

EYFS Safeguarding and Child Protection Policy

This policy is related to the EYFS provision at the Early Years Department of St Mary's College.

The policy and procedures are coordinated by the Head of Early Years Department, Alice Haigh and are reviewed alongside the Early Years Foundation Stage (EYFS) statutory framework and the DfE 'Keeping Children Safe in Education (KCSIE) 2022' statutory guidance.

We have taken time to read the early years foundation stage (EYFS) framework and Development Matters and discussed our approach with colleagues.

Working Together to Safeguard Children

"Working Together to Safeguard Children": A Guide to inter-agency working to safeguard and promote the welfare of children."

We are an important part of the wider safeguarding system for children. This system is described in statutory guidance **Working Together to Safeguard Children**.

This is the statutory guidance for organisations and agencies who work with, or carry out work related to children in the UK. The guidance aims to set the goal posts for inter-agency working and for promoting the welfare of children from all backgrounds, in all settings.

At Bright Sparks Nursery, we recognise our responsibility to be aware of and to follow the expectations outlined in the guidance. Like all guidance Working Together comes under review regularly and the guidance is refreshed periodically. This is what makes it so important for us to keep up to date with the changes.

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter -Terrorism and Security Act 2015
- Inspecting Safeguarding in Early Years, Education and Skills settings 2021
- Prevent Duty 2015
- Domestic Abuse Act 2021

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

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

At Bright Sparks Nursery, we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development.

We strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs, and cultures (please refer to our inclusion and equality policy for further information).

We communicate frequently with the SSCP, Sefton Council and our Safeguarding Partners.

We follow locally agreed inter-agency procedures whenever an allegation or disclosure of abuse has been made.

At Bright Sparks nursery safeguarding children is everybody's responsibility. All our staff, students any supply staff and visitors are made aware of and must adhere to the policy.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore, this document should be used in conjunction with the other Early Years policies and procedures.

Reference should be made to:

Missing Child Policy

Anti-Bullying procedures within Promoting Positive Behaviour Policy

Recruitment and Appointments Policy

Staff Code of Conduct and Staff Behaviour Policies

Low Level Concerns Policy

External Visits

Policy on use of mobile phones, cameras, recording devices and smart watches

Online Safety Parents and Staff Policy Inc. Social networking

External Visitors and Volunteers

Human Trafficking & Modern Slavery Policy

Prevent Duty & Radicalisation Policy

Domestic Violence, Honour-Based Violence (HBV) and Forced Marriages

Looked After Children

Disciplinary & Grievance Policies

Whistleblowing Policy

Policy Intention

To safeguard children and promote their welfare we will:

- See the child first and consider what life is like for the child, maintaining a culture of vigilance.
- Create an environment to encourage children to develop a positive self-image and where they can tell us what they need to keep safe.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse and know what action to take.

- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Provide an environment where staff are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Always listen to children.

We have a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the Head of Early Years. If the matter is concerning the Head of Early Years, then the matter should be reported to the College Principal.

We (staff) are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our staff have a duty to protect and promote the welfare of children. Staff working with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. Staff may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of all children in our care. As such, we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, family support, and health professionals including health visitors or the police.

All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The purpose of this policy is to ensure that all staff are aware of the arrangements that our nursery and our wider school environment has in place for safeguarding and promoting the welfare of all our pupils.

Child protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

We aim to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and have positive relationships.
- Ensure that children are never placed at risk while in the care of nursery staff
- Ensure we check the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily on the site but not undertaking "regulated activity".
- Ensure that an appropriate assessment is undertaken for those adults who are temporarily in school but not undertaking "regulated activity".

- Ensure all staff and volunteers have read the DfE statutory guidance 'Keeping Children Safe in Education' part one (September 2022) and Annex A.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy and Code of Conduct
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted, LADO (Local Authority Designated Officer) and any other relevant authorities within **14 days** at latest or as soon as reasonably practicable.
- We have clear policies in line with those from the SSCP for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:

- ❖ Behaved in way that has harmed a child, or may have harmed a child;
- ❖ Possibly committed a criminal offence against or related to a child; or
- ❖ Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

- Ensure that all staff are appropriately recruited, trained and supported from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour
- Ensure that all staff are aware of the restrictions in place for the use of mobile phones, cameras, recording devices and smart watches. All staff on induction are trained in the relevant policy and procedures. (Reference EYD Use of Cameras, Recording Devices and Mobile Phones Policy.)
- Ensure that all staff and pupils are safe online and refer to the guidance:

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families; including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's)
- Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensure that all staff feel confident and supported to act in the best interest of the child, maintaining professional curiosity around welfare of children and share information, and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/ national procedures, including through annual safeguarding newsletters and updates
- Ensure that safeguarding is a statutory agenda item for staff meetings and that SSCP information is shared with staff
- Ensure that all staff are given guidance to ensure that their behaviour and actions do not place pupils and themselves at the risk of harm or of allegations of harm to a pupil for example 1:1 situations, physical intervention, intimate care. Reference should be made to:
EYFS Behaviour Management Policy
EYFS Intimate Care Policy

- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the SSCP.
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations'¹ using appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure parents are fully aware of safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with legal requirements and any guidance or procedures issued by SSCP.
- Ensure all steps are taken to maintain site security and pupils' physical safety by establishing a safe environment in which children can learn and develop;
- Ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met.
- We will maintain staff to child ratios as stated in the statutory guidance.

Children will be supported by offering reassurance, comfort and sensitive interactions. Activities will be devised according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

¹<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

OUR CHILDREN'S RIGHTS

1. All children must feel valued and respected.
2. Children's self-esteem is promoted at all times.
3. All children will know that their body belongs to them.
4. All children will know that it is all right to say "No" to anyone if that person is trying to harm them through topics such as "stranger danger" and "my family".
5. All children will be spoken to in a manner that is transparent and always within professional boundaries.
6. All children who approach a member of staff wanting to talk will be listened to positively and with reassurance if necessary.
7. All children's behaviour will be managed appropriately.
8. All children will feel secure and well cared for in our setting.
9. All children are encouraged to "tell".
10. All children will learn not to talk to strangers and that they must "tell" if a stranger talks to them.

Equality Statement

Our nursery and school recognises children's diverse circumstances and are committed to the legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and therefore are entitled to the same degree of protection and support.

Contact telephone numbers

*Ofsted [0300 123 1231]

Multi Agency Safeguarding Hub (MASH) - 0151 934 4481/ 4013

Local Authority social care team (CAS Customer Access Team) 0345 140 0845

Contact the emergency duty team on **0151 934 3555** for urgent advice outside of office hours (from 5.30pm Mon to Thurs, and 4pm Friday and weekends)

Local Authority Designated Officer [0151 934 3783] Tracey Holyhead

Tracey.Holyhead@sefton.gov.uk

https://seftonscp.org.uk/assets/1/lado_referral_form_sefton.docx

Emergency Police (999)

Non-emergency police (101)

NSPCC- Helpline 0808 800 5000 help@nspcc.org.uk

Government helpline for extremism concerns advice for staff and governors- 020 7340 7264

Email – counterextremism@education.gsi.gov.uk

Child exploitation and Online protection command (CEOP)

<https://www.ceop.police.uk/safety-centre/>

Online Advice Sefton Safeguarding Children Partnership

<http://www.seftonSCP.org.uk>

Information for Professionals & Referral Form is available at: -

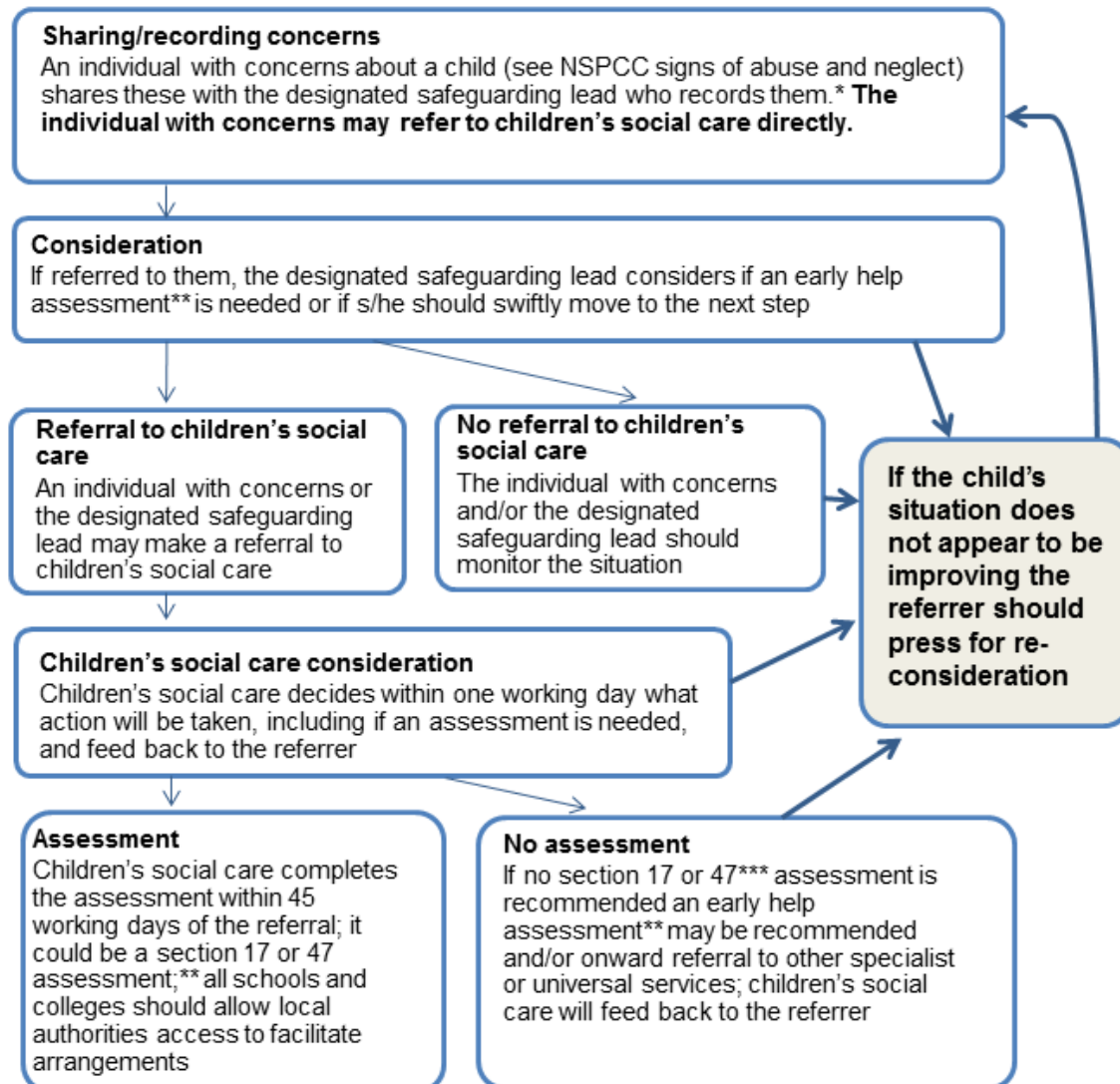
<https://www.sefton.gov.uk/social-care/children-and-young-people/report-a-child-or-young-person-at-risk/information-for-professionals.aspx>

Once completed this should be sent to: socialcare.customeraccessteam@sefton.gov.uk

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Below is the link to Sefton SSCP level of Need Guidance. If you are worried about the welfare of a child or young person and you are unsure whether to make a referral discuss your concerns with the Designated Safeguarding Lead or Deputy Safeguarding Lead within our nursery.

<https://www.seftonscp.org.uk/scp>

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them, or by failing to act to prevent harm. Children may be abused within a family, institution, or community setting by those known to them or more rarely a stranger. This could be an adult or adults, another child or children.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns

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

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem

Behaviour:

- Aggressive
- Oppositional habitual body rocking

Interpersonal behaviours:

- Indiscriminate contact or attention seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress

Peer on peer abuse

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse.

We will report this in the same way as for adults abusing children, and will take advice from the appropriate bodies.

We will offer support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, 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. This is fabricated or induced illness or FII.

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself or if a child's injuries are a regular occurrence or if there is a pattern to their injuries then we will report our concerns.

Many children will have cuts and grazes from normal childhood injuries. These should be logged and discussed with the Head of Early Years, Deputy, or Senior on duty.

Any injuries that are a cause of concern or have not been reasonably explained will be followed up with parents and the Designated Safeguarding Lead or Deputy.

Fabricated illness (FII)

This is also a type of physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and there symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse and any concerns will be reported, in line with our safeguarding procedures.

Female genital mutilation

FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-Agency Statutory Guidance on Female Genital Mutilation).

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community.

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

Breast Ironing

Breast ironing also known as “breast flattening” is the process where young girls’ breast are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage.

Breast ironing/ Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of breasts
- Severe fever

Although this is unlikely to happen to children in nursery due to their age, we will remain vigilant for the signs and symptoms in any children and families using our services. Any concerns about a child or family will be reported to the children’s social care team in the same way as other types of physical abuse.

Sexual abuse

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in or looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse.

Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member has witnessed occasion(s) where a child indicates sexual activity through words, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour or language for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

If a child is being sexually abused staff may observe both emotional and physical symptoms.

The physical signs may include:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area.
- Sexually transmitted infections
- Pregnancy

The emotional signs may include:

- Being overly affectionate or knowledge in a sexual way inappropriate to the child’s age
- Personality changes such as becoming insecure or clingy

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language

If a child starts to talk openly to an adult about abuse they may be experiencing; the procedure stated later in this document under 'recording abuse suspicions' will be followed.

Any concerns about a child or family will be reported to the children's social care team.

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Signs and Indicators may include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer

- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Signs and Indicators may include:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

If staff have any concerns regarding CSE or CCE, they will be reported following our safeguarding reporting procedures.

Emotional abuse

Working Together to Safeguard Children (2018) defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.' It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying),

causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs and indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Appear unconfident or lack self-assurance.

Action will be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect

Working Together to Safeguard Children (2018) defines Neglect as ‘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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment.

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

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child’s growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child’s needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Action will be taken if the staff member has reason to believe that there has been any type of neglect of a child. All staff are aware of the Sefton’s Neglect Strategy

<https://seftonscp.org.uk/scp/professionals/neglect-strategy>

County Lines

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of ‘deal line.’ Customers will live in a different area

to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance
- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else
- May be carrying a weapon
- Receiving more texts or calls than usual
- Sudden influx of cash, clothes or mobile phones
- Unexplained injuries
- Significant changes in emotional well-being
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- Gang association or isolation from peers or social networks.

Cuckooing

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home.

If staff have any concerns regarding county lines/ cuckooing they will follow our safeguarding reporting procedures.

Contextual safeguarding

As young people grow and develop they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Domestic Abuse/ Honour Based Violence/ Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Extremism- the Prevent Duty

Under the Counter-terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police. (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting/ school) or actions that lead staff to be worried about the safety of a child in their care.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

All staff will train on the NCALT Channel/ Prevent General Awareness E- learning Module for awareness of the Prevent Duty and Channel process.

Online Safety

We are aware of the potential dangers arising from on-line activity and we strive to support children, staff and families in using the internet safely.

Within nursery we do this by:

- Ensuring all staff adhere to our use of mobile phones, cameras, smart watches and recording devices and that it is linked to our Staff Code of Conduct Policy.
- Ensuring we have appropriate antivirus and anti-spyware software on all devices and updating them regularly
- Ensuring content blockers and filters are on our computers, laptops and any mobile devices
- Ensure management monitor all internet activities in the setting
- Ensure that all USB devices are encrypted
- Using approved devices to make recordings/take photographs in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content
- Ensuring children are supervised using internet devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Integrating e-safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'

- When using Skype and Face Time (where applicable) discussing with the children what they would do if someone they did not know tried to contact them. We also encourage the children to inform an adult if they see something they do not like.
- We encourage staff and families to complete a free online e-safety briefing which can be found at <https://moodle.ndna.org.uk>
- We abide by an unacceptable use policy, ensuring staff only use work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated.
- Children's screen time is monitored to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning.
- There is an e-safety/ internet use staff policy and mobile phone use by staff in our nursery is prohibited when involved with the children. Parents are prohibited from using their mobile phones on entering nursery grounds. All staff are trained on the e-safety/ staff internet use policy and procedures and it is referred to in the staff handbook (T'Drive) and the Staff Code of Conduct Policy (T'Drive)
- The use of cameras to record, save and post images or video recordings is monitored for staff and parents. Staff can keep images for recording children's development on their electronic access to the school network.
- Under no circumstances are images, videos or audio recordings to be made of the children without prior explicit written consent by the designated safeguarding person
- If parents wish to make a video recording of a school event (nativity, concert, drama production etc.), prior permission must be obtained from the head teacher, who will consider the situation with respect to this policy and the levels of consent given by parents of other children involved. Since it is difficult to ensure that parental consent is respected in these situations, and not appropriate to share the details of consent given for particular children with other parents, the head teacher may refuse permission for a video recording of the event to be made. As an alternative, the school may make an official video recording/DVD, the editing of which, before it is made available to parents, will ensure that parental consent is respected.
- Parents will be informed that any video recordings or photographic images may not be used on a social networking site.
- Any weakness or deficiency in child protection and safeguarding arrangements will be remedied without delay.

Child Trafficking and Modern Slavery

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone have any concerns, it is their duty to report the matter to the attention of the Head of Early Years or one of the other Designated Safeguarding Leads at the earliest opportunity.

Adult sexual exploitation

As part of our safeguarding procedures we will also ensure that staff and students are safeguarded from sexual exploitation.

Up skirting

Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual. This is a criminal offence and any such action would be reported following our reporting procedures.

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

¹Staff Training

Staff will receive on-going training to understand their safeguarding policy and procedures, we will ensure that all staff have up to date knowledge of safeguarding issues. Training will include:

- Identification of possible signs of abuse and neglect at the earliest opportunity, and how to respond in a timely and appropriate manner. These may include:
 - ❖ Significant changes in a child's behaviour
 - ❖ Deterioration in children's general well-being
 - ❖ Unexplained bruising, marks or signs of possible abuse or neglect
 - ❖ Children's comments which give cause for concern
 - ❖ Any reasons to suspect abuse outside the setting, for example risk of FGM, in the child's home or another family member's home
 - ❖ Inappropriate behaviour shown by a member of staff or any other person working with the children or visiting the site, for example; excessive one-to-one attention beyond the requirements and responsibilities of their role; inappropriate sexual comments; or inappropriate sharing of images.
- ❖ Designated safeguarding leads and deputy safeguarding leads all receive regular training from Sefton Safeguarding Children Partnership (SSCP)

Reporting Procedures

All staff have a responsibility to report safeguarding/ child protection concerns and suspicions of abuse. These concerns will be discussed with the Designated Safeguarding Lead (DSL) or with one of the Deputy DSLs as soon as possible.

- Staff will report their concerns to the main DSL & Head of Early Years, Alice Haigh, (in the absence of the DSL they will be reported to one of the other DSL's Rebecca Malone/ Jade Dutton/ Ruth Brooks, Deputy Nursery managers)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/ carers explanation as to how the injury happened. Staff will have professional curiosity around any explanations given, any concerns around existing injuries will be reported.

- If appropriate, any concerns/ or incidents will be discussed with the parent/ carer, such discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the local authority children's social care team to report concerns and seek advice immediately or as soon as it is practicable to do so. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children, then the DSL will follow the reporting allegations procedure
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the LA social children's care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguard Children guidance. We will never assume that action has been taken.

Keeping children safe is our highest priority and if for whatever reason, staff do not feel able to report concerns to the DSL's or Deputy DSL's they should call the Local Authority Children's social care team or the NSPCC and report their concerns anonymously.

These contact numbers are displayed in all play rooms, parent noticeboard, by every telephone and in the Nursery office as well as the office of the Head of Early Years.

Responding to a spontaneous disclosure from a child

If a child starts to talk openly to a member of staff about abuse they may be experiencing, then staff will:

- Give full attention to the child
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important using phrases such as 'you've shown such courage today'
- Take time and slow down: show respect pause and will not interrupt the child – let them go at their own pace
- Recognise and respond to their body language
- Show understanding and reflect back
- Make it clear you are interested in what the child is telling you
- Reflect back what they have said to check your understanding – and use their language to show it's their experience
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

Any disclosure will be reported to the nursery manager or DSL and will be referred to the local authority children's social care team immediately, following our reporting procedures.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the Head of Early Years, Designated Safeguarding Co-ordinator² or one of the Deputy DSLs. This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure, location
- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the Head of Early Years, a DSL or in their absence a Deputy DSL, dated and kept in a separate confidential file in the safeguarding filing cabinet in the Head of Early Years office.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. Staff should not ask leading questions. As soon as possible after the disclosure it is vital details are logged down accurately. It is not the nursery's role to investigate, it is the role of statutory services to complete this.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the SSCP/ Sefton children's social care team/ police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff,

² Referred to in the EYFS 2021 as a lead practitioner

students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

The Nursery has due regard to the data protection principles as in the General Data Protection Regulations (GDPR)³. These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgemental manner whilst any external investigations are carried out in the best interest of the child.

Record Keeping

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The Nursery keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL's to look holistically at identifying children's needs.

Allegations against adults working or volunteering with children

(Designated Officer in Sefton is Tracy Holyhead who can be contacted on 0151 934 3738)

Referral form for use with a Designated Lead

https://seftonscp.org.uk/assets/1/lado_referral_form_sefton.docx

Allegations

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

An allegation against a member of staff/ student/ volunteer/ supply staff or any other person may relate to a person who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The allegation should be reported to the Head of Early Years or the Deputy on duty in her absence. If the Head of Early Years is the subject of the allegation, then it should be reported to the College Principal. In their absence, it should be reported to the Chair of Governors. Where there is a conflict of interest in reporting the matter to the Principal or Head then the member of staff should contact the LADO direct (Details as above)

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Staff in our school can share low-level concerns confidentially. (See *Low Level Concerns policy and guidance 32a Appendix*)

Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour as outlined in Keeping Children Safe in Education (KCSIE) 2022 include:

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating pupils

If we are in any doubt as to whether a concern meets the harm threshold, we will consult out Local Authority Designated Officer (LADO).

We will inform Ofsted and our SSCP of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

We will follow our own SSCP (LSP) website information about how to report an allegation and action taken in respect of the allegation. We will also inform Ofsted of the action taken in respect of the allegation/s. This notification will be made as soon as is reasonably practicable but at the latest within **14 days** of the allegation being made.

The Local Authority Designated Officer (LADO), Ofsted and the SSCP will always be informed immediately in order for this to be investigated by the appropriate bodies promptly.

This includes:

- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the local authority children's social care team yourself directly or contact: The NSPCC whistleblowing helpline available for staff who do not feel able to raise concerns regarding protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.
- The local authority children's social care team will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (local authority children's social care team, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the local authority children's social care team and Ofsted and ask all staff members to do the same and co-operate where required

- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's social care team support and advice
- The nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police will also be informed.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Unfounded allegations will result in all rights being reinstated
- A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery on the day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe. If contact cannot be established then we would assess if a home visit is required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet the statutory requirements and let us know that their child/ children are safe.

Early Help services

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The

nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

Looked after children

The Designated Teacher for Looked after children is Alice Haigh, DSL and Head of Early Years

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/ her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question

Private Fostering

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

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

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

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

Our setting will fulfil our mandatory duty to inform Sefton MASH team of a private fostering arrangement by contacting them with the relevant information.

Suitable Staff

Staffing and volunteering

It is the policy of the nursery to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal records checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or have unsupervised contact with children at any time.

We do not allow volunteers to be alone with children or any other adult who may be present in the nursery regardless of whether or not they have a DBS clearance.

All staff will attend child protection training annually and receive initial basic child protection training during their induction period. Both training events will include the procedures for spotting signs and behaviours of abuse and abusers/ potential abusers, recording and reporting concerns, making an allegation, whistleblowing procedures and creating a safe and secure environment for the children in the nursery.

During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's services team, Sefton SSCP and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so. They are also requested to read KCSIE Annex A and Part 1 plus complete e-safety training.

Volunteers are also required to have safeguarding training during their induction period.

Designated Safeguarding Lead

We have named staff within EYD that take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training from Sefton SSCP annually and update their knowledge on an ongoing basis using other agencies such as Sefton School Readiness and National Day Nurseries Association. This enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

The designated leads are responsible for liaison with Sefton Local Safeguarding Children's Board. They in turn provide support the ongoing development and knowledge of the staff team with regular safeguarding updates.

The Designated Safeguarding Leads (DSL) are:

Alice Haigh – Head of Early Years/ SENCO

Rebecca Malone – Deputy Nursery Manager/ Head of 0-2 Years

Ruth Brooks – Deputy Nursery Manager/ Head of 2-3 Years

Jade Dutton- Deputy Nursery Manager/ Head of Kindergarten & Pre-School/ SENCO

The Deputy Safeguarding Leads (DDSL) are:

Sarah Owen/ Kirsty Mellor – 0-2 Years

Mary Price/ Rebecca Benson- 2-3 Years

Sara Jenkinson/ Amanda Walsh/ Charlotte Thompson – Kindergarten & Pre-School

The role of the Designated Safeguarding Lead:

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies

- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS statutory requirements and the ISI Regulatory Requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

The Nursery safeguards children and staff by;

- Providing adequate and appropriate staffing resources to meet the needs of children and to ensure high levels of supervision throughout the day
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- Giving staff members, volunteers and students regular opportunities during supervisions and having regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life which may affect their suitability to work with children.
- This information being stated within every member of staff's contract
- Requesting DBS checks every 3-4 years or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children (currently transferring all EY staff onto the update service)
- Ensuring that staff carrying out teaching work with children aged 3 and above in the EYFS have not been prohibited from teaching. Our recruitment process will ensure that any individual who will be working with our children does not have a prohibition order against them.
- Abiding by Ofsted & ISI requirements in respect of references and suitability checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children
- Ensuring we receive at least two written references BEFORE a new member of staff commences employment with us
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, are never allowed to carry out intimate care routines and are never left to work unsupervised with children
- Ensuring Supply staff are recruited from a known agency who send us their DBS details and qualifications prior to their arrival. Details are also provided for medical fitness and fulfilment of checks if staff have worked abroad. Their DBS is checked online and their ID is checked on entry whilst signing in.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act (2006) and the Childcare Act 2006 in respect of any person who is disqualified from our employment, or

resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS)

- Recording the attendance of staff on a daily basis; absence is noted on receipt of phone call as per staff code of conduct. Return to work form is also completed.
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children
- Ensuring all contractors/external workers will be enhanced DBS checked and the Head of Early Years will request this before allowing them access to the nursery. All visitors/contractors will still be accompanied whilst on the premises, especially when in the areas the children use
- As a staff team we are fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times.
- Having the Staff Code of Conduct Policy and Staff Behaviour Policy sit alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too, to ensure and changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.
- Ensuring that staff are aware not to contact parents/ carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring all staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.
- Ensuring all staff receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and needs for further support.
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be placed into action to ensure the safety of the child and the adult.
- We also operate a Mobile Phone, Recording Devices, Camera and Smart Watch Policy which states how we will keep children safe from these devices whilst at nursery. This also links to our E-Safety / Online Safety policy

We have a clear commitment to protecting children and promoting welfare. Should anyone believe this policy is not being upheld, it is their duty to report the matter to the attention of Alice Haigh, Head of Early Years or one of the DSL's at the earliest opportunity.

Disqualification

A provider or a childcare practitioner may be disqualified from registration.

When a provider or practitioner is disqualified, they will not be permitted to work as a childcare provider or practitioner and neither would they be allowed to manage an early year's provision. If a person or practitioner is disqualified, they will not be employed in connection with the early years or school setting.

If we become aware of any relevant information that would lead to disqualification, we will take appropriate action to ensure the safety of all children.

As a registered provider it is our duty to notify Ofsted of any significant event which is likely to affect the suitability of anyone coming into contact with children on the premises on a regular basis and we must inform Ofsted of the details of any order, determination, conviction, or other grounds for disqualification from registration under the regulations made under section 75 of the Childcare Act 2006.

The notification must include the date, the body or court which made the order, determination or conviction and the sentence (if any) imposed and a certified copy of the relevant order (in relation to an order or conviction) in relation to anyone who lives in the same household as a member of staff.

This information will be provided to Ofsted as soon as reasonable practicable but at the latest within **14 days** of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

The grounds for disqualification include, in summary:

- Being on the DBS Children's Barred list
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Any offence involving death or injury to a child (even if not specifically listed in guidance)
- Being the subject of certain other orders relating to the care of children
- Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

Both new and current staff are regularly asked to sign a statement stating that they have no convictions or charges that would result in their disqualification.

Role of Governors

The governing body recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance; Keeping Children Safe in Education 2022 (KCSIE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Sefton Safeguarding Partners (known locally in Sefton as Sefton SSCP).

The governors will undertake an annual review of the Child Protection and Safeguarding Policy and Procedures and of the efficiency with which the related duties have been discharged. This is a shared responsibility of the whole governing body.

*Please note guidance has been taken from
Statutory Framework for the Early Years Foundation Stage Published 31st March 2021 Effective September 1st 2021
ISI – Regulatory Handbook September 2022 Regulatory Requirements*

Date of Review- February 2019

Date of Review- Reviewed Weightmans LLP 16.03.21

Date of Review –Reviewed Weightmans LLP 20 September 2021

Date of Review –Reviewed by AH November 2022

Audit by Weightmans LLP 10 January 2023

Appendix 1:

Key personnel 2022-2023

The Designated Safeguarding Leads are Alice Haigh, Head of Early Years, Rebecca Malone, Jade Dutton and Ruth Brooks (Nursery Deputy Managers)

Contact details: email: a.haigh@stmarys.lpool.sch.uk , maloner@stmarys.lpool.sch.uk , brooksr@stmarys.lpool.sch.uk , duttonj@stmarys.lpool.sch.uk ,

Tel: 0151 932 0743

Deputy Designated Safeguarding Leads are Amanda Walsh, Sara Jenkinson, Charlotte Thompson, Sarah Owen, Kirsty Mellor, Rebecca Benson and Mary Price (Department Seniors)

The Designated Safeguarding Lead at St Mary's College is Suzanne Bartolo **Deputy SL** is Julie Thomas, Vice Principal

The Designated Safeguarding Lead at The Mount Preparatory School is Jonathan Webster **Deputy SL** is Victoria Johnson

Designated Teachers for Looked after Children are Alice Haigh – Early Years, Jonathan Webster – Preparatory School, Julie Thomas - College

The nominated Child Protection & Safeguarding Governor is Mrs Pat Old

Contact details: email via the principal at principalsmc@stmarys.lpool.sch.uk tel: 0151 924 3926

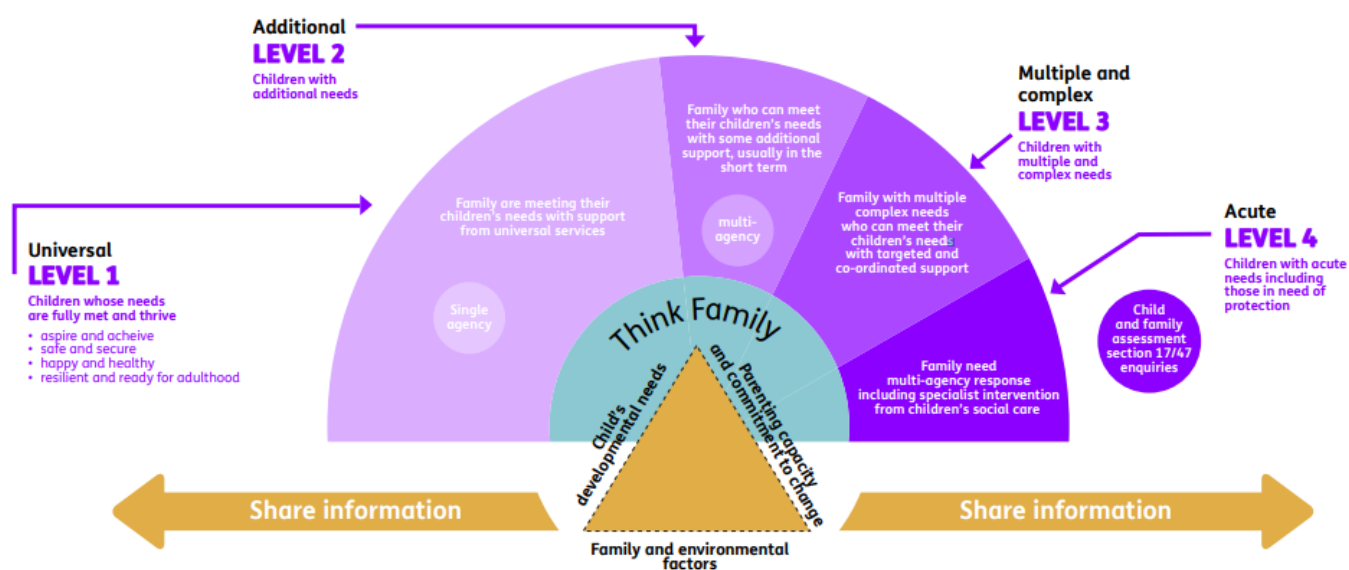
The Principal of the College is Mr Michael Kennedy

Contact details: email: principalsmc@stmarys.lpool.sch.uk tel: 0151 924 3926

Chair of Governors is Mrs Sheila Ward

Contact details: email via the principal at principalsmc@stmarys.lpool.sch.uk tel: 0151 924 3926

Appendix 2- Level of Need Descriptors



(REMEMBER: Levels of Need descriptors are to be used as a guidance only)

Where need is identified an appropriate response must be taken as every child and family is unique descriptors of need provided are not prescriptive or exhaustive All needs must be considered on a case by case basis and decisions should be made using professional judgement

Level 1 – Children whose needs are fully met and thrive: Needs met through universal services Voice of the Child; “Mum knows where to get help if she needs it and so I stay safe and warm in her womb”

Level 2 – Children with additional needs: Consider Early Help Assessment Voice of the Child: “Most of the time I feel happy but sometimes my family need help from other people to keep me safe”

Level 3 – Children with multiple and complex needs: Initiate Early Help Assessment Voice of the Child: “I’m struggling I need help with many things I need more help than my family can provide”

Level 4 – Children with acute needs includes those in need of protection - Social worker led specialist intervention required Voice of the Child: “I am frightened when I go home, but if I don’t go back something will happen to mum or my brother Someone make it stop”

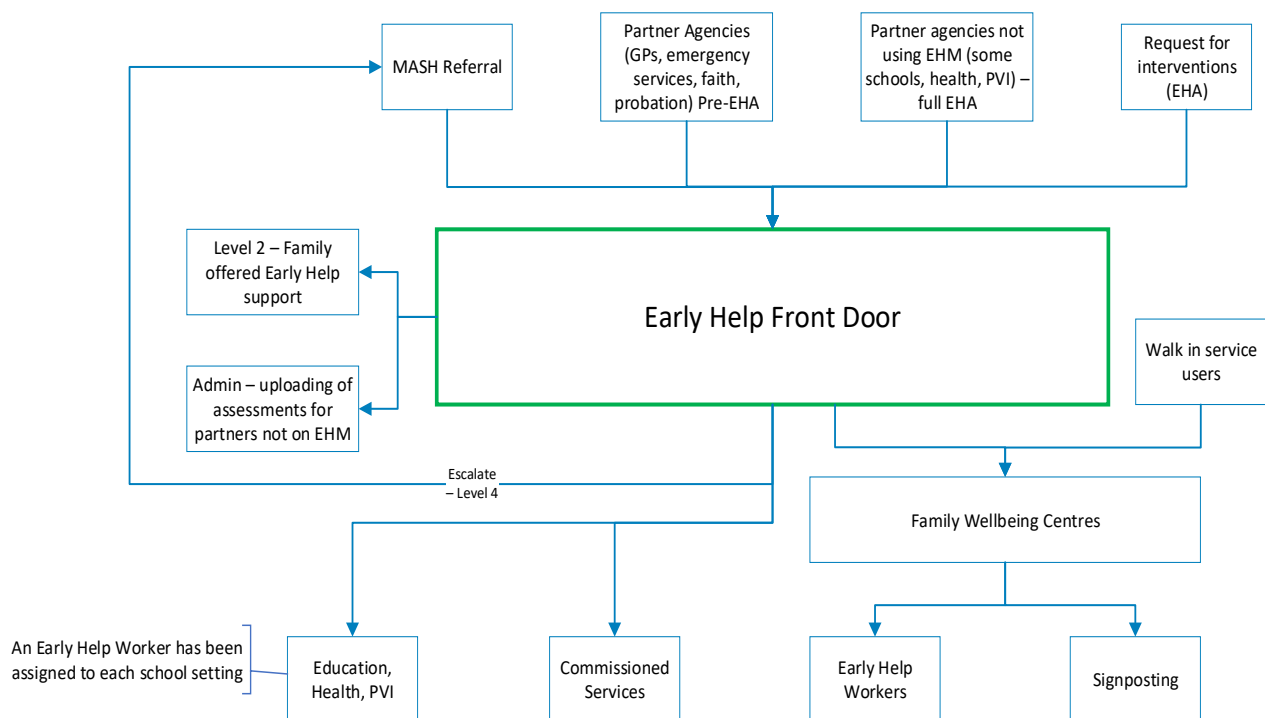
Where a professional is unsure of the most appropriate response to identified needs, discussion with a manager, or a designated safeguarding lead, for support must take place to ensure and oversee that appropriate actions are taken

More detailed levelled descriptors can be found at:

<https://seftonscp.org.uk/scp/professionals/level-of-need-guidance-2023>

Appendix 3: Early Help Basic Flowchart (If you require any information about Early Help please contact your nearest Family Well-being Centre and there is a link provided below).

Early Help Front Door - Pathway



<https://www.sefton.gov.uk/social-care-and-health/children-and-young-people/early-help/assess-early-help-assessment-and-how-to-use-it/>