

Green Lane Nursery and Childcare Centre

Safeguarding and Child Protection Policy

This policy was adopted by Green Lane Nursery and Childcare Centre on:	25/09/25
Signed on behalf of the nursery:	<i>Iain Brown</i>
Name of signatory:	IAIN BROWN
Role of signatory:	CHAIR
Date policy will next be reviewed:	25/09/26

CONTENTS	
	Page
Key nursery contact details	3
Key external contact details	3
Guidance and advice documents	4
Policy statement	5
Definition of safeguarding / abuse	7
Procedures for dealing with concerns about a child	9
Child on child abuse	14
Children with Special Educational Needs and Disabilities or certain health issues	16
Mental health concerns	17
Recording, record keeping and information sharing	17
Procedures for dealing with concerns about staff	18
Managing allegations against staff, volunteers and contractors	19
Safer working practice	23

Safer recruitment	24
Managing Safeguarding	26
Training and Induction	28
Working with parents/carers	30
Relevant policies	31

APPENDICES		
		Page
A	Abuse and neglect	32
	Specific safeguarding issues – further information	34
	Child criminal exploitation and child sexual exploitation	34
	County lines	37
	Serious violence	38
	So-called 'honour'-based abuse (including female genital mutilation and forced marriage)	38
	Preventing radicalisation	41
	Private fostering	43
	Children missing from education	44
	Sexual violence and harassment between children in schools	44
	Modern slavery, trafficking and child abduction/community safety incidents	47
	Domestic abuse	50
	Homelessness	51
	Cause for concern form	53
	Body map	54
	DSL check list	55
	Online safety	57

KEY NURSERY CONTACT DETAILS	
Nursery Manager	Mel Mitchell 01833 638581 manager@greenlanenursery.org.uk
Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads	Designated Safeguarding Lead Mel Mitchell 01833 638581 manager@greenlanenursery.org.uk
	Christianne Bousfield - Deputy Manager 01833 638581
	Jemma Fletcher - Business Manager 01833 638581 office@greenlanenursery.org.uk
Directors - for safeguarding	Chair of Directors Iain Brown 01833 638581
	Link Safeguarding Director David Ewart 01833 638581

KEY EXTERNAL CONTACT DETAILS	
Local Authority Designated Officer (LADO)	03000 268 835
First Contact	03000 267 979
Police	Emergency: 999 Non-emergency: 101 Anti-terrorist hotline 0800 789 321

NSPCC Whistleblowing Helpline (Mon-Fri 8am-8pm)	Address: Weston House, 42 Curtain Road, London EC2A 3NH Helpline: 0800 028 0285
Disclosure and Barring Service (DBS)	Address: PO Box 3961, Royal Wootton Bassett, SN4 4HF customerservices@dbb.gov Tel: 03000 200 190
OFSTED	whistleblowing@ofsted.gov.uk Whistleblowing hotline: 0300 1233 155 (8am - 6pm Mon-Fri)

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education. (DfE 2025) (**Statutory** guidance)
- Working Together to Safeguard Children: A guide to multi-agency working to help, protect and promote the welfare of children (2023) (**Statutory** guidance)
- Multi-agency statutory guidance on female genital mutilation (HM Government July 2020) (**Statutory** guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE September 2025) (**Statutory** guidance)
- Children Missing Education (DfE 2024). (Guidance for Local Authorities)
- Statutory framework for the early years foundation stage (DfE 2024) (**Statutory** guidance)
- Revised Prevent duty guidance: for England and Wales (HM Government April 2021) (**Statutory** guidance)
- The Prevent duty: Departmental advice for schools and childcare providers (DfE June 2023) (**Advice** for schools)
- Guidance (**non-statutory**) for safer working practice for those working with children and young people in education settings. (Safer Recruitment Consortium February 2022)

- What to do if you're worried a child is being abused (HM Government March 2015).
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government July 2018)
- Local authority / safeguarding partnership advice and guidance

POLICY STATEMENT

Safeguarding and promoting the welfare of children is of paramount importance and is everyone's responsibility.

It is the responsibility of every member of staff, volunteer and regular visitor to our nursery to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all the children at our nursery. This includes the responsibility to provide a safe environment in which children can learn and develop.

We recognise that staff at our nursery play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

Our nursery will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff at our nursery if they are worried or concerned about something.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know that an adult will have to share and follow procedures with any information they have chosen to disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe, including online. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2023) and local safeguarding partners' procedures.

This policy is reviewed and updated annually (as a minimum) and is available on the nursery website or from the nursery office.

This policy applies to all staff, children, parents/carers, directors, volunteers and visitors.

DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children 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 the 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; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education 2025

Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Working Together to Safeguard Children 2023

ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Abuse and neglect

All staff will be made aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead (DSL) or deputy.

Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL.

Safeguarding incidents and/or behaviours can be associated with factors outside the nursery and/or can occur between children outside of this environment. All staff, but especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Further information about the different kinds of abuse can be found in the appendices.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

What staff should do if they have a concern about a child

All staff **must** report **any** concerns they have about a child and not see these as insignificant. Staff should **not** assume a colleague or another professional will take action and share the concern.

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Staff **must** immediately report **any**:

- Suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play/everyday, normal activities.
- Explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, play, actions).
- Concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Concerns that a child is presenting signs or symptoms of abuse or neglect.
- Significant changes in a child's presentation, including non-attendance.
- Hint or disclosure of abuse from any person.
- Concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Children can sometimes show signs or act in ways they hope adults will notice and react to.

All staff should be aware of this and remain vigilant.

What staff should do if a child is in danger or at risk of harm

If staff are concerned that a child could be at risk of harm they must report to the designated safeguarding lead (DSL) or deputies (DDSL) **immediately**.

If this is not possible, they should make a direct referral to children's social care.

What staff should do if they have a concern about honour based abuse (HBA), including FGM and forced marriage

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and First Contact.

Where FGM has taken place, there has been a **mandatory reporting duty** placed on practitioners since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon practitioners in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Responding to disclosure

Disclosures or information may be received from children, parents or other members of the public. Nursery recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that she can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Try to ensure that the person disclosing does not have to speak to another member of school staff;
- Clarify the information ;
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgments regarding any person alleged to have harmed the child;
- Explain sensitively to the person that they have a responsibility to refer the information to the DSL;
- Reassure the child that they will be taken seriously, supported and kept safe;

- Listen to and take into account (wherever possible) the child's wishes and feelings about the current situation as well as future plans;
- Ask any necessary questions to determine the child's wishes and feelings;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and how the child will be involved (as appropriate);
- Ensure there is appropriate support made available;
- Complete a Cause for Concern Form (Appendix L).

The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our nursery. Any member of staff or visitor to the nursery who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child should be reported without delay and recorded in writing using the agreed procedures and by completing a cause for concern form (See appendix L).

If in doubt about recording requirements, staff **must** discuss this with the DSL.

Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from First Contact as required. All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing.

It is **not** the responsibility of nursery staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with these procedures.

All referrals will be made in line with First Contact's procedures.

The nursery adheres to child protection procedures that have been agreed locally through the local safeguarding partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

If, at any point, there is a **risk of immediate serious harm** to a child, a referral should be made to First Contact **immediately** and if a **criminal offence has been committed contact the police**. Anybody can make a referral. If the child's situation does not appear to be improving, then the staff member with concerns should press

for re-consideration by raising concerns again with the DSL and/or Manager/Deputy Manager. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with First Contact or the police if:

- The situation is an emergency and the DSL, their alternative and the Manager are all unavailable.
- They are convinced that a direct report is the only way to ensure the child's safety.

Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the chair of directors. If any member of staff does not feel the situation has been addressed appropriately at this point, then they should contact First Contact with their concerns.

Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require early help.

This could include:

- Any child with additional needs including children with Special Educational Needs / Disabled children (SEND).
- Children facing housing issues such as frequent moves and homelessness.
- Those living in families with chaotic lifestyles.
- Families with increased stress, parental mental ill health and / or drug and alcohol dependency.
- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care.
- Asylum seekers/refugees.
- Those vulnerable to discrimination on the basis of a protected characteristic.
- Children living in households with domestic abuse.
- Children at risk of so called 'honour'-based abuse including FGM and forced marriage.
- Children with communication difficulties.
- Children without adequate parenting/supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

A child who is:

- Frequently missing from nursery;

- At risk of being radicalised;
- At risk of being exploited (criminal / sexual);
- Showing signs of neglect and abuse;

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

Early help assessment

Early help assessment is organised early intervention to provide support as soon as a problem emerges at any point in a child's life.

If an early help assessment is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment.

Early help assessments should be kept under review and referred to First Contact for assessment if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare will be referred to First Contact by the DSL. **Where a child is suffering, or is likely to suffer from harm, a referral to First Contact (and if appropriate the police) will be made immediately.**

Referrals will follow the local authority referral process.

The DSL should be aware of the requirement for children to have an appropriate adult while a child is being questioned by the police. The appropriate adult will "support, advise and assist" the young person, and also "observe whether police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform the officer of the rank of inspector or above if they consider that they are not". Further information can be found in the statutory guidance - PACE Code C 2019.

Where a child in nursery has a Child in Need plan or a Child Protection plan, the nursery will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need / Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parents before the conference as appropriate. In order to complete such reports, all relevant information will be sought from staff working with the child in nursery. All staff should be prepared to contribute to the report writing process.

CHILD ON CHILD ABUSE

Children can abuse other children and this can take many forms. It can happen both inside and outside of nursery.

Child on child abuse will not be tolerated. All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children.

A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.

In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The nursery takes the following steps to minimise the risk of child on child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries;
- Ensuring nursery is well supervised, especially in areas where children may be vulnerable;
- Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them;
- Addresses inappropriate behaviour (even if it appears to be relatively minor);
- Has clear robust policies on dealing with key issues of behaviour;
- Ensures robust supervision and be aware of potential risky areas in the nursery;
- Takes steps to prevent isolation;
- Separates children if needed;
- Where risk is identified, an individual child risk assessment is put in place.

The following systems are in place to enable children to confidently report any abuse:

- All children know that they can confide in any member of staff.
- Regular circle time to encourage children to discuss any concerns or emotions.

- Discussions with individual children whilst addressing personal care.

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing using the agreed procedures and by completing a cause for concern form (See appendix L).
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL.
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process.
- The DSL will balance the child's wishes against their duty to protect the child and other children.
- The nursery will work with our local safeguarding partners where appropriate.
- The DSL may need to go against the victim's wishes and make a referral to First Contact or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available.
- Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk).

Victims, perpetrators and any other children affected by child on child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis.
- All children involved will be supported by an allocated member of staff.
- The needs and wishes of the victim will be taken into account, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Adequate measures will be put in place to protect the children involved and keep them safe.
- A needs and risk assessment will be made and a safety plan put in place when required.
- Early help assessment, First Contact and other agencies will support where appropriate.

There are a number of factors that make children more vulnerable to child on child abuse:

- Experience of abuse within their family;
- Living with domestic violence;
- Young people in care;
- Children who go missing;
- Children with additional needs (including SEND);

Some of the reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional abuse.
- The child may have viewed sexually explicit / violent movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.

Relationship abuse is unacceptable behaviour between any two people.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR CERTAIN HEALTH ISSUES

Children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children with SEND are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- Communication barriers and difficulties overcoming these barriers.

Staff will support these children in expressing any concerns they may have and will be particularly vigilant to any signs or symptoms of abuse. The DSL and SENDCO will work together when dealing with reports of abuse involving children with SEND.

MENTAL HEALTH CONCERNS

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and staff **MUST** speak to the designated safeguarding lead or a deputy.

We will ensure that our staff understand the support they can provide to children who may be experiencing mental health concerns. The nursery's role in supporting and promoting mental health and wellbeing can be summarised as:

Prevention: we will seek to create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole nursery, and equipping children to be resilient so that they can manage the normal stress of life effectively;

Identification: we will support staff and children to recognise emerging issues as early and accurately as possible;

Early support: we aim to work in partnership with children, parents / carers and establish effective relationships with external agencies to provide swift access or referrals to specialist support and treatment.

RECORDING, RECORD KEEPING AND INFORMATION SHARING

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing on the agreed reporting form (Appendix L).

Each record should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of each action taken, decisions reached and the outcome;
- Information from a child written verbatim;
- Date and signature / record of who completed the record.

If there is any doubt about recording requirements, staff should discuss with the DSL

All concerns should be passed to the DSL without delay, either written or verbal (followed as soon as possible by a written report)

Child Protection information will be kept in a separate Child Protection file for each child, stored in a separate secure. Only Child Protection information will be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to Child Protection conferences, core groups and reports will be stored here. All Child Protection files will include; a chronology, a contents front cover and will record significant events in the child's life.

Child Protection files will be the responsibility of the DSL. Child Protection information will only be shared with relevant staff / agencies on a 'need to know' basis, in the child's interests and on the understanding that it remains strictly confidential.

When a child leaves our nursery, the DSL will make contact with the DSL at the new nursery/school and will ensure that the child protection file is forwarded to the receiving setting in an agreed secure manner. This should be as soon as possible and within 5 days for an in-year transfer or within the first 5 days at the start of a new term to allow a nursery or school to have support in place for when a child arrives. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving setting and/or evidence of recorded delivery. Where a parent elects to remove their child from the nursery roll to home educate, the nursery will make arrangements to pass any safeguarding concerns to the Local Authority.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT STAFF OR VOLUNTEERS

What staff should do if they have safeguarding concerns about another member of staff

If staff have safeguarding concerns or an allegation of abuse is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children this should be reported to the manager/DSL. Where there are concerns about the manager this should be referred to the chair of directors.

What staff should do if they have concerns about safeguarding practices within the nursery

The nursery will maintain a safeguarding culture which encourages all staff and volunteers to feel able to raise concerns. Where staff have concerns about poor or unsafe practice and potential failures in the nursery's safeguarding systems, these should be raised following the nursery's whistleblowing policy.

Where a staff member feels unable to raise an issue with the nursery, or feels their genuine concerns are not being addressed, other whistleblowing channels are available, such as the NSPCC whistleblowing advice line. Contact details are on the Key External Contacts page.

MANAGING SAFEGUARDING CONCERNS AND ALLEGATIONS MADE AGAINST STAFF, VOLUNTEERS AND CONTRACTORS

Allegations that meet the harms threshold

All allegations will be investigated thoroughly and as a matter of urgency. They will be dealt with quickly, fairly and consistently. Protection will be provided for the child and the person subject to the allegation will be supported.

We will always ensure that the procedures outlined in the local authority arrangements for managing allegations and Part 4 of *'Keeping Children Safe in Education'*, DfE are adhered to and where appropriate, we will seek advice from the LADO.

Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in nursery would apply when staff (including volunteers and supply staff) have (or alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point includes behaviour that may have happened outside of nursery, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate, an assessment of transferable risk to children with whom the person works will be undertaken. If in doubt we will seek advice from the LADO.

When an allegation is made against an adult that meets the above criteria it should be reported immediately to the manager who is the 'case manager'.

This includes allegations made against agency and supply staff, volunteers and contractors. Should an allegation be made against the manager, this will be reported to the chair of directors.

In the event that neither the manager nor chair of directors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as manager/ the DSL, another director or LADO.

The case manager will conduct basic enquiries in line with local procedures and KCSIE to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and / or First Contact will be convened.

Cases of suspected abuse will be referred to First Contact.

The case manager will immediately discuss with the LADO, the nature, content and context of the allegation and agree a course of action. Where the case manager deems there to be an immediate risk to children or a criminal offence has been committed, the police will be contacted immediately. All discussions, agreed actions and communications will be recorded in writing using the staff member cause for concern form. The LADO should be informed within one day of any allegations made to the case manager and any actions taken.

If the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it and agree on what information should be put in writing to the individual concerned.

The case manager will ensure that the individual who is subject to the allegation is informed as soon as possible explaining the likely course of action guided by the LADO, and the police where necessary. The case manager will appoint a named representative to keep the person informed about the progress of the case and consider any appropriate support.

The case manager will ensure that parents of the child or children involved are formally told about the allegation as soon as possible and kept informed of the progress of the case, only in relation to their child. They will be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against members of staff in nursery whilst investigations are in progress.

The case manager will monitor the progress of the case to ensure that it is dealt with as quickly as possible in a thorough and fair process.

The case manager will carefully consider whether the circumstances warrant suspension from contact with children at the nursery, or until the allegation is resolved. It will be considered only in cases where there is cause to suspect a child or other children at the nursery is/are at risk of harm, or the case is so serious it might be grounds for dismissal. The case manager will seek views from outside agencies and the LADO, as well as the police and First Contact where they have been involved.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) should be made where an allegation is substantiated and the person is dismissed or the nursery ceases to use their services, or resigns or otherwise ceases to provide their services.

The nursery has a legal obligation to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; where it considers an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person poses a risk to a child.

If an allegation is made against a supply practitioner, agency worker or contractor, the manager will liaise closely with the agency involved. The manager will ensure that any allegations are dealt with following the nursery's procedures and in liaison with the LADO.

If an allegation is made against a director, the manager will follow local authority arrangements for managing allegations, liaising with the LADO.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. For all other allegations a written record of details of the investigation and the outcome will be retained in the individual's personnel file in line with KCSIE and a copy provided to the individual.

In cases where allegations are proven to be unsubstantiated, unfounded, false or malicious the LADO and case manager will consider whether the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to First Contact may be deemed appropriate.

Allegations proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references.

If an allegation is shown to be deliberately invented or malicious, the manager will consider whether disciplinary action should be taken against a child, or whether the police should be asked to consider action against an adult.

The nursery will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Throughout the process of handling allegations and at conclusion of a case in which the allegation is substantiated, the case manager and the LADO will review the case to determine whether there are any improvements to be made to the nursery's procedures or practices to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The case manager and the LADO will consider how future investigations of a similar nature could be carried out without suspending the individual.

Allegations against a practitioner who is no longer at the setting should be referred to the police. Non recent allegations of abuse should be reported to the LADO who will liaise with other agencies. Abuse can be reported no matter how long ago it happened.

Low-level concerns

(Please refer to our 'Low Level Concerns Policy' for full details)

All concerns about all adults working in or on behalf of the nursery (including supply practitioners, volunteers and contractors) will be dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the criteria indicated in the allegations section above.

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.

An adult working in or on behalf of the nursery may have acted in a way that does not meet the expectation in the staff code of conduct, including conduct outside of nursery and does not meet the allegations criteria or is not considered serious enough to refer to the LADO.

Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:

- Being over friendly with children;
- Having favourites;
- The use of personal mobile phones within the setting;
- Taking photographs of children on their mobile phone;
- Using inappropriate language.

Low-level concerns about a member of staff should be reported immediately to the DSL/manager. If the concern is reported to the DSL, the manager should ultimately be informed and make any final decisions on how to respond. Where the concern is about the DSL it should be reported to the chair of directors.

Low-level concerns about a supply practitioner or contractor should be reported as above.

The DSL/manager will notify the employer so that any patterns of inappropriate behaviour can be identified.

All low-level concerns will be recorded by the DSL/manager using the cause for concern form and stored securely and confidentially.

These records will be reviewed so that any patterns of inappropriate behaviour can be identified and dealt with.

SAFER WORKING PRACTICE

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

All staff will be provided with a copy of our nursery's Code of Conduct at induction which sets out the nursery's expectations of staff behaviour. We will review our Code of Conduct regularly and ask staff to ensure that they are familiar with the current version. Staff are expected to carry out their duties in accordance with the Code of Conduct.

There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

If staff, visitors, volunteers or parent helpers are working with children alone they must ensure they are visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in nursery, who they are with and for how long. Doors have a clear glass panel in them and should be left open.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

Further advice can be found in 'Guidance for safer working practices for adults who work with children and young people in education settings' (Feb 2022)

All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

SAFER RECRUITMENT

We will ensure that the manager and business manager have completed appropriate safer recruitment training. At all times the manager, business manager and board of directors will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE. A director regularly performs audits to ensure procedures are followed effectively.

The nursery will follow the recruitment and selection procedures when making decisions about the suitability of prospective employees. This will include: conducting the relevant checks, obtaining appropriate references and information from interviews.

We ensure the appropriate checks are carried out to ensure that individuals are not disqualified under the Children Disqualification Regulations 2018.

We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. This will include all staff, governors or volunteers who work in regulated activity and any other third parties.

We will continue to be vigilant in nursery and encourage staff to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

Visitors

The school has clear protocols for visitors to ensure they are suitable and supervised as appropriate.

All visitors will be expected to confirm they have an appropriate DS and will be asked to show photo ID on arrival. The nursery will keep a record of all visitors.

All visitors will be expected to confirm they have an appropriate DBS (if applicable) and will be asked to show photo ID on arrival. All visitors are issued with a

safeguarding statement to read before entering the setting. All visitors are issued with a visitors badge and asked to sign in and out using the Visitors Book.

During the visit, visitors will be supervised by a member of staff. Where the visitor will be working on a one-to-one basis with a child, specific safeguarding arrangements will be put in place.

RECRUITMENT AND SELECTION

It is essential that the manager and business manager have completed appropriate training. At all times the manager, business manager and board of directors will ensure that all recruitment practices are followed in accordance with the recruitment policy of the setting. This policy is available on the website. A copy of the recruitment policy is also available on request.

The policy will follow the recruitment and selection procedures with a view to ensuring the suitability of prospective employees. This will include conducting background checks, obtaining appropriate references and information from interviews.

We ensure the appropriate checks are carried out to ensure that individuals are not disqualified under the Children's Care Regulations 2009.

We will maintain a copy of all recruitment checks carried out in line with statutory requirements. This will include all staff, governors or volunteers who work in regulated activity and any other third parties.

We will continue to be vigilant in ensuring that all recruitment checks are carried out and that it is reported to the relevant authorities if any concerns arise.

The recruitment policy is available on the website and is subject to regular review.

All staff will be expected to confirm they have completed the relevant checks.

All staff will be expected to confirm they have completed the relevant checks.

The Governing Board

The Governing Board is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Board takes collective responsibility to safeguard and promote the welfare of our children, we also have a named director who champions safeguarding within the nursery.

Governing boards will ensure that all directors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in nursery is effective. The training will be regularly updated.

The Governing Board will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with local authority guidance and the requirements of the local safeguarding partners' policies and procedures.
- The nursery contributes to inter-agency working in line with Working Together to Safeguard Children (2023).
- The nursery is compliant with online safety legislation by regularly reviewing the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- They uphold the obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Including, not unlawfully discriminating against children because of their sex, race, disability, religion or belief, gender reassignment, or sexual orientation (protected characteristics).
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the DSL. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.
- All staff undertake appropriate child protection training that is updated regularly, at least annually.
- Procedures are in place for dealing with allegations against members of staff, volunteer and contractors, in line with statutory guidance.

- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* DfE.
- Directors remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Governing Board will receive an annual safeguarding report that will detail the training that has taken place and will inform the Governing Board how the nursery meets its statutory requirements.

The Governing Board will undertake a range of safeguarding visits over the year to monitor safeguarding compliance.

The manager is responsible for:

- Identifying a senior member of staff from the leadership team to be the designated safeguarding lead (DSL).
- Identifying members of staff to act as the DSL in her absence to ensure there is always cover for the role.
- Ensuring that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Liaise with the local authority designated officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The designated safeguarding lead (DSL)

The DSL is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our nursery. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'* DfE.

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

The DSL and / or a deputy will always be available for staff in the nursery to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on

the site in person, we will ensure that they are available via telephone and any other relevant media.

The DSL will manage referrals and will refer cases of suspected abuse to First Contact and refer cases to the Channel programme if there is a radicalisation concern.

The DSL will liaise with the three safeguarding partners and other agencies where necessary. Through regular training, knowledge and experience the DSL will be equipped to attend and contribute to child protection case conferences, strategy discussions and other interagency meetings.

The DSL will maintain detailed, accurate written records and child protection files ensuring that they are kept confidential and stored securely. When children leave nursery, the DSL will ensure child protection records are transferred separately from the main child's file, ensuring secure transit and a confirmation of receipt will be obtained. This should be as soon as possible and within 5 days for an in-year transfer or within the first 5 days at the start of a new term to allow a nursery/school to have support in place for when a child arrives.

The DSL is responsible for ensuring that all staff members and volunteers are aware of the nursery's safeguarding policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection training during induction.

TRAINING AND INDUCTION

All new members of staff or volunteers will be informed of safeguarding procedures, including the recording and reporting procedures as part of the induction process. They will receive safeguarding training within the first half term of joining the nursery. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the role of the designated safeguarding lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

All staff will receive online safety training and relevant staff have an awareness and understanding of the provisions in place for filtering and monitoring. They will know how to escalate concerns.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*' DfE.

In order to achieve this, we will ensure that:

- All members of staff will undertake appropriate safeguarding training on an annual basis, including online safety.
- We will evaluate the impact of this training.
- All members of staff receive regular safeguarding and child protection updates (via Famly, and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

All regular visitors, temporary staff and volunteers to our nursery will be given a set of our safeguarding procedures; they will be informed of who the DSL and deputies are and what the recording and reporting system is.

The DSL, deputies and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Governing Board will ensure that **all** directors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support a robust approach to safeguarding. The training will be regularly updated.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of '*Keeping Children Safe in Education*' provides links to guidance on specific safeguarding issues. In addition, throughout the academic year we will brief staff on key issues identified by the nursery.

All staff are expected to read these key documents and fully **understand** their responsibility to keep children safe:

- Part One and Annex B of '*Keeping Children Safe in Education*' DfE.
- Safeguarding and Child Protection policy.
- Behaviour Policy.
- Staff Code of Conduct.
- Whistleblowing policy.
- Role of the designated safeguarding lead (including the identity of the DSL and any deputies).

WORKING WITH PARENTS AND CARERS

The nursery is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new children join our nursery, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the nursery website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to First Contact.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the nursery has about a child will not prevent the DSL making a referral to First Contact in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the nursery requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); wherever possible nursery will hold at least two emergency contact for each child;
- Full details of any other adult authorised by the parent to collect the child from nursery (if different from the above).

The nursery will retain this information on the children's file. The nursery will only share information about children with adults who have parental responsibility for a child or where a parent has given permission and the nursery has been supplied with the adult's full details in writing.

If in any doubt about information sharing, staff should speak to the DSL (or deputy). Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

We will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children by:

- Providing key information on our website and through Family to parents/carers.
- Discussions with children about online safety.

RELEVANT POLICIES

To underpin the values and ethos of our nursery and our intent to ensure that children at our nursery are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Promoting Positive Behaviour
- Recruitment and Selection
- Whistle-blowing
- Low Level Concerns
- Attendance
- On-line safety / Acceptable use - including remote teaching and learning
- Health and Safety
- Equality Duty
- Intimate Care
- First Aid
- Procedures for Managing Allegations Against Staff
- Data Protection - GDPR

APPENDIX A: ABUSE AND NEGLECT

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. (See child on child abuse)

Physical abuse 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.

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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their nursery's policy and procedures for dealing with it.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children 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 the 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, though it may occur alone.

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training.

These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

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

- Provide adequate food and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment;

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES

CHILD CRIMINAL EXPLOITATION (CCE) AND CHILD SEXUAL EXPLOITATION (CSE)

We know that different forms of harm often overlap and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss nursery or do not take part in early education.

Children who have been exploited will need additional support to help maintain them in education.

CHILD CRIMINAL EXPLOITATION (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a

knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, can range from opportunist to complex organised abuse and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

It can involve force and / or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE can affect any child, who has been coerced into engaging in sexual activities.

This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, e.g. 'swapping' sex.
- Repeated sexually transmitted infections.
- In girls, repeated pregnancy, abortions, miscarriage.
- Having multiple mobile phones and worrying about losing contact via mobile phone.

- Having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Recruiting other young people into exploitative situations.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour and / or emotional distress).
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Getting involved in crime/police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint and/or sexual assault.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

- Persistently going missing from home or school and subsequently found in areas away from their home;
- In excessive receipt of calls and text messages;
- In relationships with older, controlling individuals;
- Associated with gangs;
- Under suspicion of self-harm, physical assault or unexplained injuries;
- With parental concerns;
- Showing a significant decline in performance;
- Demonstrating significant changes in emotional wellbeing;
- Have been the victim or perpetrator of serious violence (e.g. knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts been used to facilitate drug dealing.

SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from nursery;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing;
- Signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- Being male;
- Having been frequently absent from nursery;
- Having experienced child maltreatment;
- Having been involved in offending, such as theft or robbery.

SO-CALLED 'HONOUR'-BASED ABUSE (INCLUDING FGM AND FORCED MARRIAGE)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation;
- Forced Marriage;
- Breast Ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: Partial/total removal of clitoris	Excision: Partial/total removal of clitoris and labia minora	Infibulation: Entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out?

Belief that FGM:

- Brings status/respect to the girl - social acceptance for marriage;
- Preserves a girl's virginity;
- Is part of being a woman/rite of passage;
- Upholds the family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean/hygienic;
- Is cosmetically desirable;
- Mistakenly believed to make childbirth easier;

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghanistan, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM.

- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from nursery and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something that somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinary tract infections;
- Disclosure.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Signs and symptoms may include:

- Children may appear anxious, depressed and emotionally withdrawn with low self-esteem.
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia.
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol.
- Often children's symptoms can be exacerbated in the periods leading up to the holiday season.
- Children may present with a sudden decline in their performance, aspirations or motivation.
- They may be subject to excessive restrictions and control at home.
- Girls and young women may be accompanied to and from school.
- Some children may stop attending nursery/school.

- Professionals being told that the child is out of the country.
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.
- Conflict between the child and their parents about whether the child will be allowed to continue their education.
- Family history of older siblings leaving education early and marrying early.

PREVENTING RADICALISATION

Children are vulnerable to extremist, mixed or unclear ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a nursery's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person / people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's DSL (and deputies) should be aware of local procedures for making a Prevent referral.

The Prevent Duty

All nursery's are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Nursery leaders must:

- Familiarise themselves with the revised Prevent duty guidance: for England and Wales.
- Take part in Prevent training and ensure staff have the relevant training
- Assess local risk of extremism.
- Ensure there are robust IT protocols to filter out extremist materials.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the nursery may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Possible indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions including:

- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

PRIVATE FOSTERING

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum-seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the nursery to inform First Contact of a private fostering Arrangement. First Contact has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Further information can be found in 'Children Missing Education' statutory guidance for local authorities - September 2016.

SEXUAL VIOLENCE AND HARASSMENT BETWEEN CHILDREN

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

All staff have been made aware of the importance of:

- Challenging inappropriate behaviours.
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- Dismissing or tolerating such behaviours risks normalising them.

Sexualised behaviour

Green Behaviours...	Amber Behaviours...	Red Behaviours...
are part of safe and healthy sexual development which are: • displayed between children or young people of similar age or developmental ability • reflect curiosity, experimentation, consensual activities and positive choices • 'normal' but inappropriate within the school/classroom setting	are potentially outside of safe and healthy development due to: • age or developmental differences • activity type, frequency, duration or context	are clearly outside of safe and healthy development and: • involve much more coerciveness, secrecy, compulsiveness & threat • require action from school & other agencies

For further information of sexualised behaviour thresholds visit [Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(nspcc.org.uk\)](https://www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-framework/)

Sexual violence

It is important that nursery staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos.
 - sharing of unwanted explicit content.
 - upskirting (is a criminal offence).
 - sexualised online bullying.
 - unwanted sexual comments and messages, including, on social media.
 - sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

MODERN SLAVERY, TRAFFICKING AND CHILD ABDUCTION/COMMUNITY INCIDENTS

Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM (National Referral Mechanism) is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Human trafficking

Human trafficking is 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or

of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs'.

Child trafficking

"Child" shall mean any person under eighteen years of age. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- Poverty
- Lack of education
- Discrimination
- Cultural attitudes
- Grooming
- Dysfunctional families
- Political conflict and economic transition and
- Inadequate local laws and regulations

Potential indicators that a child may have been trafficked

Once in the UK the child:

- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;

- Has a history with missing links and unexplained moves;
- Has gone missing from local authority care;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Performs excessive housework chores and rarely leaves the residence;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Has not been enrolled in school;
- Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person;
- Is excessively afraid of being deported;

Further information:

www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a nursery can raise concerns amongst children and parents, for example, people loitering nearby, unknown adults engaging children in conversation, rumours about undesirable residents or adults in vehicles approaching children.

DOMESTIC ABUSE

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members or an institutional and community setting by those known to them or, more rarely, by others. (KCSIE)

The cross-government definition of domestic abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic Abuse can impact on children through seeing, hearing or experiencing. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Children can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support.

Signs, indicators and effects:

It is often difficult to tell if domestic abuse is happening because it takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may show signs of:

- Aggression and bullying;
- Anti-social behaviour;

- Depression, anxiety or have suicidal thoughts;
- Attention seeking;
- Bed wetting, nightmares or insomnia;
- Drug and alcohol misuse;
- Constant or regular sickness, such as colds and headaches;
- Eating disorders;
- Not doing as well in nursery - due to difficulties at home or disruption of moving to, as well as from, refuges;
- Withdrawal.

Other signs and symptoms may include:

- Sudden change of behaviour;
- Clingy;
- Soiling clothes;
- Risk taking behaviours;
- Missing nursery;
- Changes in eating habits;
- Obsessive behaviour;
- Self-harm.

Source: www.nspcc.org.uk

Some children may not display any symptoms / behaviours that may be a cause for concern. 'What is life like at home?' - is a good question to use regularly with all children.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. (KCSIE)

Types of homelessness could include:

- Living in temporary or emergency accommodation (such as B & Bs and hostels)
- Hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions).
- Couch / sofa surfing, moving from one place to another.

Impact of homelessness:

- Practical issues include loss of possessions;

- May be unkempt due to lack of laundry services;
- Physically exhausted due to sleeping arrangements;
- Emotionally exhausted due to increased stress;
- Signs of severe emotional trauma leading to emotional stress, anxiety;
- Changes in behaviour and/or problematic behaviour;
- Child may become withdrawn or aggressive;
- If placed out of area they may arrive late or miss nursery due to transport / financial difficulties;
- The child's ability to maintain relationships may be affected;
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness;
- Impact on attainment levels and ability to learn.

In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. (KCSIE)

CAUSE FOR CONCERN FORM

**Green Lane
Nursery and
Childcare Centre**

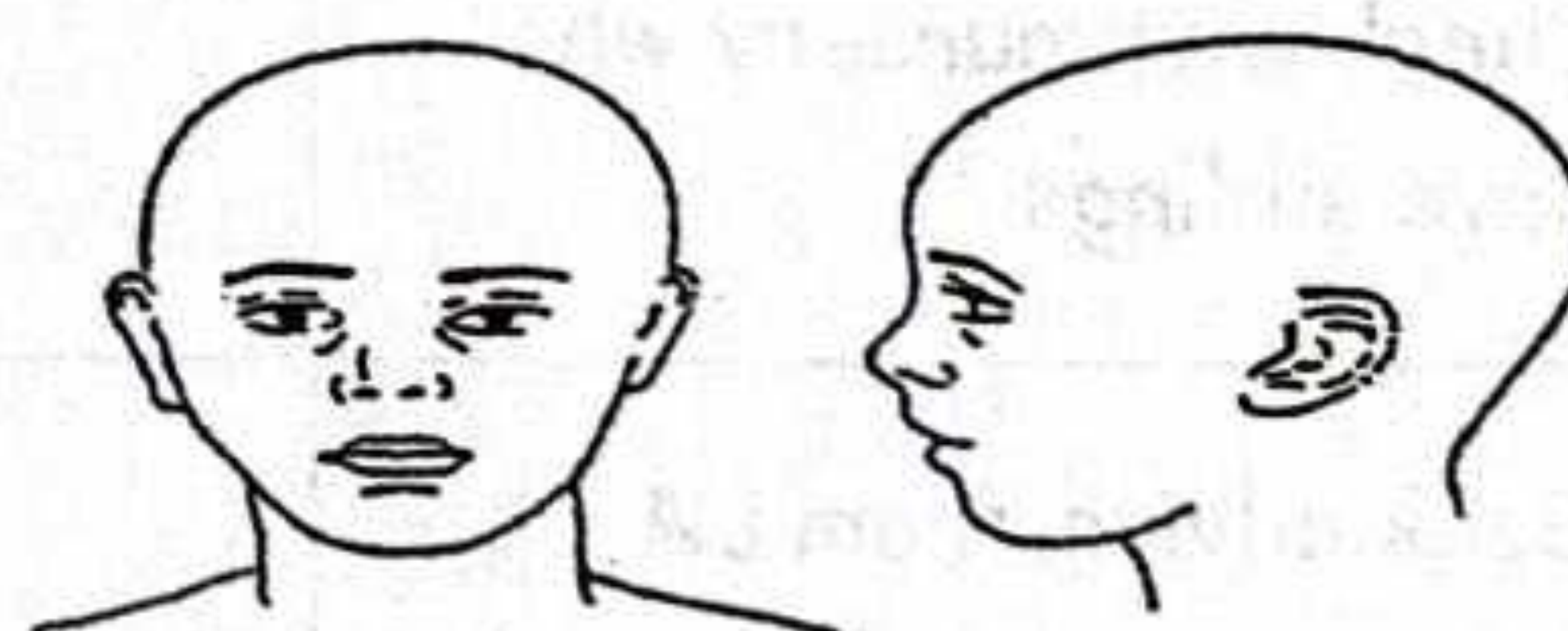
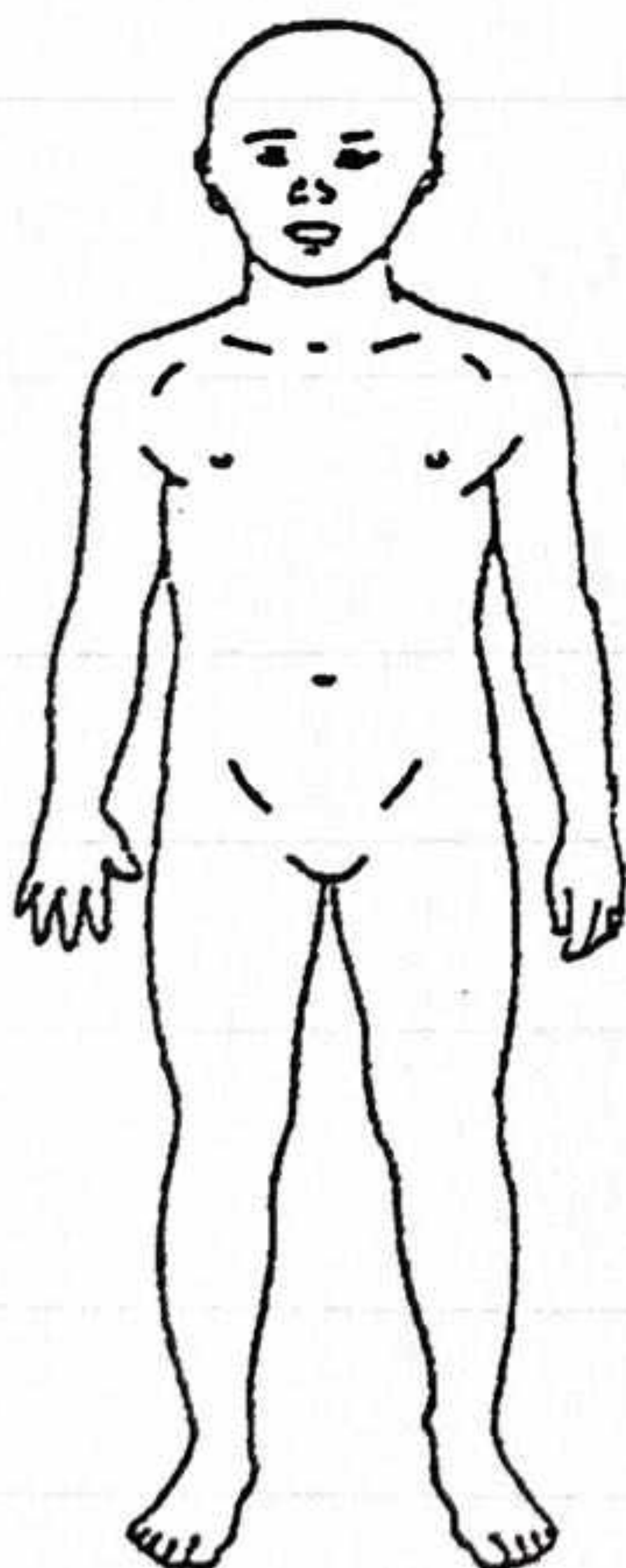
Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
Detailed Account: (Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead / deputy)		

Member of Staff completing form	Role / Title

Please provide a copy to the designated safeguarding lead

BODY MAP

Child's Full Name	DOB	Date



Description of injury / additional notes:		
Professional's Name	Professional's Designation	Contact Number

DESIGNATED SAFEGUARDING LEAD CHECK LIST

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in nursery		
Discuss with relevant professionals		
Check with nursery who have siblings		
Seek advice from LA		
Monitor and review		
Consider an early help assessment		
Consult with First Contact		
Contact police		

101: Non-emergency		
999: Immediate Danger		
Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. We will adopt a whole nursery approach to online safety which will empower, protect, and educate our children (where appropriate) and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- We will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- The nursery identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - **Content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
 - **Contact:** being subjected to harmful online interaction with other users. For example, child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and / or pornography), sharing other explicit images and online bullying.
 - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- We recognise that technology, and the risks and harms related to it, evolve and change rapidly. The nursery will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.
- The manager will be informed of online safety concerns. The named director for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing board.

Policies and Procedures

- The DSL has overall responsibility for online safety within the nursery but will liaise with other members of staff as necessary.
- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our, social media and behaviour policies.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- We use a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform Famly, and email systems.
 - All nursery owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- We recognise the specific risks that can be posed by mobile and smart technology, including mobile / smart phones, cameras and wearable technology. In accordance with KCSIE 2023
- the nursery has appropriate mobile and smart technology, image use, online and acceptable use policies in place, which are shared and understood by all members of the community.

Appropriate Filtering and Monitoring

The leadership and relevant staff are:

- Aware of all internet monitoring and filtering systems;
- Manage them effectively;
- Know how to escalate concerns when they are identified.
- We will do all we reasonably can to limit children's exposure to online risks through nursery provided IT systems. We will ensure that appropriate filtering and monitoring systems are in place and are informed in part, by the risk assessment required by the Prevent Duty.

To support educational settings to meet this duty, the Department for Education has published [filtering and monitoring](#) standards.

- If children or staff discover unsuitable sites or material, they are required to: Turn off monitor / screen immediately, report the concern immediately to a member of staff, report the URL of the site to technical staff / services.

- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- When implementing appropriate filtering and monitoring, we will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- We acknowledge that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.
 - Children will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Children's internet use will be supervised by staff according to their age and ability.
 - Children will be directed to use age appropriate online resources and tools by staff.

Information Security and Access Management

- Nursery is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in:
- Acceptable Use Policy and our Online Safety Policy.
- We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff Training

- We will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. Amongst other things, this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Educating Children

- We will ensure a comprehensive whole nursery curriculum response is in place to enable all children to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. This will include teaching children how to critically evaluate risks and relationships online, as well as the risks posed with rapidly developing technology such as AI and deepfakes.

Working with Parents/Carers

- We will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children by:
 - providing information on our nursery platform Family and on our website.
 - Share which filtering and monitoring systems are in place with parents/carers and children.