



## Child Protection and Safeguarding Policy and Procedure

Reviewed on	By
08.1.2023	S Crump
1.03.2024	G Baker
09.12.2024	G Baker

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Company Registration No. 3174367 Registered Office: City House 3 Cranwood St London EC1V 9PE Registered  
Charity No: 1054300

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## 1. CHILD PROTECTION AND SAFEGUARDING POLICY INTRODUCTION

**Safeguarding:** *The action that is taken to promote the welfare of children and protect them from harm.*

Charters Ancaster Nursery and Forest School is committed to protecting the welfare of every child we care for. All employees are expected to share this commitment. The nursery is committed to promoting the welfare of children and young people. It is therefore our duty to report any concerns to the appropriate outside agencies.

Safeguarding children is everyone's responsibility and everyone who comes into contact with children and families has a role to play. Our nursery is a community and all those directly connected, staff members, directors, parents, families and children have an essential role to play in making it safe and secure. The purpose of this Safeguarding Policy is to achieve a nurturing and caring environment where children can have fun and be safe.

This policy defines a child as anyone under the age of 18 years.

**Who does this policy apply to?** This policy applies to all members of staff in our nursery, including all permanent, temporary, and support staff, directors, volunteers, contractors, and external service activity providers.

Safeguarding and promoting the welfare of children is defined as:

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

Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The children's welfare is our paramount concern. The Board of Directors will ensure that our nursery will safeguard and promote the welfare of pupils and work together with other agencies, to ensure that our nursery has robust arrangements in place to identify, assess and support those children who are suffering, or likely to suffer harm.

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Safeguarding incidents and/or behaviours can be associated with factors outside the nursery and/or can occur between children outside the nursery. All staff, but especially the Designated Safeguarding Lead (DSL) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Contextual safeguarding simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

## **2. OUR ETHOS**

We believe that our nursery should provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

We recognise that all adults within the nursery, including permanent and temporary staff, volunteers and directors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of the nursery's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies.

## **3. THE LEGAL FRAMEWORK**

Working Together to Safeguard Children 2018 defines safeguarding and promoting the welfare of children 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

This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children July 2018
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges 2022

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- Pan-Sussex Child Protection and Safeguarding Procedures
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- Children act 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
- What to do if you're worried about a child being abused 2015
- Counter- Terrorism and security Act 2015
- Data Protection Act 2018
- Inspecting Safeguarding in the Early Years, Education and Skills settings 2022
- Prevent Duty 2015

#### 4. ROLES AND RESPONSIBILITIES

<b>Designated Safeguarding Lead (Gel Baker, Deputy Manager)</b>	<p>The DSL is the nursery's lead person with overall responsibility for child protection and safeguarding. The DSL has the appropriate authority and will be given the time, funding, training, resources and support to provide advice and support to the other staff on child welfare and child protection matters. They will also take part in strategy discussions and inter-agency meetings – and/or support other staff to do so – and contribute to the assessment of children. The DSL's lead responsibility will not be delegated.</p> <p>The role of DSL will be explicit in their job description.</p>
<b>Deputy DSL (Natasha Leigh &amp; Susannah Crump)</b>	<p>The role of the Deputy DSL is to ensure appropriate cover for the DSL at all times. The role of DDSL will be explicit in their job description.</p>
<b>Nominated Director (Fiona Kellett)</b>	<p>Responsible for safeguarding. They will champion good practice, provide critical challenge, liaise with the Nursery Manager and provide information and reports to the Board of Directors.</p>

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<b>Nursery Manager (Susannah Crump)</b>	<p>The case manager for dealing with allegations of abuse made against nursery staff members</p> <p>They will ensure that the policies and procedures adopted by the Board of Directors are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.</p> <p>The procedure for managing allegations is detailed in Appendix B.</p>
<b>Chair of Directors (Mike Crump)</b>	<p>The case manager for dealing with allegations against the Nursery Manager. The procedure for managing allegations is detailed in Appendix B.</p>
<b>Board of Directors</b>	<p>Collectively responsible for ensuring that safeguarding arrangements are fully embedded within the nursery's ethos and reflected in the nursery's day-to-day practice.</p>

All staff members, directors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to children who disclose abuse and what to do if they are concerned about a child.

## 5. SUPPORTING CHILDREN

Our nursery will support all children by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- Filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material
- Ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to

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- Providing children with a number of appropriate adults to approach if they are in difficulties
- Supporting the child's development in ways that will foster security, confidence and independence
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
- Liaising and working together with other support services and those agencies involved in safeguarding children
- Monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support
- Ensuring that all staff are aware of the early help process, and understand their roles in it, including acting as the lead professional where appropriate
- Ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or characteristics, and how to address them

Additional vulnerabilities and characteristics can include:

- Looked after children
- Previously looked after children
- Care leavers
- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children who frequently go missing from care or from home
- Children misusing drugs or alcohol themselves
- Children at risk of modern slavery, trafficking or exploitation
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have returned home to their family from care
- Children showing early signs of abuse and/or neglect
- Children at risk of being radicalised or exploited
- Privately fostered children

*Some of these issues may not directly affect our children but may do so indirectly through siblings and other family members.*

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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- Assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges our nursery will ensure that these children receive additional monitoring and support.

## **6. CHILD PROTECTION AND SAFEGUARDING PROCEDURE**

We have a structured procedure in place that will be followed by all members of the nursery in cases where there are welfare or safeguarding concerns. This procedure has been developed in line with The Early Years Foundation Stage Statutory Framework: 2021, Pan-Sussex Child Protection, and Safeguarding Procedures and Keeping Children Safe in Education: 2018.

The Children's Social Care Single Point of Advice (SPoA) will be notified as soon as there is a significant concern, or where a level 3 referral is required. (See Appendix B for levels of need)

The names of the DSL and deputy DSL will be clearly advertised in the nursery, with a statement explaining the nursery's role in referring and monitoring welfare and safeguarding concerns. Photographs of the DSL team are displayed in the House and Chalet main entrances and the staffroom.

The policy and procedures are published on our website and also referred to in our introductory nursery materials, to ensure that parents are carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children.

## **7. REPORTING CONCERNS AND RECORD KEEPING**

All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept, in line with the East Sussex Local Safeguarding Children Board guidance 'Keeping Records of Child Protection and Welfare Concerns Guidance for Early Years Settings, Schools and Colleges, July 2017'.

- Any concerns should be reported to the DSL without delay- Gel Baker.
- If The DSL is unavailable, then it should be reported to the Deputy DSL- Susannah Crump and Natasha Leigh.

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- If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the management team and/or take advice from SPoA themselves. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- Concerns should be factual, recorded clearly and accurately on a Welfare Concern form as soon as possible, to ensure accuracy of information. (These can be found in the main office, but each room also has access to blank copies.)
- Where a child has arrived at nursery with an existing injury, staff should complete an Incident Record on Family, detailing the parent/carers explanation. Professional curiosity around explanations is encouraged.
- If appropriate, discuss any reported concerns with the parent or carer. If you feel that to share your concerns may place a child in additional danger, or where you suspect sexual abuse, seek guidance from the DSL first.

Hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are reported, recorded and considered under safeguarding arrangements.

When a child is due to transfer to another nursery or school, the DSL will consider if it would be appropriate to share any information with the new nursery/school in advance of a child leaving. This information would allow the new nursery/school to continue supporting victims of abuse and have that support in place for when the child arrives.

We will continue to support any children leaving the nursery about whom there have been concerns, by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the child's new nursery or school as a matter of priority, and within 5 working days.

When a child with a record of safeguarding or welfare concerns joins our nursery, we will ensure that this information is shared appropriately with the DSL.

The DSL will ensure that records are maintained accurately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

## **8. SAFER WORKFORCE**

Charters Ancaster Nursery and Forest School has robust recruitment and vetting procedures to help prevent unsuitable people from working with children. The Nursery requires that employees, students and volunteers, use our procedure to report concerns.

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All individuals working in any capacity at our nursery, will be subjected to safeguarding checks in line with the statutory guidance 'Keeping Children Safe in Education'.

Our job advertisements and application packs make explicit reference to the nursery's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process, and clear statements in the job description and person specification about the staff member's safeguarding responsibilities. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder: ***'To understand and take responsibility for any safeguarding concerns and take action as necessary and update training regularly.'***

Annual self-declaration to be filled out by every member of staff and any new information disclosed.

All staff members who have contact with children, young people and families, will have appropriate pre-employment checks, which will be scrutinised, in line with *'Keeping Children Safe in Education: September 2022'*.

At least one member on every shortlisting and interview panel will have completed safer recruitment training. The Nursery Manager is responsible for ensuring that safer recruitment training is kept up-to-date.

Agencies and third parties supplying staff to the nursery must provide us with evidence that they have made the appropriate level of safeguarding checks on individuals working in our nursery. We will ensure that any agency worker presenting for work is the same person on whom the checks have been made.

We will seek written notification that any employees, students and volunteers supplied by activity and work placement providers have been subjected to the appropriate level of safeguarding checks, in line with 'Keeping Children Safe in Education'. If assurance is not obtained, permission to work with our children or use our nursery premises may be refused.

We have a procedure in place to handle allegations against members of staff and volunteers in line with *'Keeping Children Safe in Education Statutory Guidance'*.

## **9. STAFF INDUCTION, TRAINING AND DEVELOPMENT**

All new members of staff, including newly-qualified practitioners and directors, students, bank staff etc are given a folder of documents to read, or the documents can be read online during their induction session. They can be sent them by email, or they can access them on our website before their employment. They sign for each document they read, so that a record can be kept. At the induction they can discuss any questions they have about the documents.

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The induction will include the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the behaviour policy
- Issue and explain the staff code of conduct
- Explain the role of the DSL and share the identities of the DSL and the DDSL
- Issue Part One and Annex A of Keeping Children Safe in Education, September 2018
- Child protection and safeguarding training (including online safety)

All new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.

Staff members supplied by other agencies and third parties, will be provided with details of the safeguarding arrangements on their first day of work at the nursery. This information will include identifying the DSL and the process for reporting welfare concerns.

### **Ongoing Training of Staff**

The DSL will undergo specific updated safeguarding and child protection training every two years. In addition to this, their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role.

All staff members of the nursery will receive appropriate safeguarding and child protection training (whole nursery training) which is regularly updated. The DSL will provide briefings to the nursery on any changes to safeguarding and child protection legislation, and procedures and relevant learning from local and national serious case reviews as required, but at least annually (e.g. INSET days).

Staff members who miss whole nursery training will be required to undertake other relevant training to make up for it. The DSL will be responsible for arranging this.

The nominated director for safeguarding and child protection will update their safeguard training annually and keep up to date on current safeguarding news/developments.

The nursery will maintain accurate records of staff induction and training.

The induction and ongoing training of staff will include the following key aspects:

- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

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- Staff are advised to maintain an attitude of 'It could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff should always act in the best interests of the child.
- If staff are unsure, they should always speak to the DSL or DDSL.
- If staff have any concerns about a child's welfare, they should act on them immediately.
- Staff should not assume that a colleague or another professional will act.

## **10. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

Charters Ancaster Nursery and Forest School recognises that all matters relating to safeguarding and child protection are confidential. Any information about a child will only be disclosed by the Nursery Manager or DSL to other staff members on a need-to-know basis, and in the best interests of the child.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children. All staff members who come into contact with children, will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

Staff members are aware that they cannot make a promise to a child to keep secrets which might compromise the child's safety or wellbeing.

We will ensure that our staff members are confident about what they can and should do under the law, including how to obtain consent, to share information and when information can be shared without consent.

## **11. INTER-AGENCY WORKING**

Charters Ancaster Nursery and Forest School will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by East Sussex and any other authorities. We will ensure that we have a clear process for gathering the evidence required for reviews, and audits, embedding recommendations into practice and completing required actions within agreed timescales.

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## 12. WHISTLEBLOWING AND COMPLAINTS

At Charters Ancaster Nursery and Forest School there is a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Nursery Manager (Susannah Crump), the chair of the Board of Directors (Mr Mike Crump), or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

Further information on this can be found in the Whistleblowing Policy and Concerns and Complaints Policy.

## 13. MANAGING ALLEGATIONS OF ABUSE MADE AGAINST EDUCATIONAL ESTABLISHMENT STAFF MEMBERS AND VOLUNTEERS

Charters Ancaster Nursery and Forest School will take all possible steps to safeguard our children and to ensure that the adults in our nursery are safe to work with children. We will always ensure that the procedures outlined in Part 4 of '*Keeping Children Safe in Education: September 2022*' are adhered to and will follow the flowchart in Appendix C.

If an allegation is made, or information is received, about an adult who works in our nursery which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Nursery Manager or DSL immediately. Should an allegation be made against the Nursery Manager or DSL, this will be reported to the Chair of the Board of Directors. In the event that neither the Nursery Manager, DSL or Chair of Directors are contactable on that day, the information must be passed to the next most senior member of staff.

The Nursery Manager, DSL or Chair of Directors will follow the flowchart in Appendix C. No member of staff or the directors will undertake further investigations before receiving advice from Single Point of Advice or LADO.

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Any member of staff or volunteer who does not feel confident to raise their concerns with the Nursery Manager, DSL or Chair of the Directors should follow the flowchart in Appendix C and make the appropriate contact direct.

### **The Procedure**

The nursery will consider the impact on the child concerned and provide support, along with the Children's Social Care and the police, if they are involved.

The Nursery Manager or DSL will ensure that the child and family are kept informed of the progress of the investigation.

The staff member who is the subject of the allegation, will be advised to contact their union, professional association or a colleague for support (depending on the outcome of the safeguarding strategy meeting, which is normally chaired by the LADO).

The Nursery Manager will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

The legislation imposing restrictions makes clear that 'publication' of material that may lead to the identification of the practitioner, who is the subject of the allegation, is prohibited. 'Publication' includes 'any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public'. Therefore, a parent who published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the practitioner by members of the public).

### **Referral to the Disclosure and Barring Service (DBS)**

The nursery has a legal duty to refer to the DBS anyone who had harmed, or poses a risk to a child, or if there is a reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our nursery, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

## **14. ALLEGATIONS AND DISCLOSURES OF PEER ON PEER ABUSE**

At Charters Ancaster Nursery and Forest School, we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults and other children within the nursery. All reports of peer on peer abuse will be reported to the DSL and recorded on the safeguarding files for each child involved. The DSL will analyse the information and take action as necessary and record the outcome.

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In the case of physical abuse, consideration will be given as to whether it may be appropriate for the nursery to make use of the behaviour policy (which includes anti-bullying) to resolve the issue.

In the case of sexual violence or sexual harassment the nursery recognises that reports of this nature are likely to be complex. All decisions will be made on a case-by-case basis, with the DSL or DDSL taking a leading role and using their professional judgement, supported by other agencies such as children's social care and the police, as required. The nature of the alleged incident will be considered, including whether a crime may have been committed, the ages of the children involved, the developmental stages of the children involved, as well as whether the victim has a disability or a learning difficulty.

### **Adult Peer on Peer Abuse**

In the case of a member of staff making an allegation or disclosure concerning peer on peer abuse between adults, Charters Ancaster Nursery and Forest School are committed to support staff if they feel this is happening to them or others within the setting.

In the first instance it is advised to speak to the Nursery Manager or DSL, who will then launch an internal investigation into these claims. Any allegations will be treated on an individual basis and recorded on the safeguarding files for each member of staff.

The Nursery Manager and DSL will analyse the information and take action as necessary and record the outcome.

## **15. DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF**

Members of staff should follow the guidance below if a child discloses that he or she has been abused in some way.

- Listen to what is being said without displaying shock or disbelief
- Only ask questions when necessary to clarify
- Accept what is being said
- Allow the child to talk freely – do not put words in the child's mouth
- Reassure the child that what has happened is not his/her fault
- Do not make promises that you may not be able to keep
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care
- Stress that it was the right thing to tell
- Do not criticise the alleged perpetrator

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- Explain what has to be done next and who has to be told
- Inform the DSL without delay
- Complete the child protection incident/welfare concern paper form (available in the office) and pass it to the DSL
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL

## 16. PROFESSIONAL CHALLENGE AND DISAGREEMENTS

Charters Ancaster Nursery and Forest School will promote a culture that enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding in the nursery. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members can speak with the DSL, Nursery Manager or the Chair of the Board of Directors.

If there are professional disagreements with practitioners from other agencies, the DSL or the Nursery Manager will raise concerns with the relevant agency's safeguarding lead in line with guidance in the Pan-Sussex Child Protection and Safeguarding Procedures.

If the nursery disagrees with the child protection conference chair's decision, the DSL/Nursery Manager will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

## 17. INFORMATION SHARING AND CONSENT

It is essential that people working with children can confidently share information as part of their day-to-day work.

**The Data Protection Act 2018 and the General Data Protection Regulations 2018** are not barriers to sharing information and do not change duties under safeguarding. They are there to ensure that personal information is managed in a sensible way, and that a balance is struck between a person's privacy and public protection.

Charters Ancaster Nursery and Forest School may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care. Staff *must* be clear about the purpose of sharing confidential information, and only share as much as they need to achieve their purpose. We will also proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible, when working to support children.

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Parents need to know what our responsibilities are for safeguarding and protecting children, and that this involves sharing information about them with other professionals.

We will aim to get consent from parents (or the child if they have sufficient understanding) to share information, if possible. Staff **do not** need consent if there is a serious concern about a child's safety and well-being. If any information is shared without consent it should be recorded with a full explanation of this decision. It is just as important to keep a record of why you decided not to share information, as to why you did so.

Consent **should not be sought** from parents or carers (or the child if they have sufficient understanding) if:

- It would place a child at increased risk of harm;
- It would place an adult at risk of serious harm;
- It would prejudice a criminal investigation;
- It would lead to unjustified delay in making enquiries about allegations of significant harm to a child;
- Required by law or a court order to share information;
- Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Staff members must make sure to record what information has been shared.

Consent **should be sought** for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a special issue about consent. This must be discussed with a social worker in the Single Point of Advice;
- Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Single Point of Advice.

## **18. THE USE OF 'REASONABLE FORCE'**

There may be circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control, or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances, such as breaking up a fight, or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'.

Further guidance on the use of reasonable force and positive handling should be sought within the Behaviour policy. When managing incidents of positive handling the nursery will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

## **19. SITE SECURITY**

All staff members of Charters Ancaster Nursery and Forest School have a responsibility to ensure our buildings and grounds are secure and to report any concerns that may come to light.

We check the identity of all visitors and volunteers coming into the nursery, and any individual who is not known or identifiable will be challenged for clarification and reassurance.

Visitors are expected to sign in and out in the visitors' log, located in the entrance hallway of each building, and are provided with a lanyard badge that must be displayed at all times whilst on the nursery site.

Charters Ancaster Nursery and Forest School will not accept the behaviour of any individual, including parents and carers, that threatens nursery security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern, and may result in a decision to refuse the person access to the nursery site.

## **20. QUALITY ASSURANCE**

Charters Ancaster Nursery and Forest School ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL.

We will complete an audit of the nursery's safeguarding arrangements at frequencies specified by the East Sussex and using the audit tool provided by them for this purpose.

The nursery's Senior Management team and the Directors will ensure that action is taken to remedy, without delay, any deficiencies and weaknesses identified in safeguarding and protection arrangements.

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

## **21. KEY CONTACTS**

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Role	Name	Contact Details
Designated Safeguarding Lead	Gel Baker	01424 216670 gbaker@chartersancaster.com
Deputy Designated Safeguarding Lead	Susannah Crump	01424 216670 scrump@chartersancaster.com
Deputy Designated Safeguarding Lead	Natasha Leigh	01424 216670 nleigh@chartersancaster.com
Nominated Director for Safeguarding and Child Protection	Fiona Kellett	Contact via office
Chair of Directors	Mike Crump	Contact via office
Local Authority Designated Officer (LADO)	Sam Efde	Portal via czone
Safeguarding Officer and Assistant Local Authority Designated Officer	Sue Giles	07543237465
Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 <a href="mailto:0-19.SPoA@eastsussex.gov.uk">0-19.SPoA@eastsussex.gov.uk</a>
	Emergency Duty Service – after hours, weekends and public holidays	01273 335906 01273 335905

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## APPENDIX A

## 1.DEFINITIONS, CATERGORIES OF ABUSE, SPECIFIC SAFEGUARDING ISSUES

<b>Abuse (including neglect)</b>	A form of maltreatment. A person may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
<b>Children</b>	Any people who have not yet reached their 18 <sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
<b>Child Protection</b>	Part of safeguarding and promoting the welfare of children, and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
<b>Early Help</b>	Providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
<b>Harm</b>	The ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
<b>Safeguarding Children</b>	The action we take to promote the welfare of children and protect them from harm. Safeguarding children is to protect them from maltreatment; prevent impairment of children's health and development; ensure they grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children have the best outcomes. Safeguarding and promoting the welfare of children is defined in ' <i>Working Together to Safeguard Children: A Guide Inter-Agency Working to Safeguard and Promote the Welfare of Children: July 2018</i> '.

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## 2.CATEGORIES OF ABUSE

<b>Emotional abuse</b>	<p>The persistent emotional maltreatment of a child, such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:</p> <ul style="list-style-type: none"> <li>• Making a child feel worthless, unloved or inadequate</li> <li>• Only there to meet another's needs</li> <li>• Inappropriate age or developmental expectations</li> <li>• Overprotection and limitation of exploration, learning and social interaction</li> <li>• Seeing or hearing the ill-treatment of another, e.g. domestic abuse</li> <li>• Making the child feel worthless and unloved – high criticism and low warmth</li> <li>• Serious bullying (including cyberbullying)</li> <li>• Exploitation or corruption</li> </ul>
<b>Neglect</b>	<p>The persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:</p> <ul style="list-style-type: none"> <li>• Provide adequate food, clothing and shelter, including exclusion from home or abandonment</li> <li>• Protect a child from physical and emotional harm or danger</li> <li>• Ensure adequate supervision, including the use of inadequate care givers</li> <li>• Ensure access to appropriate medical care or treatment</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
<b>Physical abuse</b>	<p>This may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to</p>

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	a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
<b>Sexual abuse</b>	<p>This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at, or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.</p> <p>Child sexual exploitation is also sexual abuse. It involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having other perform sexual activities on them. It could take the form of grooming of children e.g. to take part in sexual activities or to post sexual images of themselves on the internet.</p>
<b>Domestic Abuse</b>	<p>The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over, who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.</p> <p>Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases a child may blame themselves for the abuse, or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.</p>
<b>'Honour-Based' Violence</b>	<p>So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. This abuse is committed in the context of preserving 'honour' and often involves family or community pressure, and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. Regardless of motivation, all forms of HBV are abuse and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need</p>

	to be alert to the possibility of a child being at risk of HBV, or having already suffered HBV.
<b>Female Genital Mutilation (FGM)</b>	<p>Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to female genital organs for non-medical reasons. FGM is mostly carried out on young girls between infancy and age 15 and has no health benefits. It harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies. FGM is considered a cultural tradition in most societies where it is practised, and this is often used as an argument for its continuation.</p> <p>FGM is a criminal offence in the United Kingdom. Since 2003 it is also a criminal offence for UK nationals or UK permanent residents to take their child abroad to have FGM carried out.</p> <p><b>If you suspect FGM has taken place:</b></p> <p>Under Section 74 of the Serious Crime Act 2015 amended the Female Genital Mutilation Act 2003, it is a legal duty for people working with children to contact police if:</p> <ul style="list-style-type: none"> <li>• They are informed by a girl under the age of 18 that she has undergone an act of FGM; or</li> <li>• They observe physical signs that an act of FGM may have been carried out on a girl under the age of 18.</li> </ul>
<b>Breast Ironing</b>	<p>Breast ironing, or breast flattening, originates mainly from Cameroon and parts of Africa. It involves pounding or massaging the breasts with hot objects including spatulas, rocks and hammers. The reasons for this practice relate to the desire to keep female children 'childlike' to protect them from unwanted male attention, rape and early pregnancy, which would shame the family. It is also used as a way of protecting them from forced or arranged marriages when they are young. The effects of breast ironing include abscesses, issues with breast feeding, mental health issues and links to increased risk of breast cancer.</p> <p>Concerns have been raised that this practice is taking place in African communities in the United Kingdom and has therefore been included in statutory guidance relating to Honour Violence.</p>
<b>Forced Marriage</b>	<p>Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties. Forms of coercion used include violence and physical, emotional or psychological threats. Nurseries can play an</p>

	important role in safeguarding children from forced marriage, as staff may become aware, through children who are siblings of an older sister or brother, that the older child is being forced into a marriage. Staff can contact the Forced Marriage Unit for further advice or information: 0207 008 0151 or email <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>
<b>Radicalisation</b>	<p>Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Protecting children from the risk of extremist ideology and radicalisation should be part of a nursery's safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including law, individual liberty, the mutual respect and tolerance of different faiths and beliefs, and calling for the death of members of the Armed Forces.</p> <p>There is no single way of identifying whether a child is susceptible to an extremist ideology. Specific influences such as family and friends can contribute to a child's vulnerability. Radicalisation can also occur through social media and the internet. As with other safeguarding risks, staff should be alert to changes in a child's behaviour. They should use their judgement in identifying children who might be at risk and act proportionately, which may include the DSL or DDSL making a referral to the Channel programme.</p>
<b>Peer on Peer Abuse</b>	Children can abuse other children. This is referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying and cyberbullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.
<b>County Lines</b>	<p>There is currently no legal definition of this, but County Lines is a form of exploitation, including child exploitation. County Line gangs use children and other vulnerable people to move drugs and money to and across areas using traditional gang culture, as well as targeted and specific grooming of individuals, including children. Once caught up in county lines, both adults and children are at risk of extreme physical and/or sexual violence, gang recriminations and trafficking.</p> <p>Families and individuals, including children, are being taken advantage of due to their naivety, inexperience and desire to belong, or earn money, and can easily be groomed into selling and transporting drug.</p> <p><b>If you feel someone is being exploited or associated with county lines you should:</b></p>

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	<ol style="list-style-type: none"> <li>1. Call the local police on 101 or in an emergency 999</li> <li>2. If you would rather remain anonymous, you can contact the independent charity Crimestoppers on 0800 555 111</li> <li>3. If you notice something linked to the railways, you can report concerns to the British Transport Police by texting 61016 from your mobile. In an emergency dial 999.</li> </ol>
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### 3.SPECIFIC SAFEGUARDING ISSUES

Charters Ancaster Nursery and Forest School staff members need to be aware of specific safeguarding issues, and be alert to any risks which may include any older siblings and members of our children's families.

<b>Children and the Court System</b>	<p>Making child arrangements via the family courts, following separation, can be stressful and entrench conflict in families. This can also be stressful for children. The Ministry of Justice has launched an online child arrangements information tool, with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.</p> <p>The nursery needs to be mindful of the stress these situations may cause, and signpost parents to external resources where necessary. The impact upon staff, of managing these situations, should also be considered.</p>
<b>Children Missing From Education</b>	<p>All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk, and to help prevent the risks of a child going missing in future.</p> <p>All staff should be aware of the nursery's Admissions and Attendance Policy and Procedures, should a child be absent without explanation.</p> <p><b>If a child is absent from Nursery without an explanation the following procedures would take place:</b></p> <ol style="list-style-type: none"> <li>1. Contact either parent if they have not rung in by 10am or 2pm and leave a message to contact the office.</li> </ol>

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	<p><b>2. On the next day, if no contact has been made, staff will phone again to establish contact and check everything to ensure a conversation has been had with a carer.</b></p> <p><b>3. If no contact is established the staff would then use the alternative emergency contact number</b></p> <p><b>4. If concerns are raised and no contact is made, the staff would contact the local authority or the Police.</b></p>
<b>Children With Family Members in Prison</b>	Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
<b>Homelessness</b>	<p>Being homeless, or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DDSL should be aware of contact details and referral routes in to the Local Housing Authority so that they can raise concerns at the earliest opportunity. Signs that a family may be at risk of homelessness including household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. A referral to the Local Housing Authority does not replace a referral into children's social care where a child has been harmed or is at risk of harm.</p> <p>The '<i>Homelessness Reduction Act 2017</i>' places a new legal duty on English councils to give everyone who is homeless or at risk of homelessness access to meaningful help. The Homeless Reduction Act Factsheets summarise the new duties.</p>
<b>Online Safety (use of ICT, the internet, mobile technology and social media)</b>	The nursery has an E-Safety policy which includes guidance for all parents and staff, in relation to online safety and advice on educating children when using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe children are using the internet, mobile technology or social media inappropriately. The DSL will review the circumstances and speak with parents and make appropriate referrals, if necessary. For further information see 'Keeping Children in Education: Annex C'.
<b>The Prevent Duty</b>	All nurseries, schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

	The Prevent duty should be seen as part of the nursery's wider safeguarding obligations. The DSL and other senior leaders should familiarise themselves with the 'Revised Prevent duty guidance: for England and Wales', especially paragraphs 57-76 which are specifically concerned with schools.
<b>Channel</b>	Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Guidance on Channel is available at 'Channel Duty Guidance' and a Channel awareness e-learning programme is available for staff at 'Channel General Awareness'. The nursery DSL and DDSL should be aware of local procedures for making a Channel referral.
<b>Private Fostering</b>	<p>Parents and carers are often unaware that they are legally required by Children's Services to notify nurseries and schools about private fostering arrangements. Nursery staff play an essential role in identifying privately fostered children, and if they know a child is being privately fostered they should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care. This should be done at least six weeks before it happens, or within 48 hours if the arrangement is current and made in an emergency.</p> <p>Private fostering occurs when a child under 16 is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt. Parents (or those with parental responsibility) make a private arrangement for their child to be cared for by someone else because they are unable to do so (permanently or temporarily). Staff should alert the DSL who will ensure this is followed up with Children Social Care, and the arrangement is assessed, approved and monitored.</p>
<b>Sexual Violence and Sexual Harassment Between Children in Nurseries and Schools</b>	Sexual violence and sexual harassment can occur between two children of <u>any</u> age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment can occur online and offline, both physical and verbal, and are never acceptable. <u>All</u> victims should be taken seriously and offered appropriate support.

<b>Referrals to Other Agencies</b>	<p>The nursery will refer to the police any report which involves activity that is suspected of being a crime.</p> <p>The nursery will refer to children's social care any report which involves activity that places a child at level 3 or 4 on the continuum of need. (see appendix B)</p> <p>The nursery will give consideration to what other agencies or resource might be of support to children and families, seek consent and make referrals as necessary.</p>
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## **APPENDIX B**

### **CONTINUUM OF NEED**

The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. It is important that all members of staff are familiar with it.

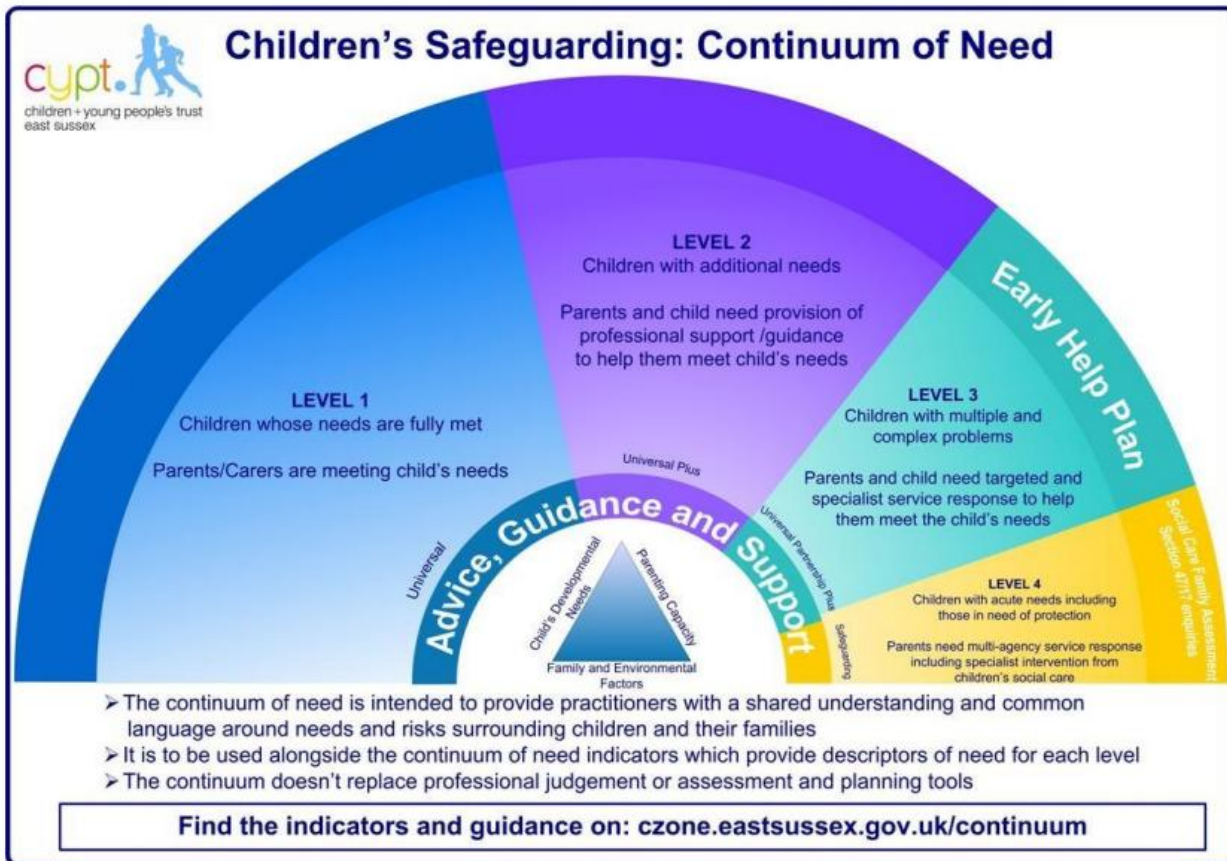
The Continuum of Need shows that a child's or family's additional needs can be on a range from one to four, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing, as well as children whose needs are decreasing after Children's Social are involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.

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The Continuum of Need identifies four levels of need:

Level 1	Children who are achieving expected outcomes; Their needs are met by their parents and by accessing universal services, such as health and education; They do not have additional needs.
Level 2	Children with additional needs; Parents need professional support or guidance to help them meet their children's needs; Extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college, or NHS community services such as Health Visiting.
Level 3	Children with multiple and complex needs;

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	Children and parents need targeted early help, or specialist services, to meet the children's needs; Needs are met through multi-agency support and the use of Early Help Plans.
Level 4	Children with acute needs, including those in need of protection; Children and parents need multi-agency responses, which include specialist intervention from Children's Social Care through the family assessment process.

By referring to the Continuum of Need and indicators, the nursery can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care, and when the needs of a child, and their family, have been reduced enough for them to be 'stepped down' to early help services

## APPENDIX C

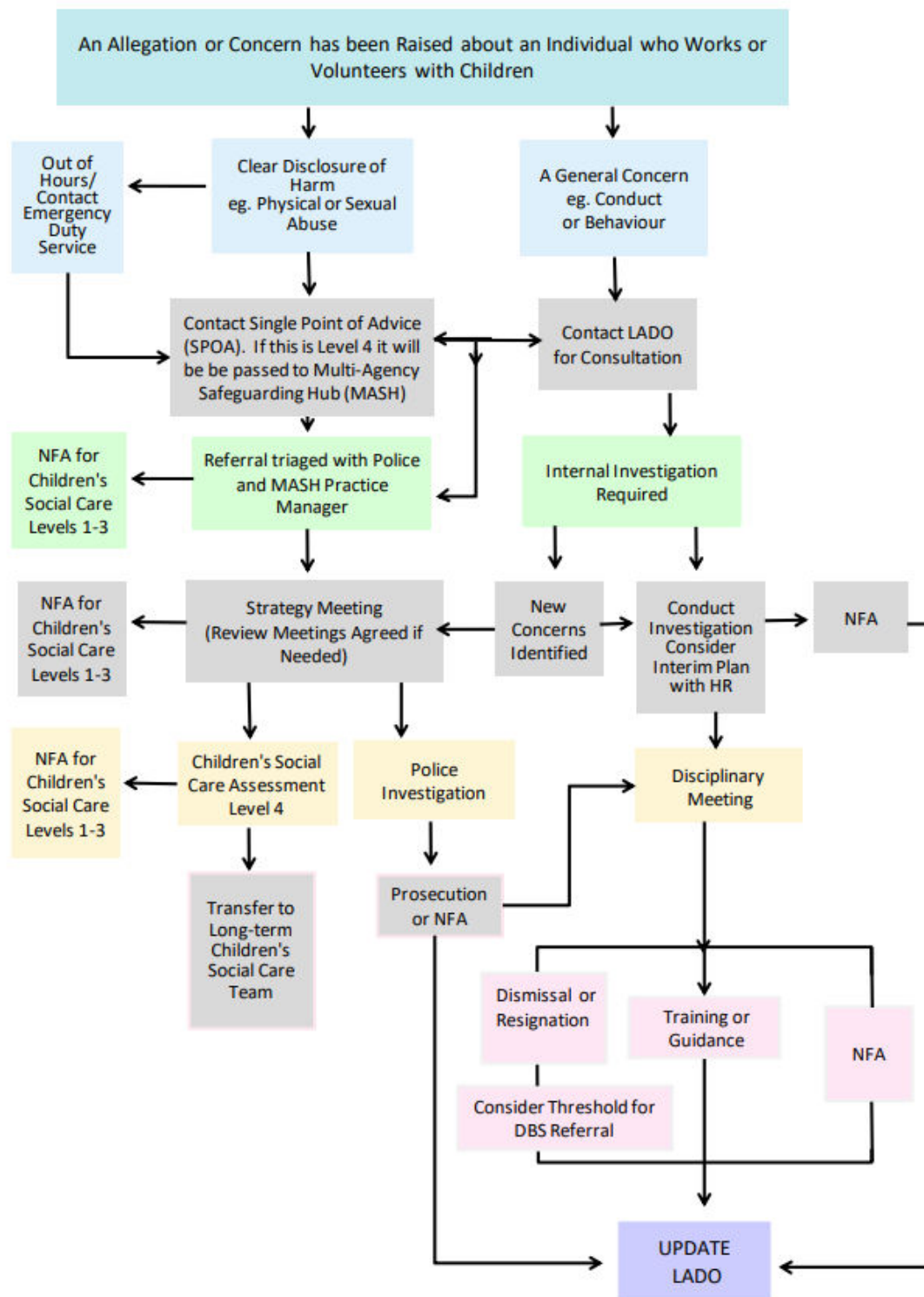
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### Managing Allegations Flowchart



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