The Lloyd Williamson Nurseries

Safeguarding and Child Protection Policy

2026-27

Updated by Lucy Meyer
Date: 01.09.26
Due for Update: August 2027

IF you have any concerns about a child you MUST contact the DSL or one of the DDSLs as soon as possible…
DSL: Ramona Cristea
DDSL: Rossana Torres
DDSL and Advisor: Lucy Meyer
0207 243 3331
ALL staff must have the DSL and DDSLs as contacts in their phones.

NB: The term nursery relates to both nurseries at 104 and 112 Palace Gardens Terrace London W8 4RT

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The term 'schools' covers all ages including nursery children.

Statement of intent (Rationale)

This policy has been created in line with updated guidance including– KCSIE September 2026.

Lloyd Williamson Nurseries are committed to safeguarding and promoting the physical, mental and emotional welfare of every child, both inside and outside of the school premises. We implement a whole-nurseries approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.
This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. This will be achieved by:

- Ensuring that staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching children how to keep safe and recognising behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is Ramona Cristea and her Deputy is Rossana Torres. The DSL and DDSL are advised by Lucy Meyer. In the absence of the DSL, child protection matters will be dealt with by the deputy DSL.

This policy reflects statutory updates introduced in **Keeping Children Safe in Education (KCSIE) 2026** and also complies with the DfE's 'Working Together to Improve School Attendance' which is now statutory guidance**.**

The updated **Keeping Children Safe in Education (KCSIE) 2026** statutory guidance introduces significant operational and compliance shifts designed to strengthen whole-nursery safeguarding, which directly align with Ofsted's key judgment framework on safeguarding effectiveness. A major statutory requirement is the complete removal of Annex A; **all nursery staff**—including non-teaching and support roles—must now read Part One in full, ensuring uniform safeguarding knowledge that Ofsted inspectors will actively test through staff sampling and culture checks. The guidance modernises digital safety rules to encompass **AI-generated threats and deepfakes**, expands terminology around self-generated intimate imagery, mandates annual filtering and monitoring reviews, and explicitly integrates

guidance on enforcing mobile-phone-free environments. Furthermore, KCSIE 2026 aligns with updated multi-agency child protection reforms under the **Family Help framework** (replacing traditional early help terminology), introduces a dedicated focus on addressing **Violence Against Women and Girls (VAWG)**, misogyny, and serious violence as a continuum of child-on-child abuse, and enforces strict safer recruitment updates under the Crime and Policing Act 2026 by removing the "supervision exemption" for regular volunteers. Together, these statutory additions mean Ofsted inspection teams will scrutinize Single Central Records (SCR), staff training logs, online safety audits, and early identification procedures with increased stringency.

Key Contacts

Director and DSL Advisor: Lucy Meyer

Contact details: lucy@lws.org.uk 020 7243 3331

Designated Safeguarding Lead (DSL): Ramona Cristea
Contact details: ramona@lws.org.uk / 020 7243 3331

Deputy DSL: Rossana Torres
Contact details: rossana@lws.org.uk 020 7243 3331

London Borough of Kensington and Chelsea

To report a concern about a child or young person	**Kensington and Chelsea Duty Line** • Telephone: 020 7361 3013 • Out of hours: 020 7361 3013
Multi Agency Safeguarding Hub (MASH)	Karen Duncan, Tri-borough MASH Business Support Officer • Telephone: 020 7641 3991 • Email: kduncan1@westminster.gov.uk Dhruva Vashee, Tri-borough MASH Business Support Officer • Telephone: 07866 077169 • Email: dvashee@westminster.gov.uk Menna Emmanuel, Specialist Community Public Health Nurse: • Telephone: 020 7641 5498 • Email: menna.emmanuel@nhs.net Debra Cox, Specialist Health Practitioner in MASH: • Telephone: 020 7641 3485

	• Email: Debra.Cox@nhs.net
For case consultations, advice, guidance from the Safeguarding Teams in Children's Social Care	For case consultations or follow-up enquiries please contact the Duty Child Protection Adviser in the first instance telephone 020 7361 3013. Layla Sucha, Family Support and Child Protection Adviser • Email: layla.sucha@rbkc.gov.uk Anna Richards, Family Support and Child Protection Adviser • Mobile: 07974 613 180 • Email: anna.richards@rbkc.gov.uk Sarah Mangold, Interim Service Manager for Safeguarding, Bi-Borough • Mobile: 07984 016 841 • Email: sarah.mangold@rbkc.gov.uk
Safeguarding, Review and Quality Assurance	Angela Flahive, Head of Safeguarding, Review and Quality Assurance • Telephone: 020 7361 3467 • Mobile: 07971 320 888 • Email: angela.flahive@rbkc.gov.uk
Local Authority Designated Officer (LADO / Management of Allegations)	Kensington and Chelsea Please contact duty LADO for consultations and referrals • Telephone: 020 7361 2120 • Email: KCLADO.Enquiries@rbkc.gov.uk Aqualma Daniel, Safer Organisations Manager & Local Authority Designated Officer • Telephone: 07870 481 712 • Email Aqualma.Daniel@rbkc.gov.uk Sally Smith, LADO Manager • Royal Borough of Kensington and Chelsea / City of Westminster • Tel: 07967 764 794 • Email: Sally.Smith@rbkc.gov.uk
Safeguarding Lead for Schools and Education	Elaine Campbell, Bi-borough Safeguarding Lead for Schools and Education • Telephone: 020 7361 3000 • Mobile: 07712 236 508

	• Email: elaine.campbell@rbkc.gov.uk
Child Exploitation Lead	Sarah Stalker, Child Exploitation Lead, (Monday, Tuesday, Wednesday and Thursday) • Telephone: 020 7598 4640 • Mobile: 07971 322 482 • Email: sarah.stalker@rbkc.gov.uk
Prevent (Radicalism and Extremism)	Contact the LBHF / RBKC Prevent team on: • Telephone: 020 8753 5727 • Email: prevent@lbhf.gov.uk
Education and Attendance	Wendy Anthony, Bi-borough Head of Admissions and Access to Education • Telephone: 020 7745 6440 • Email: wendy.anthony@rbkc.gov.uk
ICB Designated Nurse for Safeguarding Children	Emelia Bulley • Mobile: 07867185726 • Email: ebulley@nhs.net
ICB Named GP for safeguarding children	Dr Neera Dholakia • Mobile: 07917 001950 • Email: neeradholakia@nhs.net • ICB working day Tuesday
ICB Designated Nurse, Looked After Children	Alicia Moncrieffe • Secure Email: alicia.moncrieffe7@nhs.net
Child Death Review Team	If you are a professional seeking to report a child death you should do so via the ECDOP online portal. You do not need an account. Please complete with the information you have available and do not worry if there are questions you cannot answer – fill in what you can. North West London Child Death Review Team Email: nhsnwl.cdr@nhs.net Telephone: 0203 350 4044 Interim CDR Manager Tanya Nanuwan Email: t.nanuwan@nhs.net CDR Team webpage: Child Death Reviews: North West London ICS (nwlondonicb.nhs.uk)

School Nursing Teams	Central and North West London Foundation Trust (CNWL) • Telephone: 020 3317 4460 • Email: cnw-tr.kandcshs.cnwl@nhs.net
CNWL Named Nurse for safeguarding children	Central and North West London Foundation Trust (CNWL) Susan Bray, Named Professional for Safeguarding Children. Currently on secondment Joanna Payne • Email: joanna.payne@nhs.net Abigail Skeel. CNWL Named Professional for Safeguarding Children, Child and Adolescent Mental Health Services • Email: abigail.skeel1@nhs.net
Health Visiting Teams	Central London Community Healthcare NHS Trust (CLCH) • Telephone (select option 2): 0208 200 2500 • Email: CLCHT.ChildHealthInformationHubkcwf@nhs.net
Named Nurse for safeguarding children	Catherine Hunter, Named Nurse for Safeguarding • Mobile: 07876 313 939 • Email: catherinehunter4@nhs.net
Mental Health Trusts	Central and North West London Foundation Trust (CNWL)
Acute Hospital	Chelsea and Westminster Hospital NHS Foundation Trust Safeguarding Team Email: caw-tr.safeguardingchildren.chelwest@nhs.net Named Nurse: Faye Mitchison • Email: f.mitchison@nhs.net • Telephone: 0203 315 2751 • Mobile: 07388 998 373 • Tel: 020 3315 1000 Bleep 4241 Named Doctor: Paul Hargreaves • Email: Paul.Hargreaves@nhs.uk • Telephone: 0203 315 3112 (PA)

	Maternity Lead • Named Midwife Safeguarding Children: Wendy Allen • Telephone: 0203 315 2114 • Email: wendy.allen1@nhs.net • Team inbox: maternity.safeguardingchelwest@nhs.net Imperial Hospital NHS Healthcare Trust • Email: Imperial.safeguarding.children@nhs.netand Imperial.safeguarding.maternity@nhs.net Head of Safeguarding/Consultant Nurse for Safeguarding: Nicci Wotton • Telephone: Tel: 0203 312 5173 • Mobile: 07917 374 795 • Email: nicci.wotton@nhs.net Named Doctor: Kati Malbon • Email: k.malbon@nhs.net Named Midwife Safeguarding: Rebecca Heorton • Email: rebecca.heorton1@nhs.net
LSCP Business Managers	Emma Biskupski • Telephone: 07779 348 094 • Email: Emma.biskupski@rbkc.gov.uk

Acronyms

This policy contains several acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL / DDSL	Designated Safeguarding Lead / Deputy	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, Health and Care plan	A funded intervention plan which coordinates the educational, health and care needs for children who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the child.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and

		ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children. This is updated as a draft in the Spring of each year and finalised prior to September 1st each year. Training for staff is done annually/when they join the school and it is used to update safeguarding policies each year.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours. This includes fostered and privately fostered children and those where it has been deemed necessary that they will live with other family members rather than the birth parents.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A subject in which children learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all children. Includes the teaching of sexual health, reproduction

		and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to children with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school or nursery.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18.
For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.
For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:
Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or

anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, to engage in sexual activity with a third party or to be forced to watch pornographic images/material.
Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
    - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
    - Sharing unwanted explicit content
    - Upskirting
    - Sexualised online bullying
    - Unwanted sexual comments and messages, including on social media

"Sexual harassment" refers to unwanted conduct of a sexual nature
Sexual exploitation, coercion, and threats.
For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way.
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals
- Indecent images also include indecent **"pseudo-images"**, which are images have been created or manipulated using computer software and/or AI.

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to

facilitate offline abuse. Children may be abused by one or multiple adults or other children.
For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.
For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.
For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003

- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation' with children and young people'
- DfE (2021) 'Teachers' Standards'

This policy operates in conjunction with the nursery policies and safeguarding documents: this includes the Whistleblowing Policy.

Roles and responsibilities

All staff have a responsibility to:

- Consider at all times, what is in the best interests of the child.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Be aware of the nursery's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Report any concerns of inappropriate behaviour by adults in the schools:
    - DfE (2024) 'Information sharing'

- DfE (2024) ‘Sharing nudes and semi-nudes: advice for education settings’
- DfE (2024) ‘Recruit teachers from overseas’
- DfE (2024) ‘Working together to improve school attendance’
- DfE (2024) ‘Meeting digital and technology standards in schools and colleges’
- Department of Health and Social Care (2024) ‘Virginity testing and hymenoplasty: multi-agency guidance’

All staff and volunteers are expected to:

- Undertake safeguarding and child protection training, including online safety training during their induction and annually– this will be regularly updated. (Educare)
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child e.g. in a suspected case of FGM.
- Support social workers in making decisions about individual children, in collaboration with the DSL including TAC meetings.
- Be aware of and understand the procedure to follow if a child confides they are being abused, exploited or neglected.
- Be aware that a child may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Be aware that some children are too young to tell adults they are being abused.
- Be aware that some SEND children may be unaware they are being abused or may not be able to express themselves fully.
- Promote dialogue and understanding, and ensure all children feel listened to and understood.
- Empower children and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Avoid victim-blaming attitudes and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware that they must not promise a child not to ‘take it further’
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put children at risk of harm.
- Be aware of behaviours that could potentially be a sign that a child may be at risk of harm.

Staff, including the Manager and Director have a responsibility to:

- Safeguard children' wellbeing and maintain public trust in the teaching and nursery profession.
- Personally report any cases to the police where it appears that an act of FGM has been carried out (known case) or is potentially going to be carried out as soon as possible.

The SMT have a duty to:

- Take strategic leadership responsibility for the nursery's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the nursery are effective and comply with the law at all times.
- Guarantee that the nursery contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take account of the procedures and practices of the local boroughs as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read the KCSIE and satisfactorily pass an assessment in their knowledge.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a member of the SMT takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SMT to the role of DSL
- Appoint deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL.
- Facilitate a whole-nursery approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are considered when determining what action to take and what services to provide.
- Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that staff know what to do and who to report to (LADO) should they suspect the manager and director of abuse.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Make sure that children are taught about safeguarding

- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support children to be themselves at school, e.g., if they are LGBTQ+.
- Ensure the school has clear knowledge and understanding for identifying possible mental health problems in children, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g., emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers, and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation.
- Establish an early help procedure
- Introduce training to assist staff in understanding and discharging their roles and responsibilities.
- Put in place appropriate safeguarding responses for children who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 the Data Protection Act 2018, the UK GDPR, and the local multi-agency safeguarding arrangements.

The SMT has a duty to:

- Provide staff with the appropriate policies, training and information upon induction.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.

- Be available during school hours for staff to discuss any safeguarding concerns. In exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability. Deputy DSLs are available in usual circumstances to assist if the lead DSL is absent.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases: where abuse and neglect are suspected, and support staff who make referrals including to the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - Ensuring that the school knows which children have or had a social worker.
    - Understanding the academic progress and attainment of these children.
    - Maintaining a culture of high aspirations for these children.
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these children reach their potential.
    - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these children are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.

- Ensure that a child's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Undergo training, and update this training at least annually.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties children may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

Supervision is vital for **Designated Safeguarding Leads** because it provides protected time to reflect on decisions, check the quality of safeguarding practice, and ensure no concerns are being carried alone. It strengthens professional judgement, offers space to explore complex cases, and helps the DSL stay emotionally grounded in a role that can be demanding. Regular, high-quality supervision also ensures accountability, consistency across the team, and a clear record that safeguarding leadership is active, reflective, and robust.

Multi-agency working

The nursery contributes to multi-agency working as part of its statutory duty. The nursery is aware of and will follow the local safeguarding arrangements.
The nursery will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements.

The nursery will develop trusting relationships between families and agencies to protect the welfare of its children, through the early help process and by contributing to multi-agency plans to provide additional support.
Where a need for early help is identified, the nursery will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
The school will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspectives to evaluate provision.
- Prioritising and sharing resources depending on children' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging others assumptions in a respectful manner.

Information sharing

The nursery recognises the importance of proactive information sharing between professionals and local agencies to effectively meet children' needs and identify any need for early help.
Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the child being placed at risk of harm.
Staff members will be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding.
Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of children. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

Family Help Framework (Previously Early Help)

Safeguarding procedures align with local multi-agency child protection reforms under the **Family Help framework** (replacing traditional early help phrasing). Staff must remain vigilant to early indicators of concern, facilitating timely internal escalations and referrals to community-based and targeted Family Help services before statutory social care thresholds are reached.

Family help means providing support as soon as a problem emerges, at any point in a child's life. The school will be proactive in ensuring that every pupil is able to access the EYFS to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.
Any child may benefit from family help, but staff will be alert to the potential need for early help for children who:

- Are disabled, have certain health conditions, or have specific additional needs. Have SEND, regardless of whether they have a statutory EHC plan.
- Are looked after children.
- Are frequently missing or going missing from care or from home.
- Have poor attendance without specific reason.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are SEND.

The nursery will not limit its support to children affected by the above and will be mindful of a variety of additional circumstances in which children may benefit from early help, for example, if they are:

- Bereaved.
- Have recently returned home to their family from care.
- Are persistently absent from nursery.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.
The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.
Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the child's situation is not improving or is worsening.

Abuse, Neglect and Exploitation

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that children can be affected by seeing, hearing or experiencing the effects of abuse.
All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.
All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that children can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a child being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.
All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues.

Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.
Appendix A of this policy sets out details about specific safeguarding issues that children may experience and outlines specific actions that would be taken in relation to individual issues.

Child-on-Child Abuse

For the purposes of this policy, **"child-on-child abuse"** is defined as abuse between children.
The nursery has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Safeguarding Policy's statement of intent
All staff will be aware that child-on-child abuse can occur between children of any age and gender, both inside and outside of the nurseries. All staff will speak to the DSL if they have any concerns about child-on-child abuse.
All staff will understand the importance of challenge inappropriate behaviour between children and will not tolerate abuse as "banter" or "part of growing up".
Child-on-child abuse can be manifested in many ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, which may also include an online element.

All staff will be clear as to the nursery's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
Children will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported, and kept safe.

The nursery adopts a zero-tolerance approach to Violence Against Women and Girls (VAWG), misogynistic/misandrist attitudes, and serious violence.

Staff are trained to recognise these behaviours as part of a continuum of child-on-child abuse and harmful sexual behaviours (HSB) requiring early intervention, clear reporting pathways, and preventative curriculum integration.

Online safety and personal electronic devices

The school will adhere to the ESafety Policy at all times.
As part of a broad and balanced curriculum, all children will be made aware of online risks and taught how to stay safe online.
Through training, all staff members will be made aware of:

- Child attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a child's online activity.

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's E-Safety and Online Safety policies. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what children can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.
Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Emerging Digital Risks and Artificial Intelligence (AI)

The scope of online safety policies, acceptable use agreements, and filtering/monitoring systems is expanded to explicitly include AI-generated threats, deepfakes, and automated chatbot interactions.

Policy terminology transitions from "sexting" to **"making or sharing of nudes and semi-nudes,"** acknowledging that imagery may be self-generated, peer-shared, or digitally created/altered using generative AI.

All incidents involving nude or semi-nude content mandate an immediate safeguarding response.

Annual Filtering and Monitoring Review

The Senior Leadership Team (SLT) lead for filtering and monitoring, in coordination with the Designated Safeguarding Lead (DSL) and IT services, must conduct and record a formal review of filtering and monitoring effectiveness across all school-owned and connected devices **at least once per academic year**.

This includes enforcement of the nursery's mobile-phone-free policy.

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of children being safe online.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff is closely monitored by the school, in accordance with the Staff Code Of Conduct.
Photographs and videos of children will be carefully planned before any activity with particular regard to consent.
Staff will report any concerns about other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Consensual and non-consensual sharing of indecent images and videos

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence.

Misogyny

In an Early Years Foundation Stage (EYFS) setting, addressing misogyny is not about delivering abstract lectures on gender theory; it is about establishing a foundational culture of equality, mutual respect, bodily autonomy, and inclusive play.

Under **Keeping Children Safe in Education (KCSIE) 2026** and the **Ofsted Inspection Framework**, early years providers have a duty to address the roots of harm, challenge gender stereotypes early, and cultivate a safe, inclusive environment.

Below is an outline of how staff can prevent misogynistic attitudes and harmful gender dynamics through daily early years practice.

Alignment with Statutory Frameworks

- **KCSIE 2026:**
  Emphasizes that harmful attitudes—including misogyny, sexism, and gender stereotypes—begin early in childhood.
  KCSIE requires settings to adopt a preventative approach, ensuring staff never dismiss problematic early behaviours or gendered boundary-stepping as "boys being boys" or "harmless play"
- **Ofsted Inspection Framework:** Focuses on *Personal Development* and *Behaviour and Attitudes*. Inspectors assess whether settings actively promote equality, challenge stereotypical views, and foster respectful social interactions from the start of EYFS.

- **EYFS Statutory Framework:** Highlights the *Personal, Social and Emotional Development (PSED)* prime area, which requires practitioners to help children build positive relationships, understand boundaries, and respect themselves and others.

Daily Practice Strategies

Countering Gender Stereotypes in Play & Provision

- **Equal Access to Resources:** We Ensure all continuous provision—such as the construction area, vehicle play, domestic role play, and mud kitchens—is equally accessible and actively encouraged for all children regardless of gender.
- **Neutral Provision & Language:** We avoid organising resources by gender (e.g., "boys' cars" vs. "girls' dolls"). Use gender-neutral phrasing when inviting children to activities (e.g., "calling all builders" rather than "calling all the boys").
- **Diverse Media & Role Models:** We select storybooks, imagery, and play figures that challenge traditional gender roles (e.g., female firefighters, male nurses, diverse family structures).

Challenging Sexist Language and Behaviours Immediately

- **Zero-Tolerance for Dismissive Language:** Staff are trained to intervene when gender-restrictive comments occur (e.g., "Boys don't play with dolls" or "Girls can't run fast").
- **Constructive Reframing:** Rather than simply punishing a child, staff use teachable moments to expand understanding:
  "Actually, anyone can play with dolls. Playing with dolls helps us learn how to care for people."
- **Refusal of "Boys Will Be Boys":** Rough play or physical boundary-crossing is addressed based on safety and consent, ensuring boys are held to the same standards of emotional self-regulation and gentle interaction as girls.

Teaching Bodily Autonomy, Boundaries, and Consent

- **Promoting Choice:** Children are taught that their bodies belong to them. For example, if a child does not want a hug from a peer, staff support their right to say "no" and teach others to respect that boundary.
- **Emotional Literacy:** Practitioners help children—especially young boys—identify and name a full spectrum of emotions (sadness, frustration, empathy). Helping boys express vulnerability reduces reliance on physical aggression or dominance as default behaviours.

Role Modelling by Staff and Leadership

- **Staff Interactions:** Male and female practitioners model equal partnership, mutual respect, and non-stereotyped division of tasks (e.g., ensuring both male and female staff participate in cleaning, heavy lifting, nurturing, and creative play).
- **Unconscious Bias Training:** Regular team reflection sessions allow staff to review their own practice, ensuring they do not unconsciously give boys more freedom for risky/boisterous play while expecting girls to be quiet, helpful, or tidying up.

Parent and Carer Engagement

- **Open Dialogue:** If a child repeatedly displays learned misogynistic or gender-restrictive behaviours from external environments, staff work collaboratively

with parents to promote consistent, respectful messaging across home and nursery settings.

Monitoring and Impact Assessment

- **Observations & Record Keeping:** Staff are requested to observe dynamics in play areas to identify whether certain zones are becoming gender-segregated or if specific children display dominant or exclusionary behaviour.
- **Safeguarding Logs:**
  Any persistent concerns regarding harmful behaviours or concerning language learned at home are logged in line with the setting's child protection policy and KCSIE guidelines.

Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of children's behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

Children potentially at greater risk of harm

The school recognises that some groups of children can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of children. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Children who need social workers

Children may need social workers due to safeguarding or welfare needs. These needs can leave children vulnerable to further harm and educational disadvantage. As a matter of routine, the DSL will hold and use information from the LA about whether a child has a social worker in order to make decisions in the best interests of the child's safety, welfare, and educational outcomes.
Where a child needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

LAC and PLAC

Children commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.
The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the child.

The DSL will be provided with the necessary details of children' social workers and the VSH, and, for PLAC, personal advisers.
Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

Children with SEND

When managing safeguarding in relation to children with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the child's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Children with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for children with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a child with SEND, the DSL will liaise with the school's SENCO, as well as the child's parents where appropriate, to ensure that the child's needs are met effectively.

LGBTQ+ children

The fact that a child may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ children can be targeted by other individuals. Staff will also be aware that, in some cases, a child who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.
Staff will also be aware that the risks to these children can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these children and provide a safe space for them to speak out and share any concerns they have.

Children requiring mental health support

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

Use of the school premises for non-school activities

PGT2 shares the space with the Church but there are no overlapping hours.

Extracurricular activities and clubs

Peripatetic staff i.e. gardening and music teachers are always with staff and have up to date DBS.

Private fostering

Where a period of UK homestay lasts 28 days or more for a child, this may amount to private fostering under the Children Act 1989. Where the nursery becomes aware of a child being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Concerns about children

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or deputy.
Staff will be aware that children may not feel ready or know or be too young to be able to tell someone that they are being abused. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a child.
All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Communication and confidentiality section of this policy.
Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
The LA will decide regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the child. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child.
If early help is appropriate, the case will be kept under constant review. If the child's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely.
If a child is in immediate danger, a referral will be made to CSCS and/or the police immediately.
When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the child feels like they are being listened to and believed.
An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Managing referrals

The reporting and referral process outlined in the Reporting Safeguarding Concerns Flowchart will be followed accordingly.
All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies,

information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, to ensure the wellbeing of the children involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
Where a child has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.
The school will not wait for the start or outcome of an investigation before protecting the victim and other children.
Discussions of concerns with parents will only take place where this would not put the child or others at potential risk of harm. The nursery will work closely with parents to ensure that the family, is effectively supported, and knows where they can access additional support.

Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SMT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SMT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Safeguarding concerns and allegations of abuse against staff

All allegations against staff, volunteers and contractors will be managed in line with the nursey's Allegations Against Staff Policy. The nursery will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the nursery liaises with the relevant parties.
When managing allegations against staff, the nursery will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations Against Staff Policy.
Allegations that meet the harms threshold include instances where staff have:

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

Low-level concerns will be handled by the DSL and SMT.

Communication and confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

All child protection and safeguarding concerns will be treated in the strictest of confidence

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a child, staff members will not promise the child confidentiality.

Discussions with parents will not take place where they could potentially put a child at risk of harm.

Safer recruitment

The nursery's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members including volunteers. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the nurseries at times when children are on the premises.
- Regularly come into contact with children under 18 years of age (including apprentices).

The nursery will conduct the appropriate pre-employment checks for all prospective employees, including volunteers, internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for contractors.

Staff suitability

All staff members are required to sign the Staff Disqualification Declaration Form before they start work at LWN confirming that they are not disqualified from working with children. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The nursery will provide support with this process.

At LWN all adults working or volunteering at the nursery have **always** been considered as engaging in regulated activity and have undergone all safer recruitment checks as per our policy. Whilst we have never used the exemption for volunteers this policy has now become law under the Crime and Policing Act 2026, the "supervision exemption" for regular volunteers is revoked. Any individual undertaking regular teaching, training, instruction, care, or supervision of pupils is defined as engaging in **regulated activity**, regardless of supervision status. Such

roles strictly require an Enhanced DBS Check with Children's Barred List information prior to commencement, with updates recorded on the Single Central Record (SCR).

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

The nursery will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single central record (SCR)

The school keeps an SCR which records all staff, including volunteers who work at the nursery.
The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

The school does not use agency supply staff.
The details of an individual will be removed from the SCR once they no longer work at the school.

Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on an annual basis at least and/or whenever there is a change in legislation.
The induction training will cover:

- The Safeguarding and Child Protection Policy.
- Annual training for all staff on 'Keeping children safe in education' (KCSIE)
- Information about the role and identity of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- Updated online safety training (EDUCARE).

The DSL and deputy DSLs will undergo child protection and safeguarding training and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, children with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by children with SEND.

Monitoring and review

This policy is reviewed at least annually by the DSL and the director. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.
Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **September 2026**.

Conclusion

This policy has been developed to ensure the inclusion of all children and staff with due regard to SEN, Most Able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those children who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their protected rights under the Equality Act.
LWN values the worth of every individual and the contribution they make to the nursery community as a whole.

Reviewed and Updated September 2026

Lucy Meyer	**Ramona Cristea**
Director	***Manager***

APPENDIX A

Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that children may experience and outlines specific actions that would be taken in relation to individual issues.
Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The nursery will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse

Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

Children absent from education

A child who is absent from nursery can be a vital warning sign of a range of safeguarding issues, including neglect. The nursery will ensure that the response to children persistently being absent from the nursery supports identifying such abuse and helps prevent the risk of children becoming absent from education in the future. Staff will monitor children that are absent from the nursery, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures.

Admissions/New Child register

Children are placed on the register at the beginning of the first day that is agreed by the nursery, or when the nursery has been notified that the pupil will first be attending.

The nursery will ensure that the register is kept up-to-date and accurate at all times. Two emergency contacts will be held for each child where possible.

If a parent notifies the nursery that their child will live at a different address, the nursery will record the following information on the child's file.

- The full name of the parent with whom the child will live
- The new address
- The date from when the child will live at that address

If a parent notifies the nursery that their child will be attending a different nursery or starting reception at school, or is already registered at a different nursery, the following information will be recorded on the child's file

- The name of the new school /nursery
- The date on which the child first attended, or is due to attend, that school

Where a child moves to a new setting the nursery will use a secure system to securely transfer children' data.
The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child abduction and community safety incidents

For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.
All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with children.

FGM

For the purposes of this policy, **"FGM"** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
All staff will be alert to the possibility of a child being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting children will reflect multi-agency working arrangements.
As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a child. Staff failing to report such cases may face disciplinary action. Staff will not examine children, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.
NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
All staff will be aware of the indicators that children and young apprentices may be at risk of FGM. While some individual indicators may not indicate risk, the presence of two or more indicators could signal a risk to the child
Indicators that a child may be at heightened risk of undergoing FGM include:

The socio-economic position of the family and their level of integration into UK society.

- The child coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A child confiding that she is to have a 'special procedure' or a ceremony/party to 'become a woman'.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the child:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Having prolonged or repeated absences from school
- Being reluctant to undergo normal medical examinations.
- Asking for help
- All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Radicalisation

For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to
support terrorism and extremist ideologies associated with terrorist groups.
For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.
For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.
Protecting children from the risk of radicalisation is part of the nursery's wider safeguarding duties.
The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools and nurseries are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the nursery's wider safeguarding obligations.

Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse or neglect.
Staff will not attempt to make a diagnosis of mental health problems – the nursery will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify children whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how children' experiences can impact on their mental health, behaviour, and education.
Staff who have a mental health concern about a child that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.
The nursery will access a range of advice to help them identify children in need of additional mental health support, including working with external agencies.

APPENDIX B

REPORTING PROCEDURE

A member of staff only requires reasonable cause for concern regarding potential child abuse. When there are reasonable grounds to suspect child abuse the following procedure must be implemented.
1. Record any concerns you may have Speak to the DSL or if they are unavailable the Deputy DSL/s.
2.If a child makes a disclosure to you then:

- **Stop** everything else and concentrate on what you are observing or being told
- **Ensure** the immediate safety of the child/young person
- **Do not** promise confidentiality of agree to keep something a secret, but reassure them that the conversation will be repeated to the DSL, who will make appropriate steps to make them safe.
- **Record verbatim** what they have said in their own words
- **Do not** investigate and **avoid** asking lead questions
- **Obtain** enough information to refer concerns
- **Inform** the Designated Safeguarding Lead or if unavailable the Deputy Designated Safeguarding Leads and pass on your written account which should be written up on the Safeguarding platform on AIMS.
- **Do not** contact the parents
- **Do not** share any details of the allegation or identify the individuals concerned with anyone

3. The DSL will seek advice from Social Services and a written record must be kept of any discussions made with the Duty Officer including the name of the person spoken to, the date and time of the call, and the content of the discussion and agreed action. A Multi Agency Referral Form must now be completed and submitted to the appropriate Duty Team for the LA in which the child resides. If this is not possible the MARF must be completed within 24 hours of the allegation.

Advice is available from MASH Teams:

- Hammersmith & Fulham - tel: 020 8753 6610

- Kensington and Chelsea - socialservices@rbkc.gov.uk or tel: 020 7361 3013
- Westminster - accesstochildrensservices@westminster.gov.uk or tel: 020 7641 4000

If it is necessary for a child to be taken to hospital, medical staff must be informed that a non-accidental injury is suspected and a member of staff must stay with the child until a social worker arrives.
If no messages are received by the nursery (referrer) from the Assessment Team (Safeguarding and Rights) within 3 working days, the Referrer has the responsibility to contact the Assessment Team to confirm they have receipt of the referral.
If a child is deemed to be at risk of extremism and radicalisation information will be shared with and advice and guidance is sought from:
RBKC Prevent Team
020 8753 5727
prevent3@rbkc.gov.uk

