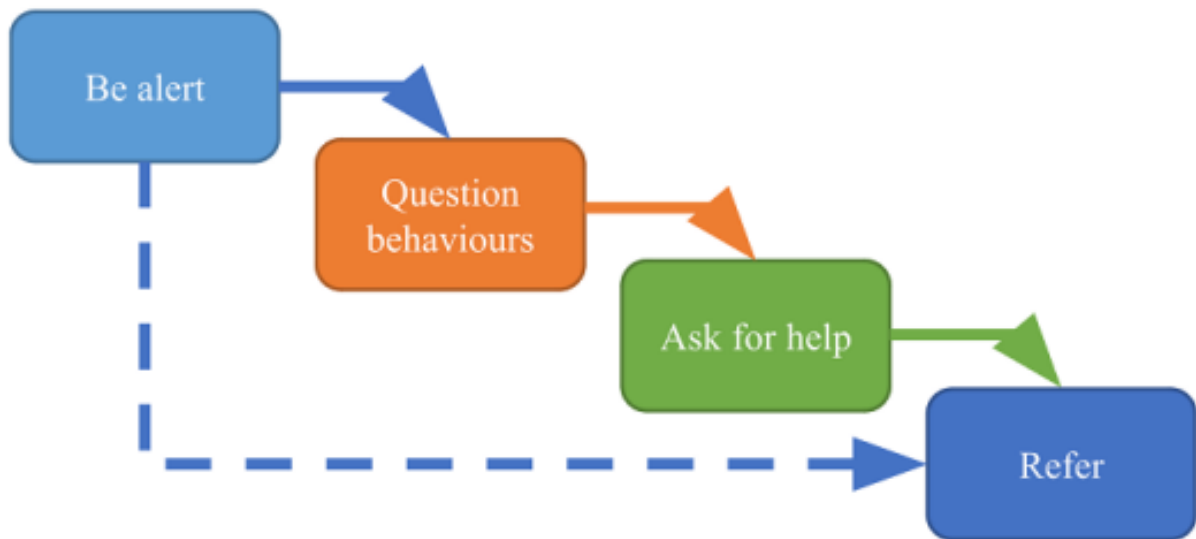
The term 'toxic trio' or trilogy of risk (2023) is used to describe the issues of domestic abuse and or violence, mental ill-health, and substance misuse, identified as common features of families where significant harm to children has occurred.

The toxic trio combination has been clearly linked with increased risks of abuse and neglect of children and young people.

All team members (including Management) must:

Ensure they identify child abuse and respond/offer support as required.

1. Procedures for responding to allegations/suspected abuse:



2.1 Initial disclosure:

A team member suspecting or hearing a disclosure of abuse:

- MUST listen carefully to the child and/or parent/carer and keep an open mind.
- MUST NOT take a decision as to whether or not the abuse has taken place.
- MUST NOT ask leading questions, that is, a question which suggests its own answer.
- MUST reassure the child and/or parent/carer but not give a guarantee of confidentiality
- MUST explain that they need to pass on the information in accordance with this policy so that the correct action is taken.
- MUST keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.
- MUST keep all other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) securely with the written record and passed on when reporting the matter in accordance with this policy.
- MUST report all suspicions or complaints of abuse or any concern about a child's welfare in accordance with the procedures set out below.
- MUST always speak to the DSL if unsure of what to do.

2.2 Early help:

The nursery understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

A team member who considers that a child may benefit from early help should first discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Partners (LSP) (Local authority, police and NHS) referral threshold document (also known as the Matrix Continuum of Need) and will support team members in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

2.3 Concerns about a child's welfare:

If a team member is concerned about a child's welfare, the matter should be reported to the DSL as soon as possible. See below for the procedures for dealing with allegations against team members (2.6).

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Local Safeguarding Partners (LSP) referral threshold document. Such action may include early help or a referral to children's social care.

If it is decided on advice from LADO that a referral is not required, the DSL will keep the matter under review. Consideration will be given to a referral to children's social care if the child's situation does not appear to be improving.

In accordance with these procedures, if a team member has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any team member can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

2.4 If a child is in immediate danger or at risk of harm:

If a child is in immediate danger or is at risk of harm, including incidences or suspected incidences of FGM practitioners should ring 999. Following this a referral should be made to children's social care and/or the police immediately. Anyone can make a referral in these circumstances and the DSL/DDSL are not available. See further details on making a referral. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

If a staff member suspects or knows that a crime may have been committed, then an immediate referral to the police must be made and then DSL / DDSL contacted as soon as possible.

2.5 Making a referral:

The relevant contact information is set out in this policy. If the referral is made by telephone, this should be followed up in writing and a completion of the online referral form

Confirmation of the referral and details of the decision (about what course of action will be taken) should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after the referral the child's situation does not appear to be improving, the DSL (or the person making the referral) should press for reconsideration to ensure their concerns are addressed and the child's situation improves.

2.6 Allegations against team members:

The nursery has procedures for dealing with allegations against team members (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect team members and volunteers from false or unfounded allegations.

These procedures follow the guidance based on **RBKC** procedures and will be followed where an allegation may relate to a team member or volunteer who has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All allegations or suspicions against team members will be taken seriously and considered as requiring a child protection response/enquiry.

The local authority's designated officer will be informed immediately and in any event within one working day of all allegations that come to the nursery's attention and appear to meet the criteria above.

An allegation against any team member or volunteer must be reported immediately to the DSL or in his/her absence to the Deputy DSL. If the allegation is made against the DSL or Headteacher, the matter must be reported immediately to LADO and the Principal informed.

The allegation will be discussed immediately with the local authority's designated officer before further action is taken. The nursery will not investigate before referring to LADO.

The nursery will inform Ofsted of any allegations of serious harm or abuse by any person living with, working with, or looking after children on the nursery premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

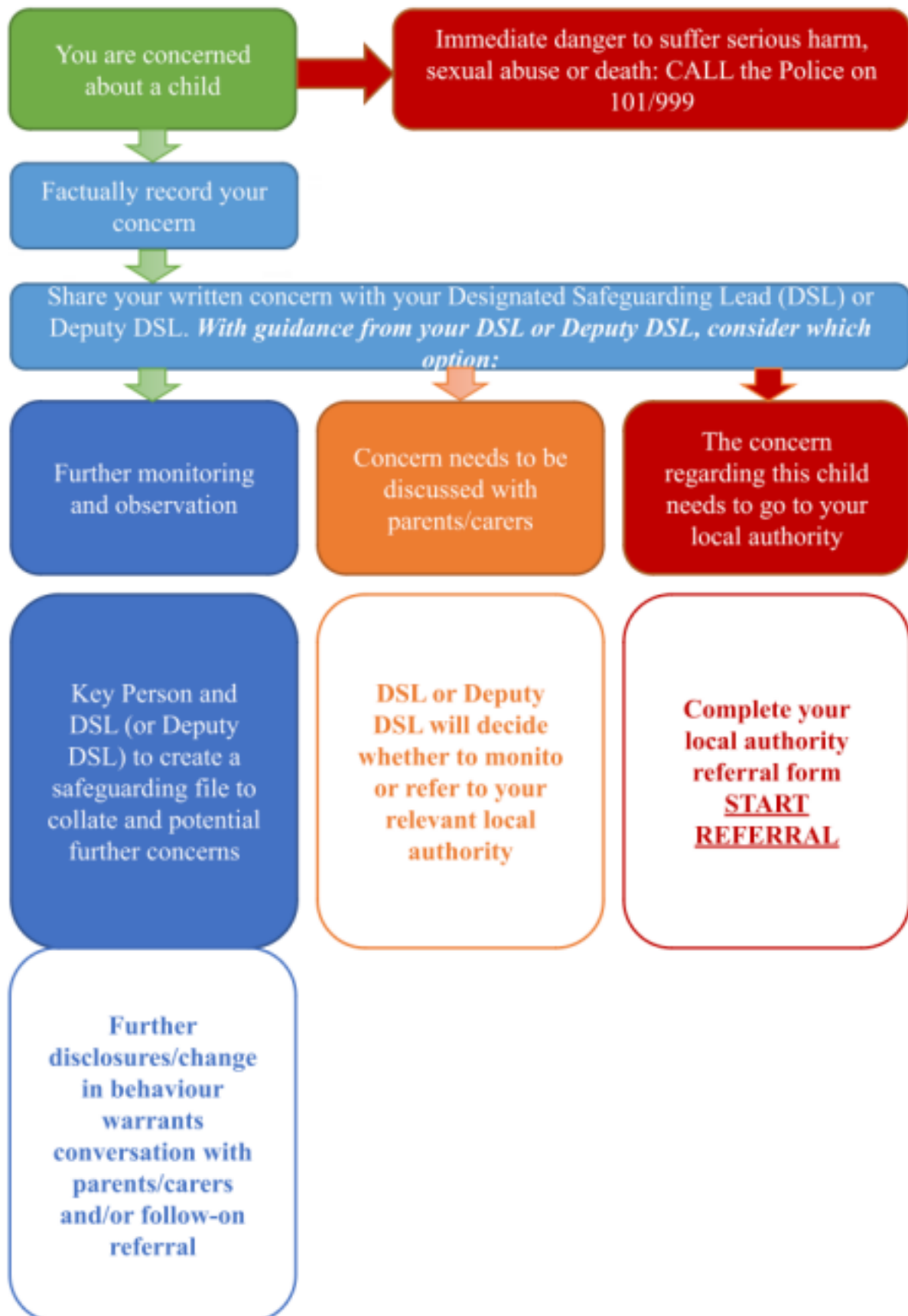
If the nursery ceases to use the services of a team member or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met.

In the case of allegations being made against supply, agency or bank staff, or contractors, the agency or employer will be informed immediately following a call to LADO.

Detailed guidance is given to team members to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child.

This guidance is contained in the Staff Handbook.

Specific referral pathway for Early Years providers 2023:



Team members and volunteers should also feel able to follow the separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the nursery or potential failures by the nursery or its team members to properly safeguard the welfare of children, and that such concerns will be taken seriously

The NSPCC whistleblowing helpline is available for team members who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

2.7 Low-level concerns:

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A team member may have doubts about the behaviour of another adult towards a child, or concerns about how their own behaviour might be interpreted.

Examples of such behaviour could include, but is not limited to:

- Being over friendly with children
- Having favourites
- Engaging with a child on a 1:1 basis in a secluded area or behind a closed door.

Team members must report any low-level concerns whatsoever to the Headteacher and/or Principal. Team members are also encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

A team member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the nursery’s whistleblowing policy.

If there is any doubt as to whether a low-level concern meets the Harms threshold, then the Headteacher and/or Principal will consult with the LADO. (KCSIE 2024).

2.8 Allegations against children:

If a child is accused or suspected of causing harm to another child or children, the procedures set out in this policy will be followed. It may be necessary to ask the parent to keep this child away from the nursery during any investigation.

Team members will work together with parents to seek a positive outcome following the conclusion of any investigation.

2.9 Use of mobile phones and cameras:

Children are not permitted to bring mobile phones or any mobile device with a camera facility onto the nursery premises.

Staff, including agency and bank staff, volunteers, visitors and contractors should adhere to the restriction of use of mobile phones and cameras within the nursery in accordance with the guidance set out in the staff code of conduct and mobile phone policy.

Parents/carers may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use.

Parents/carers are not permitted to take photographs of children using the garden area.

Parents/carers should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

2.10 E-safety and online behaviour:

The nursery adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving children of the benefits provided by technology and the internet.

The breadth of issues classified within online safety is considerable, but can be categorised into four main areas of risk:

- Content: Being exposed to illegal, inappropriate, or harmful material.
- Contact: Being subjected to harmful online interaction with other users.
- Conduct: Personal online behaviour that increases the likelihood of, or causes, harm.
- Commerce: Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The nursery's staff code of conduct and digital usage policy explain the responsibilities of team members in relation to keeping children safe online.

The nursery does all it reasonably can to limit the children's exposure to the above risks in nursery. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing children benefitting from the wealth of resources available online.

2.11 Record keeping, confidentiality and information sharing:

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

All information about safeguarding and welfare issues will be shared only on a "need to know" basis.

Lead DSLs meet weekly to share best practice and review any safeguarding issues that have happened and should have wider awareness.

However, where the safety and welfare of a child is in question, all team members must ensure that all relevant information is provided to the Designated Safeguarding Lead without delay. The Designated Safeguarding Lead will then decide, taking advice, if necessary, whether such information needs to be disclosed to any other person.

The nursery will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

Where allegations have been made against team members, the nursery will consult with the Local Authority's Designated Officer and, where appropriate, the police and children's services, to agree the information that should be disclosed and to whom.

On no account will any Investigation take place without first gaining advice from the LADO.

2.12 Monitoring:

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Principal.

The Principal will undertake an annual review of this policy and the safeguarding procedures and will ensure that any deficiencies or weaknesses in regard to safeguarding children are remedied without delay.

Appendix: 1

Types and signs of abuse:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

Part one of Keeping Children Safe in Education 2024 defines the following types of abuse, however, team members should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap.

Types of abuse:

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 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 cyberbullying), 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, although it may occur alone.

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 or not 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect and Affluent 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Affluent neglect refers to the neglect experienced by children in wealthy families. Often this neglect can be more difficult to spot, as the type of neglect experienced by children and young people is often emotional. This may include parents emotional neglect, alcohol and substance abuse, more relaxed attitude to drugs and sexual activity.

Keeping Children Safe in Education 2024 also acknowledges the following as specific safeguarding issues (extensive guidance on a wide variety of specific issues can be found in Annex B of KCSIE):

- Bullying including cyberbullying
- Children missing from education
- Children missing from home or care.
- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE) (including county lines/gangs)
- Children and Child-on-Child abuse
- County lines
- Domestic abuse.
- Drugs/substance misuse.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM).
- Forced marriage.
- Gender-based violence / violence against women and girls (VAWG).
- Hate.

- Mental health and ill health.
- Breast ironing / breast flattening.
- Homelessness.
- Preventing radicalisation (including Channel).
- Relationship abuse.
- Sexting.
- Trafficking.
- Witchcraft.

The term 'toxic trio' or 'trilogy of risks' is used to describe the issues of domestic abuse, mental ill-health, and substance misuse, identified as common features of families where significant harm to children has occurred. The toxic trio combination has been clearly linked with increased risks of abuse and neglect of children and young people.

Child sexual exploitation:

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:

in exchange for something the victim needs or wants; and / or
for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Female genital mutilation: Mandatory call to police should there be any concerns that this may be happening.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the multi-agency statutory guidance on FGM. If team members have any concerns, they should report the matter to the DSL in accordance with this policy.

Radicalisation and the Prevent duty:

The nursery has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The nursery aims to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We are committed to providing a safe space in which children, and team members can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The nursery has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism:

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation:

"The process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, team members should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. All team members should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance:

Protecting Vulnerable People from Being Drawn into Terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups)
- Attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- Using insulting or derogatory names or labels for another group
- Speaking about the imminence of harm from the other group and the importance of action now
- Expressing attitudes that justify offending on behalf of the group, cause or ideology
- Condoning or supporting violence or harm towards others; or plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the nursery's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's special educational need or disability without further exploration.

Children with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Possible signs of abuse include (but are not limited to):

- Failure to thrive and meet developmental milestones
- The child says s/he has been abused or asks a question which gives rise to that inference
- There is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries

- The child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the child's behaviour
- The child loses or gains weight
- There is a general deterioration in the child's wellbeing
- The child appears neglected, e.g., dirty, hungry, inadequately clothed
- The child is reluctant to go home or has been openly rejected by his/her parents or carers
- Inappropriate behaviour displayed by other team members or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

Special educational needs and disabilities:

Additional barriers can exist when detecting the abuse or neglect of children with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

The London Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice in the [SEND code of practice](#) (2015) provides advice in identifying child abuse. (2015) provides advice in identifying child abuse.

The [NSPCC](#) is also a good source of information and advice. is also a good source of information and advice.

Appendix: 2

Child Protection Training Procedure:

The nursery is committed to providing relevant Safeguarding and Child Protection training to its team members to enable them to have the knowledge and confidence to safeguard the children in the nursery settings and safeguard themselves through safe working. This is a crucial element of their role as all team members have a duty of care to safeguard the children in nurseries and the training detailed below provides them with the competency and knowledge, they require to fulfil this duty.

In order to meet this requirement, the following elements of training must be completed specific to your role and responsibilities within the timescales set.

Failure to complete this training will result in non-compliance both for individuals and the DSL, which may result in disciplinary action being taken. All training detailed below MUST remain valid and be re-taken prior to the expiry date.

Individuals and DSL/DDSL/Headteachers will be held to account for non-attendance of training without prior notification, team members attending the training without following the appropriate booking procedure and team members' professional conduct during the training.

Training is reviewed on a termly basis by the DSL to ensure compliance to training timelines and requirements and will take action to ensure that the business as a whole is compliant.

Mandatory Training:

In addition to in-person training received as part of every staff member's induction and probation, the following online courses are mandatory to supplement this face-to-face training.

Area	Title	Where	Who	When
Safeguarding	Advanced Safeguarding and Designated Safeguarding lead Level 3	Online training	All Head Teachers, DSL's and DDSL's	Annually
Safeguarding	Local Authority Level 3 DSL training	In person arranged directly with relevant Local authority	All Head Teachers, DSL's and DDSL's	Annually
Safeguarding	Safeguarding Children level 2	Online training	All staff	Annually
Safeguarding	Whistleblowing and potential barriers	Online training	All staff	Annually
Safeguarding	Female Genital Mutilation Awareness	Online training	All staff	Start date and annually
Safeguarding	GDPR		All staff	As part of induction
Safeguarding	Food Allergy Awareness for early years	Online training	All staff	As part of induction
Safeguarding	The Role of the key person	Online training	All staff	As part of induction
Safeguarding	Special Educational needs	Online training	All staff	As part of induction
Safeguarding	Prevent Duty	Online Training	All staff	Start Date and Every two years
First Aid	PFA	In person 12-hour training	All staff past probation	Every three years
First Aid	Paediatric first Aid refresher	Online training	All PFA trained staff	Annually in years when not completed in person course

Management	Safer recruitment	In person Training	All Head Teachers, Deputy Heads, DSLs, Principals, Recruitment team, Hiring Managers	Every three years
H&S	Health and Safety in the workplace - includes Health and Safety, Fire Prevention, First Aid Awareness, Manual Handling and Control of Substances Hazardous to Health (COSHH).	Online training	All staff	Annual
H&S	Manual Handling for childcare professionals	Online training	All staff	Annually
H&S	Understanding Risk assessments	Online training	All staff	As part of induction
H&S	Fire Safety	Online training	All staff	Annually
H&S	Food Hygiene (level 2)	Online training	All staff	Every three years
H&S	Advanced Food Safety and Hygiene (Level 3)	Online training	All Chefs, staff engaged in preparation of food	Every three years
H&S	Designated Fire safety officer training	Online training	Delegated Senior staff - All Headteachers	Annually
H&S	Designated Health and Safety officer	Online training	Delegated Senior staff - all Headteachers	Annually
Specialist	SEND Code of Practice	Online training	All Head Teachers, DSL's and DDSL's and SENDCOs	Every three years
Specialist	Role of SENDCO	Online training	All Head Teachers, DSL's and	Every three years

			DDSL's and SENDCOs	
Specialist	Vulnerability of babies	Online training	All staff working with children under 2	As part of induction or if moved into under 2's room
Specialist	Understanding babies	Online training	All staff working with children under 2	As part of induction or if moved into under 2's room
Specialist	Safe Sleeping	Online training	All staff working with children under 2	As part of induction or if moved into under 2's room
Specialist	Blossoming babies	Online training	All staff working with children under 2	As part of induction or if moved into under 2's room

For all new staff and as part of their ongoing induction, the below in-person fundamentals training must also be attended within the first six months of employment

Fundamentals	Fundamentals of Safeguarding	In person full day training	All staff.	All new staff within first six months
Fundamentals	Fundamentals of Behaviour	In person full day training	All staff.	All new staff within first six months
Fundamentals	Fundamentals of SEND	In person full day training	All staff.	All new staff within first six months

Legislative Framework:

Keeping Children Safe in Education (KCSIE) DfE, September 2024

Disqualification Under the Childcare Act 2006, Updated August 2018

Working Together to Safeguarding Children, Updated September 2023

WT refers to the non-statutory but important advice on information sharing (2018)

Early Years Foundation Stage Statutory Framework 19th January 2024

DfE Guidance - What to do if you're worried a child is being abused, March 2015)

Prevent Duty 2015, Updated April 2021 Safeguarding in the Early Years, 2019

Children Act, 1989 and 2004 Childcare Act, 2006

Safeguarding Vulnerable Groups Act, 2006

Children and Social Work Act, 2017

Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)