THE MENPHYS NURSERY SCHOOLS

POLICY COVER SHEET

Policy	**Child Protection Policy**
Version	V1
Date approved	September 2026
Review frequency	Annually
Reviewed by	FGB
Signed – **Chair of Governors**	
Signed – Laura Jeffs **Headteacher**	

Document History:

Version	**Date of Review**	**Reviewed by:**	**Revisions made:**
V1	Sept 2026	LJ	New policy – based on LA model Changes highlighted

Policy statement and principles

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead (Laura Jeffs) on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing body for approval and sign off at the first autumn term meeting.

This policy is fundamental to our role in keeping children safe and is supported by a range of other policies and guidance documents that direct and inform how we all keep children safe. Everyone associated with the school whether employees, agency staff or volunteers is expected to read, understand and adhere to this and associated documents.

This policy is closely associated with other key documents which also inform our safeguarding processes and practice; these include Staff Behaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, attendance, online safe and risk assessments. Staff must have an understanding of these policies and documents and adhere to them at all time. New policies and guidance may be issued across the year and again staff are expected to understand and adhere to these.

Where possible easy-read versions of the documents are made available to provide clarity of key points. Individuals must ask for guidance if they do not understand any aspect.

It is essential that all individuals continually refresh their learning; half termly updates are shared to facilitate this.

Our staff code of conduct informs of expectations both in and out of school; this shared annually and revisited at required.

It is expected that all employees, visitors and Governors will live our policies and principles and prioritise children's safety and wellbeing.

Role	Name	Contact Details
Headteacher / Principal	Laura Jeffs	01162 889977 01455 890684 ljeffs@menphysnurseryschool.leics.sch.uk
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Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact / LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help / whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- help@nspcc.org.uk

Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the www.gov.uk/guidance/-governance-inacademy-trusts We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Governors and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School/Academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from

issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- Working Together to Improve School Attendance, working together to improve school attendance 2024.

1. Purpose and Aims

1.1 Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2026 and HM Working Together to Safeguard Children 2026 are incorporated into this policy.

1.3 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.

2.2 The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

3. Maintaining a child centred and coordinated approach to safeguarding:

3.1 Everyone who works at our school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child.

3.2 We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

3.3 **Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are <u>everyone's responsibility</u>. Everyone who comes into contact with children and families has a role to play.

4. Safeguarding and promoting the welfare of children

4.1 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.
    - Taking action to enable all children to have the best outcomes.
- **NB Definition:** Children includes everyone under the age of 18.

5. Whole school approach to safeguarding:

5.1 We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.

5.2 As a nursery school we have a responsibility to provide a safe environment in which children can learn.

5.3 We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

5.4 **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.

5.5 All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.

5.6 Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, family help service, and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

6. Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the nursery school under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully

consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal
with particular disadvantages affecting pupils or students

- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Alternative Provision placements
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026
- Ensuring there is an appropriate safeguarding curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on nursery school devices and nursery school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse including where they see, hear or experience its effects.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.

- Child-on-Child Abuse (broadened by KCSiE 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2026 Part Five).
- The impact of new technologies, including 'sexting' and accessing pornography.
- The impact of generative artificial intelligence
- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

- Is pregnant or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is misusing alcohol and other drugs themselves
- is a privately fostered child
- is frequently missing/goes missing from education, home or care

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and modern slavery, know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, exploited or a victim of modern slavery they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

7.4 **All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

7.5 As a nursery school we are aware that 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 all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

7.6 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the nursery school and/or can occur between children outside of our school environment.

7.7 All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familiar harm which can take on a variety of different forms and children can be Vulnerable multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, financial exploitation and radicalisation.

7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers 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.

7.9 All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

8. Online Safety

8.1 Our nursery school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026 Paragraph 151).

8.2 Our DSL and the DDSL has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

8.3 Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school. Ensuring that they are effective at least annually, ensuring this review is formally recorded. The appropriateness of

any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2026 paragraph 171.

8.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the nursery school safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the nursery school meets the standard published by the Department for Education filtering and monitoring standards.

8.5 Our approach to filtering and monitoring requirements KCSiE 2026 (paragraphs 171-175) is described in Appendix 9

8.6 Our Governing body will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our nursery school in meeting and maintaining these standards and communicating these to staff, our pupils, parents, carers and visitors to the school who provide teaching to children *as part of the learning and educational opportunities we provide.*

8.7 Our Senior DSL and the DDSL will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

8.8 We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

8.9 All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2026.

8.10 As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases, instead referring to the 'child who has been harmed' and the 'child who has caused harm' the abusive behaviour will have been harmful to the perpetrator as well.

8.11 We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully and where required different types of assessment and services are put in place where required.

9. Identifying Concerns

9.1 All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation know, will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them.

Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

9.2 Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

9.3 The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect
5. Exploitation

10. Indicators of abuse, neglect and exploitation:

10.1 **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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

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

10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

10.4 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse 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 (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

10.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10.6 **Child Criminal Exploitation:** occurs where an individual or an organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

10.7 **Child Sexual Exploitation (CSE):** is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that may need or want like gifts, drugs, money, status and affection.

11. Safeguarding issues:

11.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

11.2 Our nursery school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our nursery school will play their part, including working with

professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

11.3 Children are at the centre of our safeguarding arrangements and we use every opportunity to enable children to develop the skills that can help to keep them safe now and in the future.

11.4 Our nursery school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

11.5 Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

11.6 We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the nursery school's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

12. Alternative providers and other agencies

12.1 Our nursery school works with other agencies including statutory safeguarding partners to support vulnerable children and the contact you have with social care and social workers e.g. hosting meetings to support easier local access.

12.2 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

12.3 Children who attend alternative education often have complex needs, it is important governing bodies and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

12.4 Whilst the Local Authority may hold a register of approved alternative provision (AP) providers the school is however, if we were to use AP we are ultimately responsible for the provision commissioned and must also obtain written confirmation from the AP provider that

appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that we would otherwise perform in respect of our own staff.

12.5 The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

12.6 Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

13. CPD, culture and ethos

13.1 All staff, supply staff and volunteers receive appropriate safeguarding information during inductions and refreshers on a regular basis.

13.2 Secure and robust processes for safe recruitment of all staff are embedded; any updates from KCSIE are adopted immediately. We work with the HR team at LCC to review our systems and have audits both from LCC and Governors.

13.3 We are reflective and open to learning – processes and incidents reviewed reflectively and swift response and actions made when needed.

14. Responsibilities of the DSL/DSL Team

14.1 The DSL and DDSLs (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college. This should include children under kinship care.

14.2 The DSL and DDSLs can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

14.3 The DSL and DDSLs data for children who have looked after status and for children who have been involved in the care system.

14.4 The DSL and DDSLs maintain good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy in line with KCSIE 2026, paragraph 121:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have access to appropriate policies and procedures to deal with child-on child abuse and sexual violence and sexual harassment, including those that have happened outside of the school premises and/or online if they are needed and filtering and monitoring arrangements for online safety and harms are in place (these are included as an appendix to this document).

16. Providing a safe environment

16.1 We recognise that because of the day-to-day contact our nursery school staff have with children they and we are well placed to observe the outward signs of abuse.

16.2 The school will therefore:

16.2.1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.

16.2.2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.

16.2.3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

16.2.4 Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:

16.2.5 Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.

16.2.6 Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

16.2.7 Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.

16.2.8 Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.

16.2.9 All staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

16.2.10 Knowing that as a nursery school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

16.2.11 We have an anti-bullying policy which is included as an appendix to this document.

16.2.12 We maintain an on-line safety policy which address statutory filtering and monitoring standards, which consider remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats. Policies should refer to the DfE guidance for Generative Artificial Intelligence.

16.2.13 The response required by school's and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Nursery schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole nursery school's ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

16.2.14 Importance of our *school/colleges* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the nursery school environment if needed. .

16.3 We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the nursery school environment. 16.7 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

16.4 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.

16.5 Promote pupil health and safety.

16.6 Promote safe practice and challenge unsafe practice.

16.7 Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including trainee teachers, volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.

16.8 Provide first aid and meet the health needs of children with medical conditions.

16.9 Be aware that a child with medical conditions maybe at greater risk of being neglected, abused or exploited because of their medical condition.

16.10 Ensure school site security.

16.11 Address drugs and substance misuse issues.

16.12 Support and plan for young people in custody and their resettlement back into the community.

16.13 Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

16.14 Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

17. Additional measures

17.1 We have an identified safeguarding vocabulary which staff introduce to children during their time in nursery.

17.2 We have a password system and secure entry / exits to ensure children only leave the school when safely handed to their parent / carer.

18. Procedures for identifying and reporting cases

18.1 We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2026 to:

18.1.1 Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the nursery school leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.

18.1.2 The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2026 Annex B.

18.1.3 The Leadership team will ensure that there is appropriate cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will include confidential shared mailbox DSL@ to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

18.1.4 Ensure we have a nominated governor responsible for child protection/safeguarding.

18.1.5 Ensure that we have a Designated Teacher for Looked After Children (LAC).

18.1.6 Ensure every member of staff (including temporary, supply staff, trainee teachers and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.

18.1.7 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

18.1.8 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.

18.1.9 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.18.1.10 Ensure that there is a complaints system in place for children and families.

18.1.11 Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.

18.1.12 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.

18.1.13Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

18.1.14 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

18.1.15 Ensure all records are kept securely; we use CPOMS and upload any electronic or paper documents when needed.

18.1.16 Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.

18.1.17 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

18.1.20 Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

19. Supporting children and working in partnership

19.1 We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who

are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

19.2 All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

19.3 Our nursery school will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum so that key skills – communication, social awareness and independence are prioritised.

19.3.2 Maintaining a nursery school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.

The school behaviour policy and anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting our vulnerable pupils.

19.3.3 We will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our nursery school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

19.3.4 Our Behaviour for Learning Policy ensures that all staff understand our ethos and trauma informed approach to supporting children.

19.3.5 Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Thresholds for access to services, updated in September 2021); Leicestershire Inclusion Service and Education Psychology Service, and the Children and Family Wellbeing Service, etc.

19.3.6 Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.

19.3.7 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported our staff team and our inclusive approach to teaching and learning.

19.3.8 Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

20. Staff and Safer Recruitment

20.1 The leadership team and governing body of the nursery school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2026 Part Three.

20.2 School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access safer recruitment training.

20.3 Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.

20.4 The nursery school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349.

20.5 All volunteers working in regulated activity with have an enhanced DSB.

20.6 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2026 in line with KCSiE Part Four Section two. This document is shared with all staff annually and with new staff during their induction.

20.7 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by senior staff before beginning working and contact with pupils. All volunteers must now have a enhance DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.

20.8 In the event of any complaint or allegation against a member of staff, volunteer, contractor or trainee teacher, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

20.9 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be signposted or provided by the school.

20.10 Staff make use of LA briefings, updates and other sources to stay up to date with changes.

20.11 Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.

Please Note: KCSiE 2026 Part Three: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

20.12 Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

20.13 When placing a student in a work experience placement the school will ensure the person providing the teaching/training/instruction or supervision of the student frequently or in more than three days in a 30-day period, or overnight this is a regulated activity and therefore need the necessary checks.

20.14 If a student aged 16 plus on a work experience placement which takes place in a place such as a school or nursery which provides opportunity to for the student to be in contact with children which is regulated activity the school will consider if a DBS enhanced check is required.

21. Links to other Local Authority policies

21.1 This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children, including

those adopted from Leicestershire County Council and the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP).

21.2 The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school

Allergy / Anaphylaxis
Behaviour for Learning Policy inc. Anti-Bullying Guidance
Behaviour Principles Written Statement
Capability Policy
Code of Conduct inc. Close Personal Relationships in the Workplace
Data Protection Policy
Data Protection Privacy Notice for Staff and Families
Disciplinary Policy
Early Years Foundation Stage (EYFS) Policy inc. Cultural Capital and RSE, British Values, Local Trips and Outings
Health, Safety and Wellbeing (including First Aid)
Premises Management Documents - Asbestos, Fire Safety Risk Assessment, Health and Safety Checks
Reasonable Fore and Restrictive Physical Intervention
School Attendance Policy (children)
School Complaints Policy
SEND Policy inc. Total Communication, Intimate Care,
Support for children with medical conditions inc. Medication Guidance
Attendance Register
ICT – acceptable use and social media (e-safety)
Probation Policy
Recruitment and Selection Policy
Trans Equality Policy & Guidance
Whistle Blowing Policy

We also refer to the following when required:
Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *https://llrscb.proceduresonline.com/index.htm*

22. Raising Awareness - Roles and Responsibilities

22.1 All staff and volunteers: Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families have a role to play in safeguarding children. All staff in our nursery school consider, always, what is in the best interests of children.

22.2 All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

22.3 Our staff are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating.

22.4 All staff contribute to providing a safe environment in which children can learn by getting to know all children and understanding any risks e.g. allergies and pika, following risk assessments, adhering to policies and guidance, attending medical training e.g. anaphylaxis and inhalers.

22.5 Staff maintain regular contact with carers and parents so that they support and signpost when needed.

22.6 We understand the importance of children and social workers meeting during the school day where required and ensure child protection, child in need and LAC plans and minutes are kept safe, and the child's needs are met.

23. Safeguarding Training

23.1 All our staff are aware of systems within our school and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026.

23.2 We utilise an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

23.3 All our staff receive safeguarding and child protection training which is updated at least every two years (EYFS) and every three years via LCC's Safeguarding Team. In addition, to this training all staff members receive child protection and safeguarding updates at least termly.

23.4 Training is provided by LCC's Safeguarding Team and DSLs. 'Safeguarding Refreshers' are shared at least termly, typically half termly, to ensure all staff are updated about contemporary local and national. These update also identify and changes to practice that are required in response to latest information and learning.

23.5 All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

23.6 All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24. Staff responsibilities

24.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

24.1.1 Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

24.1.2 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

24.1.3 Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

24.1.4 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the nursery school online safety, ad specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing body.

24.1.5 Attend training to be aware of and alert to the signs of abuse.

24.1.6 Maintain an attitude of "it could happen here" with regards to safeguarding.

24.1.7 Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

24.1.8 Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

24.1.9 Follow the allegations procedures if the disclosure is an allegation against a member of staff, volunteer, trainee teacher or an individual not directly employed by the school; for example, supply teachers or sports coaches.

24.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2026.

24.1.11 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.

24.1.12 Treat information with confidentiality but never promising to "keep a secret."

24.1.13 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

24.1.14 Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.

24.1.15 Liaise with other agencies that support pupils and provide early help.

24.1.16 Ensure they know who the DSL and Deputy DSLs are and know how to contact them.

24.1.17 Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

24.2 Be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

25. Senior Leadership/Management Team responsibilities:

25.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2026.

25.2 Provide a co-ordinated offer of early help when additional needs of children are identified.

25.3 Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.

25.4 Ensure staff are alert to the various factors that can increase the need for early help.

25.5 Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.

25.6 Carry out tasks delegated by the governing body as training of staff and volunteers, safer recruitment and maintaining of a single central register.

25.7 Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.

25.8 Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

25.9 Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2026 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

25.10 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

26. Teachers (including ECTs) and Headteachers – Professional Duty

26.1 The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

26.2 The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

27. Designated Safeguarding Lead

27.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

27.2 We also have at least two Deputy Safeguarding Leads (across sites), who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals,

attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.3 All DDSLs have completed the required training and are overseen by the Snr Designated Safeguarding Lead, to ensure we fulfil child protection responsibilities to meet the needs of the children on roll.

27.4 We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

28. The Senior Designated Safeguarding Lead is expected to:

28.1 **Manage Referrals:**

28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies.

28.1.2 Support staff who make referrals to children's social care and other referral pathways.

28.1.3 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service.

28.2 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

28.3 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

28.4 DSL and DDSL team to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns. Notes and action from these meetings are recorded within CPOMS so progess can be reviewed.

28.5 **Work with others:**

28.5.1 Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.

28.5.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2026) and the LADO where there are child protection concerns/allegations that relate to a member of staff.

28.5.3 Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

28.5.4 Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.

28.5.5 Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

28.5.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

28.5.7 The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.

28.6 Staff are provided with half termly refreshers to support their ongoing development.

28.7 **Undertake training:**

28.7.1 Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.

28.7.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

28.7.3 The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

28.8 All staff received training on EYFS safeguarding requirements at the start of the academic year or during induction for new starters.

28.9 **The training undertaken should enable the Designated Safeguarding Lead to:**

28.9.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.

28.9.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

28.9.3 Ensure that each member of staff has access to the child protection policy and procedures.

28.9.4 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

28.9.5 Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

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

28.9.7 Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes.

28.9.8 Understand the reporting requirements for FGM

28.9.9 Understand and support children to keep safe when online and when they are learning at home

28.9.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

28.10 **Raise awareness**:

28.10.1 Ensure that the child protection policies are known, understood, and used appropriately.

28.10.2 Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.

28.10.3 Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.

28.10.4 Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect

28.10.5 Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

29. Child Protection file - The Senior Designated Safeguarding Lead is responsible:

29.1 For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

29.2 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.

29.3 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.

29.4 We will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2026.

29.5 The DSL and DDSLs ensure all concerns and incidents are reported, recorded, responded to using CPOMS as our electronic management system. Files are transferred via CPOMS or via secure electronic transfer when children move onto school.

29.6 Availability - During term time the Senior Designated Safeguarding Lead *(or a Deputy)* will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover.

30. Headteacher

30.1 **The Headteacher of the school will ensure that:**

30.1.1 The policies and procedures adopted by the governing body, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.

30.1.2 The nursery school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

30.1.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

30.1.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

30.1.5 The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the nursery school's Child Protection Policy, the Code of Conduct Policy and other relevant documents.

30.1.6 The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2026.

30.1.7 Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers other staff, volunteers, and contractors in KCSiE 2026. If the allegation is against the Headteacher/Principal, then the Chair of the Governing body will manage the allegation – see below.

31. Governing Body

31.1 We recognise our Governing body has a strategic leadership responsibility for our safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2026, ensuring policies, procedures and training in our nursery school are effective and always comply with the law.

31.2 The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

31.2.1 Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.

31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2026) as well as with local LRSCP guidance and monitors the school's compliance with them.

31.2.3 Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.

31.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2026 page 38, 138 to 150 and annex B pages 183.

31.2.5 Ensuring cooperation with the local authority and other safeguarding partners.

31.2.6 Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.

31.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2026 Part One as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

31.2.8 Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'

31.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.

31.2.10 The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.

31.2.11 The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2026 and LRSCP guidance.

31.2.12 Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.

31.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

31.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2026 Part Four.

31.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the nursery school Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

31.2.16 Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.

31.2.17 Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.

31.2.18 Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the nursery school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.

31.2.19 Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.

31.2.20 Be alert to the growing concerns involving knife crime and ensure the nursery school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.

31.2.21 Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.

31.2.22 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.

31.2.23 When the nursery school premises are used for non-nursery school activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in pace, and inspect them as needed, including liaising with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

31.2.24 Any safeguarding concerns involving outside organisations will be addressed through our nursery school safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.

31.2.25 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.

31.2.26 Ensure at least one person on an interview panel has completed safer recruitment training.

31.2.27 Inform any new prospective employees' candidate that our nursery school will carry out online checks (KCSiE 2026 Part Three Safer Recruitment).

31.2.28 Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

31.2.29 Be open to accepting that child abuse and incidents can happen within the nursery school and be available to act decisively upon them.

32. Looked After Children – The Role of Designated Teacherand the Designated Safeguarding Lead

32.1 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

32.2 The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

32.3 We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our nursery school. We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

32.4 The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school.

33. Children with Special Educational Needs

33.1 We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

33.2 All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

33.3 Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE:

- SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions.

33.4 Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children which include:

33.4.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

33.4.2 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, without outwardly showing any signs,

33.4.3 communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,

33.4.4 the need for intimate care or that these children are isolated from others,

33.4.5 that these children are more likely to be dependent on adults for care, and

33.4.6 these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

33.5 addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

33.5.1 recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

34. Acting where concerns are identified.

34.1 Our staff recognise the difference between concerns about a child and a child in immediate danger.

34.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

34.3 If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

34.4 If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:

34.4.1 The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.

34.4.2 No promises will be made to the child, e.g., to keep secrets.

34.4.3 Staff will stay calm and be available to listen.

34.4.4 Staff will actively listen with the utmost care to what the child is saying.

34.4.5 Where questions are asked, this should be done without pressurising and only using open questions.

34.4.6 Leading questions should be avoided as much as possible.

34.4.7 Questioning should not be extensive or repetitive.

34.4.8 Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.

34.4.9 A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.

34.4.10 It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

34.4.11 Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.

34.4.12 The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.

34.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.

34.4.14 The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

Staff <u>should never</u> attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved, especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

35. Confidentiality

35.1 We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

35.2 Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

35.3 The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

35.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2023 updated July 2026).

35.5 We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: https://lrsb.org.uk/

36. Information Sharing

36.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, 2026).

36.2 We will adopt the information sharing principles detailed in statutory safeguarding guidance.

36.2.1 DfE KCSiE 2026 has several sections which provide clarity on information sharing processes and GDPR including within Annex B which makes clear the powers to hold and use information when promoting children's welfare.

36.2.2 Working Together to Safeguard Children 2026 paragraphs 19 to 37 and on pages 17 -20.

36.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.

36.2.4 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) Policy and Practice Guidance.

37. Records and Monitoring *[KCSiE 2026 paragraphs 72 to 73, Part Four, Part Five, Annex B]*

37.1 DSL and DDSL monitor records to ensure that they reflect the child's journey through the safeguarding system and engagement with statutory agencies, including Social Care, Early Help, Police, CAMHS, Health and other services.

37.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

37.3 At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

37.4 Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.

37.5 A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

37.6 Our nursery school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

38. Why recording is important

38.1 Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

38.2 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

39. The Child Protection (CP), Child in Need (CiN) or Confidential file

(KCSiE 2026 Annex B pages 183.)

39.1 A 'child protection' or 'confidential' file (within CPOMS) should be commenced in the event of:

- A referral to First Response/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

39.2 All 'child protection' or 'confidential' files should contain or orgainse the following:

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

39.3 The nursery school will keep electronic records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

39.4 Records will be kept up to date and reviewed regularly by the Designated Safeguarding Leads, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

39.5 The 'confidential' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

40. Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

40.1 Our nursery school will adopt the file transfer guidance contained in KCSiE 2026 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

40.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2026 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

40.3 Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by

the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

40.4 When a student moves to or from the school, if f there are issues or concerns, a conversation between DSLs from both settings is recommended as good practice.

40.5 In accordance with KCSiE 2026 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

40.6 When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child. [KCSiE 2026 Annex B]

41. Recording Practice

41.1 Timely and accurate recording will take place when there are any issues regarding a child.

41.2 A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

41.3 The chronology will be brief and log activity; the full recording will be on the record of concern.

41.4 Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

41.5 Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

41.6 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

41.7 Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

41.8 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

42. Educating Young People – Opportunities to teach safeguarding

(*KCSiE 2026 paragraphs 156 to 166)*

42.1 As a *school/academy/college* we will teach children in an age-appropriate way about the four Cs of online safety, content, contact, conduct and commerce as outlined in KCSiE 2026 to include youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, fake news, disinformation and conspiracy theories, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

42.2 The education we provide for online safety will take into account the need for children to learn using online technologies to include generative artificial intelligence in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

42.3 We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

42.4 Our nursery school is a mobile free environment by default: this includes between lessons, breaktimes and lunchtime. Anything other than this is by exception only by applying to the Headteacher/DSL.

42.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

42.6 Describe here: your school/academy or colleges policy on RSHE and how you intend to introduce and include it in the curriculum over the next year.

42.7 Parents are made aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support via our website.

43. Helplines and reporting

43.1 Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/

43.2 Where staff members feel unable to raise an issue with their employer or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing

channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

44. Child on child sexual harassment and sexual violence

44.1 The school has a zero-tolerance approach to sexual harassment and sexual violence. Abuse will never be tolerated or seen as banter, just having a laugh or part of growing up.

44.2 All staff must have 'it could happen here approach'.

44.3 Forms of child-on-child abuse can be:

- bullying (including cyberbullying, prejudice-based and discriminatory
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- upskirting (which is a criminal offence44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals.

44.4 Disclosures or concerns about HSB must be reported immediately to the DSL following the reporting procedures. The Hackett continuum will be used to measure the behaviour.

44.5 *Records will be recorded on add school's safeguarding system.*

44.6 All children involved in an incident will be seen as victims.

44.7 The school will, if necessary, seek advice from a safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse.

44.8 In some cases, such as one of incidents or HSB or sexual harassment, it may be appropriate for the school or college to manage the situation internally.

44.9 In some cases, the school will have a statutory duty to refer the incident to the police and/or social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following

advice may help schools and colleges decide when to engage the Police and what to expect of them when they do.

44.10 The school will seek to protect children's anonymity.

44.11 Risk and needs assessments will be put in place.

45. Children who are questioning their gender

45.1 The school recognises that some children and young people may question their gender. We are committed to providing a safe, supportive, respectful and inclusive environment for all pupils, while ensuring that safeguarding and the welfare of the child remain paramount.

45.2 In accordance with Keeping Children Safe in Education 2026, the school will adopt a safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, wishes and feelings, wider vulnerabilities, educational needs, mental health, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.

45.3 The school will not initiate social transition. Where a child or parent/carer requests changes relating to social transition, including changes to name, pronouns, appearance or how a child is treated within the school community, these matters will be considered through the school's safeguarding procedures and under the leadership of the Designated Safeguarding Lead (DSL). Any decisions will be carefully assessed, recorded and reviewed.

45.4 Parents and carers will be involved in the vast majority of cases. The school will only consider delaying or limiting parental involvement where there is reasonable cause to believe that doing so is necessary to protect the child from a risk of significant harm. In such circumstances, the DSL will seek appropriate safeguarding advice and take action in accordance with child protection procedures.

45.5 The school acknowledges that children who are questioning their gender may have additional vulnerabilities or complex needs and may benefit from appropriate health, social care or other professional involvement. The school will work collaboratively with families and relevant agencies where appropriate to promote the child's welfare.

45.6 The school will comply with all relevant legal duties, including safeguarding, equality, data protection and human rights legislation. Arrangements relating to toilets, changing facilities, residential accommodation, sport and the recording of pupil information will be managed in line with current statutory guidance and the school's legal obligations.

45.7 All concerns, discussions, decisions and the reasons for those decisions will be recorded in accordance with the school's safeguarding and record-keeping procedures.

45.8 KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate, if "there are no safety concerns", settings should consider "whether supporting social transition is overall in the best interests of the child, as

well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE."

45.9 KCSiE 2026 **Paragraphs 105-116** explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces "designated for the opposite biological sex." In instances where a child does not want to use these spaces, "schools and colleges should consider whether they can provide an alternative." Schools and colleges must keep a record of any such situations and "ensure they are communicated appropriately" and regularly reviewed.

45.10 Paragraphs 197-202 include new guidance that schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. This must be considered when responding to a request for social transition, where the rule still applies. If a child doesn't want to share with a child of the same biological sex, alternative arrangements may be sought, but they "should not compromise the safety, comfort, privacy or dignity of any child." Include your setting specific statement for sport here.

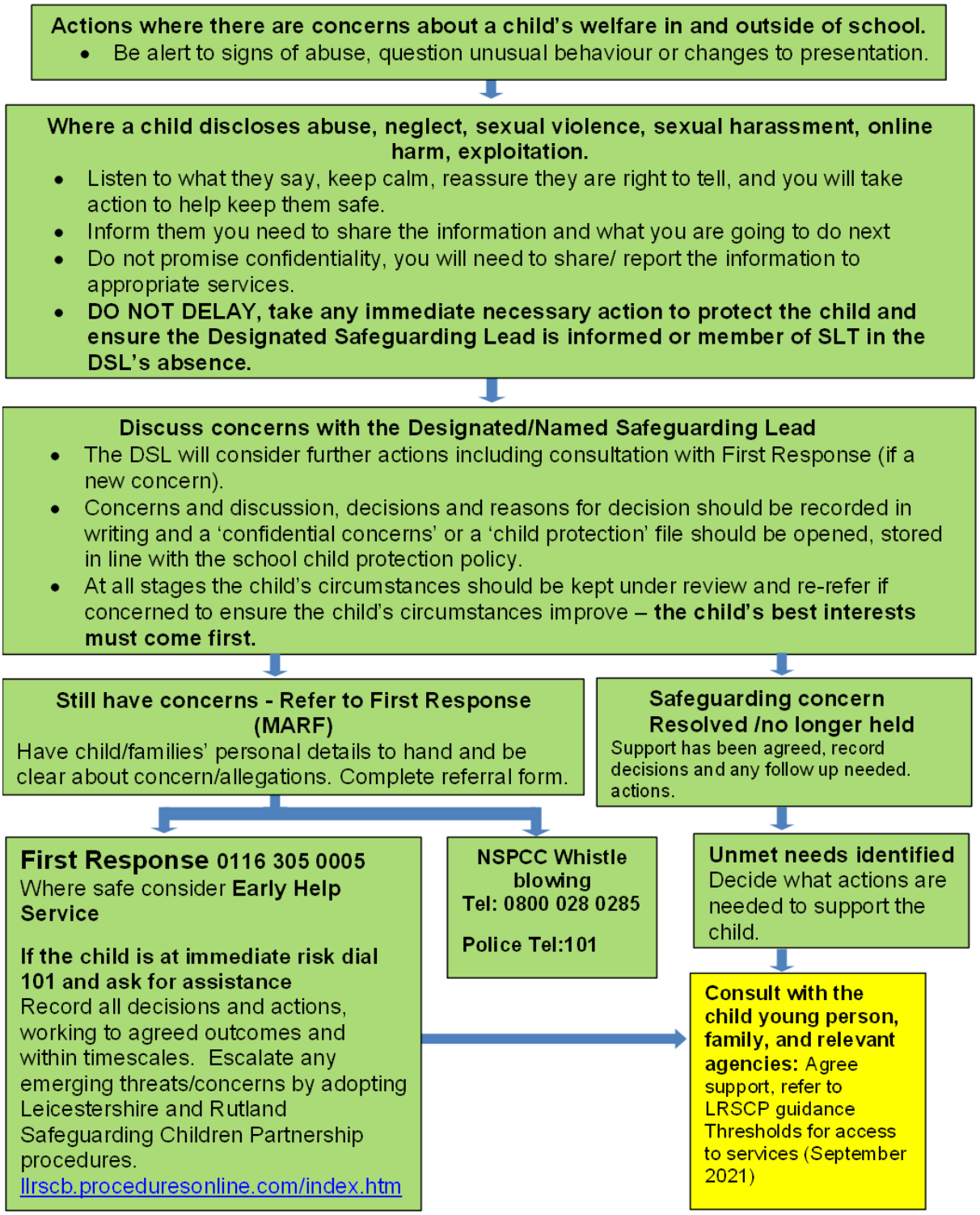
The following appendices are a part of this policy

Appendix 1	LCC LA Flow Chart 2025-2026 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.
Appendix 2	Low Level Concern Policy
Appendix 3	Reasonable Force and Restrictive Physical Intervention
Appendix 4	How we teach 'safeguarding'
Appendix 5	Safeguarding vocabulary
Appendix 6	Whistleblowing Policy
Appendix 7	Anti-bullying
Appendix 8	RSHE
Appendix 9	Online Safety Policy including Filtering and Monitoring
Appendix 10	CPOMS tags
Appendix 11	Body Map guidance
Appendix 12	Prevent risk assessment
Appendix 13	Existing Injuries Form – Tool to support reflection
Appendix 14	Use of mobile phones, cameras and other devices
Appendix 15	Supporting Families

Appendix 1

Child Protection and Safeguarding Flow Chart

'What to do if you are worried a child is being abused, at risk of harm or neglect'



Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005

LA Safeguarding and Compliance Lead *Charlotte.Davis@leics.gov.uk* 0116 305 6314

Appendix 2 Low-Level Concerns Policy



Staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, agency worker, contractor or other person working in school.



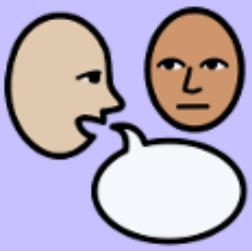
A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt. is inconsistent with our Code of Conduct, including conduct outside of work, and does not meet the threshold for LADO involvement.



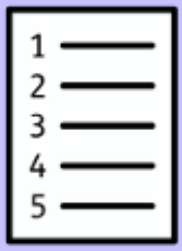
Where a low-level concern has been identified this must be reported as soon as possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened.



Examples of such behaviour could include:
-Taking photographs of children on their mobile phone
-Giving long cuddles when they are not needed
-Being over friendly with children / families
-Using inappropriate intimidating, bullying or offensive language in the workplace



If you find yourself in a situation which could be misinterpreted, or might appear compromising to others; or have behaved in a manner which breaches our Code of Conduct, you should self-report. This will enable a potentially difficult situation to be addressed quickly.



Where a low-level concern has been raised this will be taken seriously and dealt with promptly.
Further detail can be found in Appendix 2 of the Child Protection Policy. Other processes are in place to respond to other concerns.

1. Purpose

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the Staff Code of Conduct

The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

2.Who does the policy apply to?

This policy applies to all staff and other individuals who work or volunteer in school.

3.Definition of a low-level concern

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.Reporting low-level concerns

Where a low-level concern has been identified this will be reported as soon as possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened.

Where the headteacher is not available, the information will be reported to the Senior Teacher (can be teacher from the other site if not available).

Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Chair of Governors.

Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

-Speak to the person reporting the concern to gather all the relevant information
-Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
-Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

The information reported and gathered will then be reviewed to determine whether the behaviour,

i) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019): no further action will be required,

ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

Records will be made of,
-all internal conversations including any relevant witnesses,
-all external conversations e.g. with the LADO
-the decision and the rationale for it, iv) any action taken. CPOMS staff safe is used for this purpose to ensure all records are stored securely and can be monitored and reviewed.

7.Can the reporting person remain anonymous?

7.The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g., where a fair disciplinary investigation is needed or where a later criminal investigation is required.

8.Should staff report concerns about themselves (i.e. self-report)?

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9.Where behaviour is consistent with the Code of Conduct "Guidance for safer working practice" (Feb 2022)

Feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice".

10.Should the low-level concerns file be reviewed?

The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

11.References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

12.What is the role of the Governing Body?

The headteacher will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness eg with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

Appendix 3 **Use of Reasonable Force & Restrictive Interventions Policy**

Policy - Use of Reasonable Force and Restrictive Interventions



This document sets out clear guidance on the appropriate use of reasonable force and restrictive interventions to ensure the safety and dignity of all children and staff.



Reasonable force and restrictive physical must only be used to prevent: serious harm to the child or others, significant damage, or serious disruption when no alternative is possible.

C

'The 3 Cs – Calm, Communication and Connection/Redirection' must always be our first response. All practitioners must ensure that they understand and adhere to our 'Behaviour for Learning Policy'.



Following any significant incident, staff and a senior leader should meet for emotional check-ins and reflection.



Any significant use of force and / or restrictive intervention must be recorded in detail in the school's incident log (CPOMS) and shared with parents.

Use of Reasonable Force & Restrictive Interventions Policy September 2025

1. Purpose & Scope

This document sets out clear guidance on the appropriate use of reasonable force and restrictive interventions to ensure the safety and dignity of all children and staff. It applies to all staff both within the nursery and on off-site visits and must be adhered to.

2. Principles

This policy is underpinned by the Equality Act 2010 and Human Rights Act 1998. Physical intervention must be used only when absolutely necessary, when it is proportionate, and in the best interest of the child. Prevention and De-escalation must be our first response. It should never be used as a punishment. Staff must always consider the individual needs of children. Staff are encouraged to seek advice and support about this guidance if they need clarification. **Staff must never use restrictive holds or unreasonable force; this is unacceptable and would lead to disciplinary processes**.

3. Key Terminology

Reasonable force:

Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions:

Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint:

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

4. Prevention & De-escalation

Staff must prioritise strategies and approaches identified in our Behaviour for Learning Policy. When responding to behavioural challenges, 'The 3 Cs – Calm, Communication and Connection/Redirection' must always be our first response. Refer to our Behaviour for Learning Policy for more information.

5. When Physical Intervention is Permitted

Reasonable force must only be used to prevent: serious harm to the child or others, significant damage to property, or serious disruption to the learning environment. It must only be considered when no less intrusive alternative is effective.

6. How to Use Force

When physical intervention is necessary, it must be the least restrictive option available. Force must be applied in a way that preserves the child's dignity, avoids pain or injury, and is discontinued immediately when the risk is reduced. Clear communication and reassurance to the child (in a developmentally appropriate way) are essential throughout the process. Inappropriate use of force or restraint will not be tolerated.

7. Physical Contact

It is recognised that schools should not have a 'no contact policy'; there are many situations where physical contact is not only acceptable but is in fact absolutely appropriate (see Appendix 1).

But, before using physical contact, staff must think carefully and use their judgement by considering:

- Is this the right thing to do? (Think about supporting the child's future development)
- Is this something the child wants or needs? (Some children do not like physical contact).
- If there is another way to respond without physical contact?

8. Support Plans

Individual support plans must be introduced where patterns of concerning behaviour have been observed. Incidents must be effectively recorded by all practitioners so that these can be monitored and reviewed. Support plans must be personalised, regularly updated, and followed consistently. Parents must be invited into school to discuss support plans and agree any planned restrictive interventions (if these are needed).

9. Training

All staff involved in using physical interventions must receive training that reflects the principles of the DFE's 'Use of reasonable force and other restrictive interventions in schools 2025' and how this works in our context.

10. Recording & Reporting

Any significant use of force and / or restrictive intervention must be recorded in detail in the school's incident log (CPOMS). This includes the context, actions taken, outcomes, and the names of staff and children involved. Parents and carers must be informed on the same day or as soon as practical (to be discussed with senior leader first).

11. Post-Incident Reflection

Following any significant incident, staff and a senior leader should meet as soon as possible for emotional check-ins, reflection, and a review of the Behaviour Support Plan (if in place). Where children don't already have a support plan, the need for one will be considered.

12. Policy Integration & Governance

This policy must be embedded within our practice; it forms an extension to our Behaviour for Learning Policy. It also has links with our Child Protection Policy. Senior leaders and governors

must monitor the frequency, context, and impact of behaviours and interventions. Data should be reviewed regularly to identify patterns and improve practice.

13. Complaints & Allegations

Parents and carers have the right to raise concerns through the school's complaints process. Allegations involving the misuse of force or inappropriate staff conduct must follow safeguarding procedures outlined in Keeping Children Safe in Education (KCSIE). Staff must share concerns

📌 **References**

DfE Use of Reasonable Force and Other Restrictive Interventions in schools (Feb 2025)

Clarification – Reasonable Force (Physical Contact)

It is difficult to cover every possibility but here are some examples of physical contact that we would typically see in our nursery school reflecting the age and developmental stage of our pupils. This type of contact wouldn't typically need reporting or recording unless someone had been injured:

Guiding by the hand or shoulder

- Gently holding a child's hand or placing a hand on their shoulder to redirect them away from danger (e.g., walking toward a busy road or out of bounds). Remember you must not hold a child's wrist.

A brief cuddle to comfort a distressed child

- A quick hug and gentle words when a child is missing their parent.

Supporting a child who is falling or unsteady

- Physically supporting a child who is losing balance or stumbling

Significant incidents where a member of staff needs to use force on a pupil must be reported. Depending on the context, some of the following examples may need to be reported and recorded on CPOMS. These will be considered during the during post incident reflection.

Blocking with body positioning

- Standing between children during conflict to prevent physical aggression without touching, or using open arms to gently block movement toward another child.

Physically having to remove harmful items

- Taking away objects being used dangerously (e.g., scissors) or that could cause harm (e.g., small stone).

Hug holds for calming

- A comforting hold (e.g., from behind or seated side-by-side) that some children with sensory needs may request or find regulating but would stop if the child wanted to move away.

Holding to prevent injury

- Holding arms or body parts safely to stop a child from, hitting themselves (self-injury), Aggression / harm to others e.g., biting, Running into danger.

Lifting or moving in an emergency

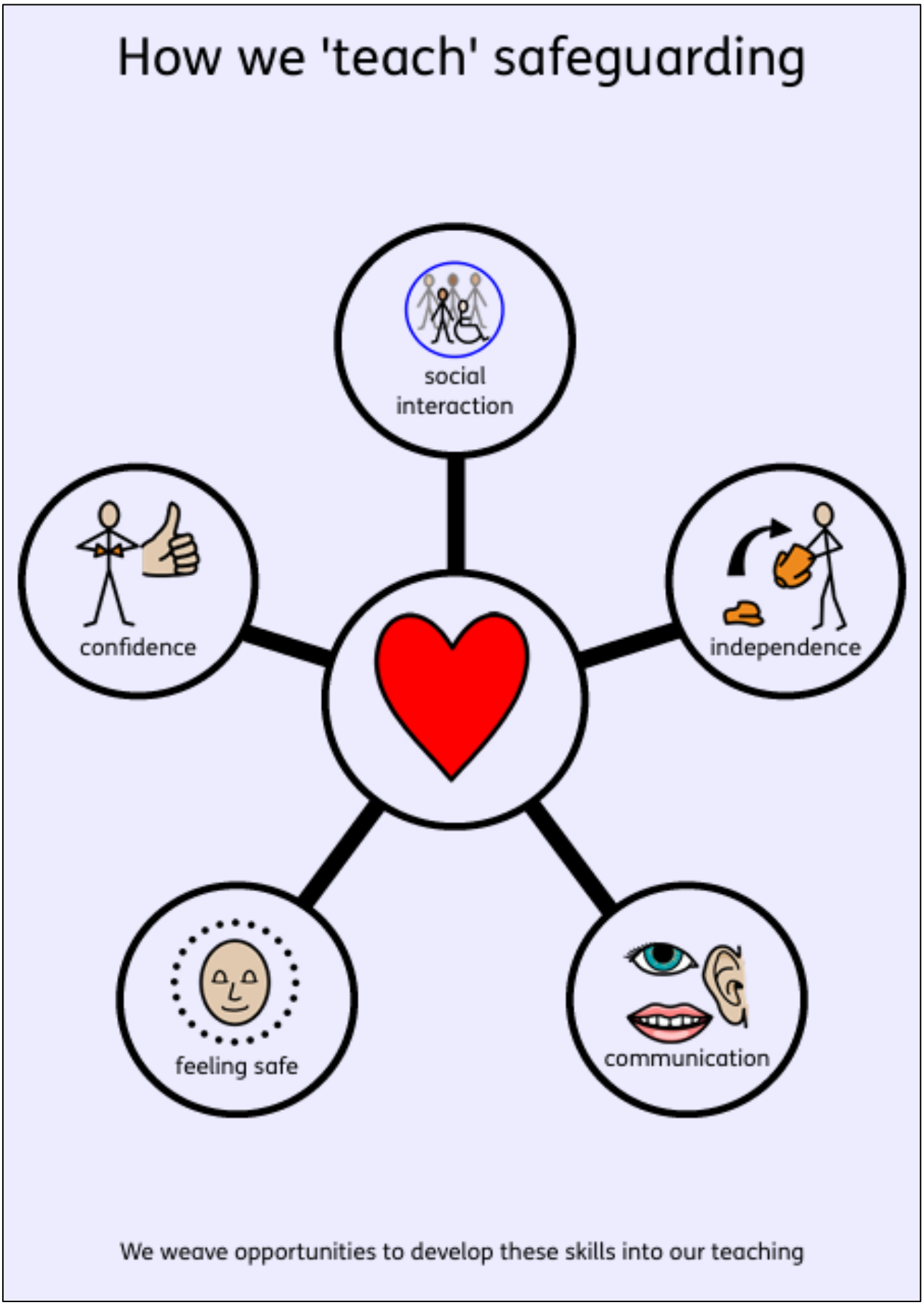
- Lifting a small child if they are at immediate risk (e.g., running onto a road or trapped under equipment). Should only be done if no safer option is available.

Using equipment to support regulation

- Providing calming sensory tools or spaces, like a weighted blanket or spinning chair, if part of their plan (not used to isolate or punish).

Inappropriate, excessive or unnecessary use of force or restrictive intervention will not be tolerated. These incidents of must be reported and recorded; staff conduct will be reviewed via the Disciplinary Policy.

Appendix 4 **How we teach ‘Safeguarding’**



How we teach 'Safeguarding'

Safeguarding and child protection is central to everything we do. As educators it is important we provide experiences that will teach children the skills to stay safe as they grow and develop. This 'teaching' is woven into our daily practice as part of our PSED curriculum. Examples of our daily practice that supports children to develop the requisite skills needed to keep themselves safe:



Social Interaction: teaching and modelling skills such as developing an interest in others, recognising appropriate touch, making friends, sharing play and learning with others. This enables children to interact, to build positive relationships with others.



Independence: promoting skills such as dressing, undressing, self-care, toileting and feeding skills at an appropriate level. Encouraging children to become as independent as they are able prepares them for adulthood and reduces reliance on others.



Communication: teaching a range of alternative methods of personalised communication such as photographs, PECS and Makaton Signs do become autonomous. This supports children's ability to express worries and to make decisions.



Confidence: providing opportunities for trips, outings, visitors, special events, new and different experiences and activities enriches children's learning, and prepares children for becoming part of the wider world.



Feeling safe: modelling routines and rules such as being kind to others, safe exploration of toys, holding hands when out and about etc. understanding and accepting safety rules can help children to understand dangerous situations .

Appendix 5 **Safeguarding Vocabulary**

Safeguarding - key words we need to teach



Safeguarding - key words we need to teach

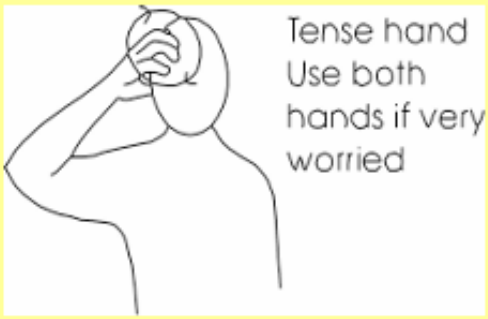
safe



not safe



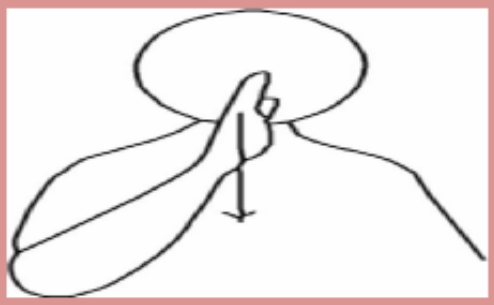
worried



frightened



sad



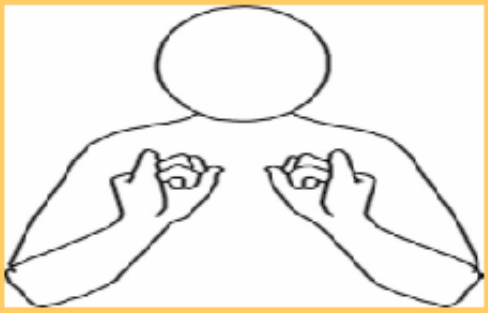
happy



good



bad



Appendix 6 **Whistleblowing**

Whistleblowing and sharing concerns

Whistleblowing is the disclosure of information which relates to suspected wrongdoings or dangers at work. Such disclosures are referred to as "Protected Disclosures" and are listed below:



- A criminal offence, for example fraud
-An act creating a risk to health and safety of others,
- An act causing damage (or risk of damage) to the environment,
- A miscarriage of justice,
- Is potentially unlawful or a breach of, or failure to comply with any other legal obligation,
- Is a deliberate attempt by an individual or group of people to conceal any of the above.



The identity of those who raise concerns will be protected as far as practically possible. Individuals' are encouraged to put their name to any allegations made, however, the school will consider concerns expressed anonymously.



Any individual who currently works for or who has previously worked for the school and who has a genuine concern relating to any wrongdoing (where it is considered to be in the public interest) may raise a complaint.



Concerns should be raised with the Headteacher. If the concern is about the headteacher, the Chair of Governors should be contacted instead. Please refer to the Whistleblowing Policy for more information. Contacts CFS-LADO@leics.gov.uk and nspcc 0800 028 0285



Sharing Concerns

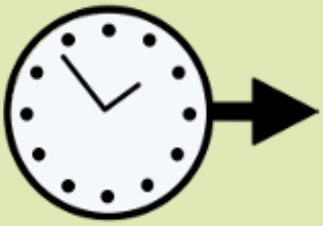
If you have concerns that are not 'protected disclosures, you should still share them, they just won't be defined as whistleblowing.



If you have concerns about another person's conduct or capability you must raise this with the Headteacher.



This should be done immediately if the concern impacts of the education or care children or if there is a risk to health, safety or wellbeing.



If it is a personal disagreement with a colleague, these should be discussed between colleagues in a professional and respectful manner in the first instance.

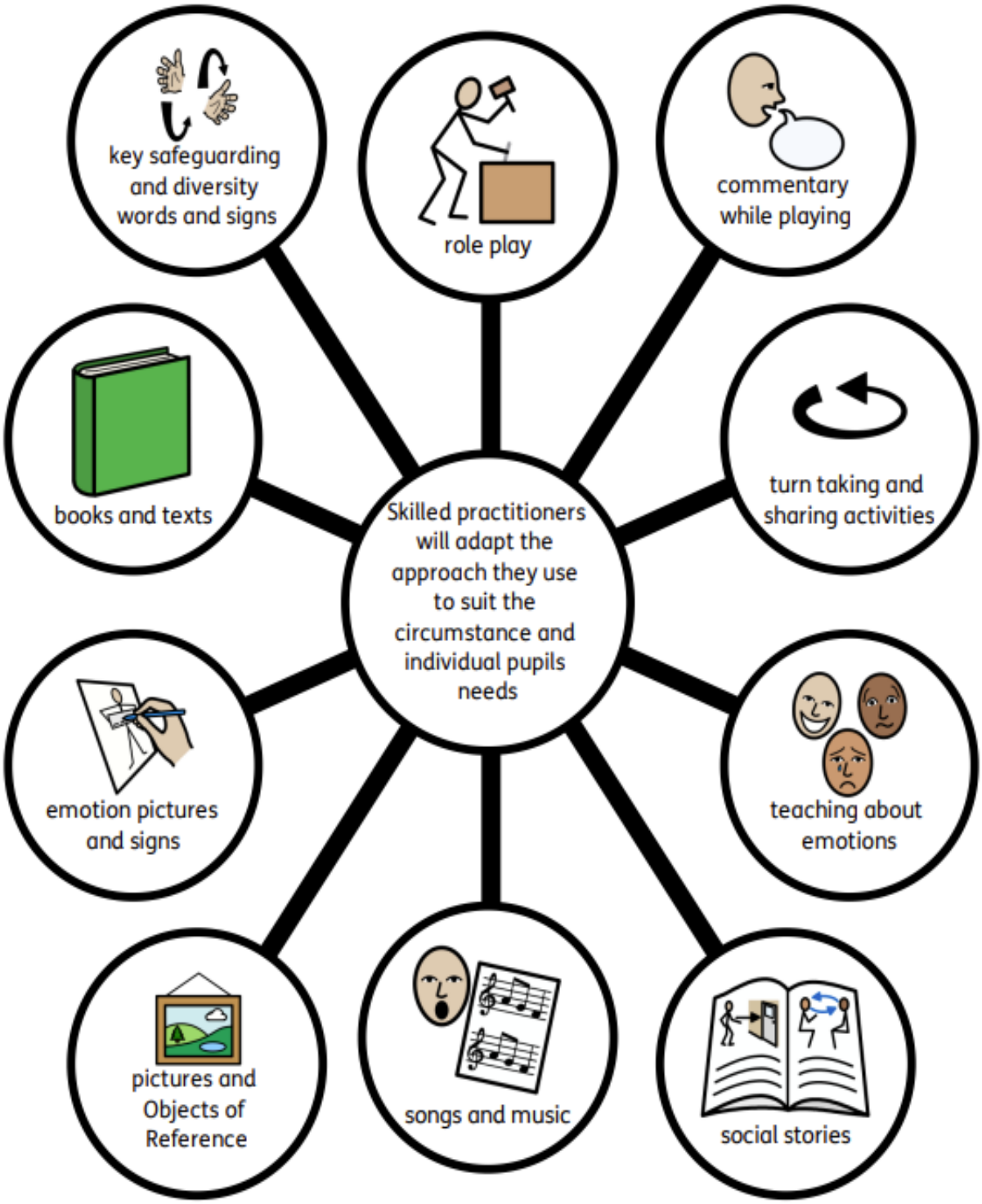


Remember, you are expected to report concerns, no matter how small, about your behaviour or that of another adult.
(Refer to Low Level Concerns Policy)



Appendix 7 Anti-Bullying Policy

Some of the ways we might support a child to change bullying behaviours



Bullying can take different forms, the NSPCC state that it could include:

- physical bullying, such as hitting, slapping or pushing someone
- verbal bullying, such as name calling, gossiping or threatening someone
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls
- racial, sexual or homophobic bullying
- bullying someone because they have a disability.

We believe that all children have the right to play and learn in a supportive, caring and safe environment. We recognise that if behavioural expectations are consistent and reasonable boundaries are put in place by caring and supportive practitioners, positive behaviours are encouraged and occurrences of bullying are minimised. Our Behaviour for Learning / EDR policy describes the approaches that we use in school.
Although bullying in the strongest context of the word does not generally occur within our setting due to the age and developmental levels of our pupils, it is recognised that preschool children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality.

Bullying behaviour has four key aspects:

- It's hurtful
- It's intentional
- It's repetitive
- It involves a power imbalance

This document outlines our commitment to addressing bullying, it identifies the skills we want to empower our pupils with and the approaches we will use to prevent and respond to any incidence that are observed or reported.

The definition of bullying is very important to understand when assessing the difference between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying.

If any level of bullying is suspected, observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly.

Parents are encouraged to share any concerns with the Senior Teacher or Class Lead so that appropriate actions can be taken.

We aim to prevent incidences of bullying by creating an environment where:

- Bullying behaviours are not accepted or ignored. It is well researched that bullying causes long term damage to both the victim, and those who bully. Staff will provide reassurance and support for the victim and support the individual who has acted in a bullying manner to change their behaviour. This could be approached through activities such as social stories, modelling positive behaviours, teaching sessions focusing on emotions, turn taking or sharing.

- Recognising that it is not a child's fault if they are bullied. Children will never be told to just ignore it, or to change who they are. Children will be supported by a familiar adult who knows them and is able to give reassurance and affirmation that they should seek help.

- Children are supported and encouraged to communicate if they think someone isn't being nice to them. Key safeguarding words and symbols, as well as diversity key words and symbols are in use across the nursery to support our children to communicate, staff will be vigilant and teach individuals to request help in a way that is matched to their preferred method of communication.

- Children are not labelled as being a 'bully' as this implies that bullying is something you are rather than a behaviour choice you can change. Staff will take steps to support children to change unwanted behaviours. This could be achieved through modelling, role play, social stories, books and texts or helping the child to have a positive image of themselves through praising the behaviours that we would like to see.

- We praise positive behaviour and interactions amongst children. This could be achieved through commentary while playing, communicating with individual children when they have displayed a desired behaviour through sign, symbols, body sign, pictures, Objects of Reference or verbally.

- We model positive behaviour amongst staff and parents. All staff in line with the Code of Conduct will contribute to a culture of respect, compassion and inclusivity when engaging with pupils, staff, parents and outside agencies.

- Use stories and toys to support pupils to learn how to interact with others in a positive manner such as acting out scenarios, show empathy and approach sensitive topics, for example about children not being good friends or not playing together nicely.

- We challenge stereotypes such as 'these are boys toys' in a positive and friendly way encouraging all pupils to access the provision that is on offer, tailoring opportunities to allow for all children to gain access to provision regardless of gender, diagnosis, race or religion.

- If we do see instances of bullying or conflict, we think carefully about any ways that might prevent this happening again. For example, are there areas that are less supervised than others?; are there ways to empower children to alert us to issues as they arise? Do we challenge negative language? Is there a sensory issue that is driving the behaviour?

- All behaviours are recorded and monitored; plans are put into place when children's behavioural needs require specific support, in line with the behaviour for learning policy.

- Children are supported to develop an understanding of emotions and feelings. This might be achieved through imaginative play, stories, commentary when children appear to be expressing different emotions, specific teaching sessions, social stories.

- Help young children make sense of differences: present positive attitudes and messages about differences amongst us all and the benefits such attitudes bring to all people. Examples of how this might be approached might include looking at items in the diversity baskets, role model while playing in the home corner, while out and about in the local community, music and songs from around the world.

We need to teach children to:

- Seek help (including the spoken vocabulary, symbols and signs to do this)
- Share resources and experiences with others (peers and adults) and to take turns
- Be kind and respectful. To have good manners (reflective of ages and stages of development)
- Be aware of and value others
- Be able and effective communicators
- Recognise emotions and understand the language of emotion (in themselves and in others)
- Develop the skills to self-regulate.
- Be good listeners
- Accept diversity, be inclusive and to feel included themselves
- Have empathy towards others/others' feelings
- Be able to make and express choices
- Learn about caring for others in role play e.g., dolls, animals

Staff should remember to:
Give children time to process requests
Get down to child's level
Monitor own body language, tone of voice
Reduce unnecessary talking, background noise and interruptions on class to ensure children can liste to key adults

Refer to our Behaviour for Learning Policy

Appendix 8 RSHE

Relationships and Sex Education (RSE) - What does this look like at Menphys?

All aspects of RSE need to introduced in a way that reflects children's age and developmental levels. However, it is important that we expose children them.

Relationships

Through our practice we are able to introduce the fundamental building blocks and characteristics of positive relationships..

Continued …

The key relationships our children will experience are with other children, their families and other adults.

Teaching about families should be sensitive and based on knowledge of pupils circumstances; families take many forms e.g. single parents, LGBT parents, adoptive, grandparents etc.

Practitioners need to ensure that there is no stigmatisation of children based on their home circumstances. Practice must reflect sensitively that some children may have different structures.

Being Safe

By introducing our safeguarding vocabulary we are helping children understand that they have rights over their own bodies and giving them the tools to report their concerns

Respect for others

We do this by teaching children to understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Consent

By helping children to understand personal space and boundaries, showing respect and understanding the differences between appropriate contact ...

Continued ...

..... and inappropriate or unsafe physical, and other, contact we can introduce the concept of consent.

links to Intimate Care Policy

Emotional and mental wellbeing

Our routines, structures, sensory diets, total communication approach, flexibility and curriculum delivery all support children

Everyday Practice

We should support children to develop traits such as resilience, kind-ness, independence , self-respect and self-worth, courage, generosity, and a sense of justice.

Appendix 9 Online Safety Policy

Online Safety Policy including Filtering and Monitoring



Online Safety means protection from 4 main risk areas when using technology (phones, tablets, computers etc.).

1	Context: being exposed to illegal, inappropriate or harmful material online (e.g. pornography, fake news, racism, misogyny anti-Semitism, radicalisation and extremism)
2	Contact: being the victim of harmful interactions online, whether between children or by adults (e.g. bullying, grooming, aggressive advertising, pressure to spend money)
3	Conduct: behaving in a way online that causes harm or increases the likelihood of it (e.g. online bullying, making, sending or receiving explicit images, sexually harassing others)
4	Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams

Online Safety Policy
including Filtering and Monitoring



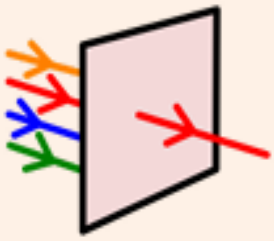
Online Safety is part of safeguarding - We need to safeguard children from potentially harmful and inappropriate experiences online. More information is available in our Child Protection Policy and in our ICT – acceptable use and social media (e-safety) Policy.



Pupils must never have access to a device or computer without adult supervision. We should model safe and appropriate use of devices, computer and technology.



As a school we have filtering and monitoring systems on our internet to create a safe environment for staff and pupils.

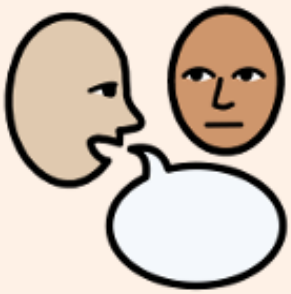


Filtering systems:
- Block access to harmful websites and content.



Monitoring systems:
-Identify when someone searches for harmful online content on school devices
-Identify those searching harmful content
-Alerts the school to intervene and respond

Online Safety Policy
including Filtering and Monitoring



We're all responsible for filtering and monitoring.

If you inadvertently try to access a blocked site or search term; alert the teacher or office manager asap. This can happen for innocent searches but please alert the office.

No filtering and monitoring software is perfect:



- It might not be aware of all the websites that contain inappropriate content.
- Abbreviations or misspellings in a search engine may slip past the software.
- Inappropriate content may be found on websites considered 'safe'.



You can make sure the internet is used appropriately by:
- Always supervising a child when they are using a computer or a device
- Alerting Headteacher / Teacher if you become aware that content is not being filtered
- Never leaving any devices unattended where children can access them.



Inappropriate content includes:
- Illegal content (e.g. child sexual abuse)
- Discriminatory content (e.g. sexist, racist or homophobic content)
- Sites that promote drugs or substance abuse
- Extremist content (e.g. the promotion of terrorism)
- Gambling sites



Inappropriate content continued:
- Malware and/or hacking software
- Pornography
- Pirated material (copyright theft)
- Sites that promote self-harm, suicide and/or eating disorders
- Violent material

Online Safety Policy
including Filtering and Monitoring



If you have concerns about what about someone is accessing online or that the filters are not functioning correctly, you must always raise this with the Office Manager, Headteacher or Teacher asap



Staff must not use their personal devices using school internet / wifi.
Visiting professionals can use their own work devices on our internet but need to sign an user agreement first.



At both schools we have web filtering provided by external organisations.

Both of these organisations fulfil the standards set out by the 'UK Safer Internet Centre' and the Department for Education'



At Wigston, web filtering is carried out Wave 9.

At Sketchley Hill, web filtering is carried out by Talk Straight / Schools Broadband.



It is important that we stay up to date and learn about risks associated with new developments in technology such as AI and cybersecurity.

Appendix 10 CPOMS tags

Categories

☑ attendance ☑ Behaviour Concern ☑ Child Protection ☑ Contact with External Agency ☑ Medical Issues

☑ Parental Contact ☑ Restrictive Physical Intervention ☑ Safeguarding ☑ Wellbeing

attendance Subcategories

☐ concern ☐ internal monitoring ☐ punctuality

Behaviour Concern Subcategories

☐ Behaviour Analysis ☐ Behaviour discussion and action planning ☐ Behaviour Log

Child Protection Subcategories

☐ Care Team Meeting ☐ Child Protection Conference ☐ Core Group Notes ☐ CP Plan

Contact with External Agency Subcategories

☐ Email ☐ Face to Face conversation ☐ Meeting ☐ Telephone Call ☐ Text Message

Parental Contact Subcategories

☐ Email ☐ Face to Face conversation ☐ Tapestry ☐ Telephone Call ☐ Text Message

Safeguarding Subcategories

☐ Care Plan ☐ Child in Need ☐ Concern ☐ CSE ☐ Early Help ☐ FGM ☐ LAC/CIC

Wellbeing Subcategories

☐ Home / Family Concern ☐ Parental Health / Wellbeing ☐ Parenting Concerns ☐ Pupil Health / Wellbeing

Restrictive Physical Intervention Subcategories

☐ Accident form completed if appropriate? ☐ Actions agreed ☐ Damage to property ☐ Harm to other / others

☐ Harm to self ☐ Parent / Carers informed by HT / ST (required) ☐ Risk to other / others ☐ Risk to self

Appendix 11 Body Map Guidance

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

If they needed to be on paper, always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services,**

e.g., First Response or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's child protection file.

Appendix 12 Radicalisation / Extremism (Prevent) Risk Assessment

		Yes/No	**Evidence**
Does the school have a policy?		YES	Covered within Child Protection Policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		YES	
Have staff received appropriate training?		YES	
Has the school got a trained Prevent lead?		NO	Low risk given age of child – good awareness and would seek advice if required.
Do staff know who to discuss concerns with? (Single point of contact - DSL)		YES	Headteacher
Is suitable filtering of the internet in place?		YES	Children never use ICT equipment unsupported
Do children know who to talk to about their concerns?		YES	Key worker system enables secure attachments. Promoting the development of communication skills underpins the nursery's work.
Are there opportunities for children to learn about radicalisation and extremism?		N/A	
Have any cases been reported?		NO	
Are individual pupils risk assessed?		NO	
What factors make the school community potentially vulnerable to being radicalized? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		None identified.	
Risk evaluation	**Low** **Medium** **High**		

Reviewed 21st August 2026 L.Jeffs

Appendix 13

<u>Existing Injuries Form – Tool to support reflection.</u>

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when Referral to First Response Y/N	
Signed by…. Date	Reviewed by (e.g., DSL) …. Date….

Appendix 14

The use of Mobile Phones, Cameras and other Recording Devices

Aims

This document aims to:

- Protect children from the misuse of mobile phones, cameras and recording devices.
- Ensure photographs and recordings are only taken for legitimate educational and safeguarding purposes.
- Protect staff, volunteers, visitors and parents from allegations of inappropriate use.
- Ensure all staff understand and comply with safeguarding and data protection requirements.

Staff including Students and Agency Staff - Personal Mobile Phones and devices

- Personal mobile phones must be should be stored away from classrooms when children are on site and must not be present whilst working directly with children.
- Smart watches with camera, recording or messaging functions must be used in accordance with this guidance.
- Staff must not take phone calls in the staffroom; calls can be taken in the reception area (beyond the first set of doors where children will not be present).
- Staff must not use personal mobile phones, tablets or other personal devices to access cloud-based systems used by the school, including but not limited to Tapestry, CPOMS, Arbor or other systems containing personal or safeguarding information.
- All observations, records and safeguarding information must be accessed and completed using authorised school or nursery devices only.
- Staff must immediately report any accidental access, data breach or loss of information to the Designated Safeguarding Lead (DSL) and Data Protection Lead.

Use of Setting Cameras and Devices

- Staff must only use school-owned cameras, tablets or other authorised devices to take photographs or videos of children.
- Personal devices must never be used to photograph, film or record children.
- Images must only be taken where appropriate parental consent has been obtained.
- Photographs stored on nursery school devices must be reviewed regularly and deleted once uploaded and no longer required. All photographs must be deleted from devices **at least every half term**. Photos / videos must not be stored online (cloud).
- Devices must be password protected and stored securely when not in use, they must remain on site unless authorised.

Photographs Uploaded to Tapestry

To protect the privacy of children and staff:

- Photographs uploaded to Tapestry should focus only on the child whose learning is being recorded.
- Other children must not appear in photographs uploaded to Tapestry, including in the background.

- Members of staff must not appear in photographs uploaded to Tapestry, including in the background.
- Staff should check images carefully before uploading to ensure that backgrounds do not contain identifiable children, staff, personal information or other confidential materials.

If an unsuitable image is uploaded in error it must be deleted immediately and be reported to a senior member of staff.

Visitors and Contractors

- Visitors are requested not to use mobile phones within areas where / when children are present; calls can be taken in the reception area (beyond the first set of doors where children will not be present).
- Visitors must seek permission before taking photographs (children must never be in photographs).
- Contractors working on site must store phones securely and avoid photographing any part of the provision without prior agreement.
- Visitors who need to use a phone should do in reception or outside of the front doors.

Parents and Carers

- Typically, parents and carers should not take photos during nursery events.

- If parents have specific requests to take a photo e.g., when the child is leaving, this can be accommodated but parents must be advised that backgrounds must not contain identifiable children, staff, personal information or other confidential materials.

Safeguarding Concerns

Any inappropriate use of mobile phones, cameras or recording devices must be reported immediately to a senior member of staff. The DSL will investigate concerns and, where necessary, follow safeguarding procedures and make referrals to external agencies.

This guidance is linked to:

- Child Protection Policy
- Code of Conduct
- ICT –acceptable use and social media (e-safety)
- GDPR/Data Protection Policy
- Social Media Policy
- EYFS statutory guidance
- KCSIE 2026

Appendix 15

Supporting Families - Universal Support



Universal Support Services
Universal services are available to all children and families. They are provided by a range of agencies including ourselves GPs, health visitors and public health nurses.



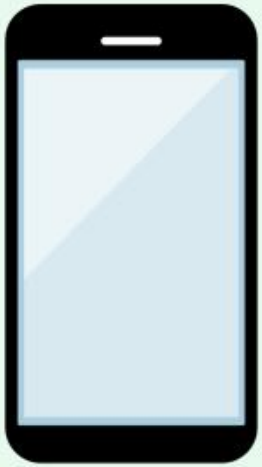
We provide support with families in different ways e.g., support with DLA, Housing, grant applications, visual resources and strategies to support sensory, sleep, communication, sensory, behaviour needs. We also signpost to other organisations e.g. The Menphys Charity, ERIC (bowel and bladder charity, NHS Dynamic Support Pathway, Special Mumstop, Contact a family for disabled children 'Listening Ear' and workshops, Family Lives

Supporting Families - Early Help



In Leicestershire, early help services are provided by the Family Help Service.

The Family Help Service offers targeted support where the child is experiencing some difficulties which cannot be met by universal services alone.
When needed, Child in Need services are used.



Accessing support from the Family Help Service

Family Help Service Triage Team 0116 3058727

Professionals can make a referral on behalf of a family using the online Multi Agency Referral Form (MARF) with consent

Families can self-refer using the 'request for services' online form

Supporting Families - significant and immediate harm



If we are concerned that a child is suffering significant harm and is in imminent danger we contact the Police immediately for an emergency response.
If we suspect that a child has suffered or is likely to suffer significant harm, this immediately referred by telephone to children's social care on 0116 305 0005 e.g., presenting with an injury causing suspicion, or may be in a situation that has escalated so much that the child could be in danger.
Consent from families is not required.



LLR Multi agency referral form (MARF)
The MARF is a form to request services from the Local Authority's Family Help Service and Children's Social Care Services.
It relies on professionals providing clear written evidence to support their request for services and aims to assist robust and timely decision-making by all professionals.
It must be clear at the top of the form if your request is for Family Help or for Social Work intervention.
Consent from families is requested.