

Little Dukes: Safeguarding Policy

**Hove Village Day Nurseries
Hove Library**

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Little Dukes: Safeguarding Policy

Hove Village Day Nurseries Hove Library

Monitoring and review

This policy will be continuously monitored, refined and audited by the Headteacher who will also review it annually to assess how efficiently duties have been carried out over the year. This review will take place no later than one year from the date shown below, or sooner if needed due to changes in legislation, regulatory requirements or best practice guidelines.

Current version adopted: September 2025

This final version reviewed and approved by:

Abbie Reilly-Saunders, Head of Hove Library Day Nursery
Georgina Stanley, Nursery Area Manager - Hove Village Day Nurseries
Geoff Marston, Group Compliance Director - Dukes Education
Joanne Allen, Director of Education - Little Dukes Nurseries
Nazish Usman - Head of Safeguarding and Compliance – EYFS, Dukes Education

Next review due: August 2026

Any reference to Little Dukes applies to the nursery named above



Little Dukes: Safeguarding Policy

Hove Village Day Nurseries

Hove Library

Registered provider info:

Key Contacts for Safeguarding and Child Protection:

Location: Hove Village Day Nurseries

Principal: Georgina Stanley

Email: georgina.stanley@hovevillage.com

Tel: 07389 730 118

Designated Safeguarding Leads on site (DSL):

Location: Hove Library

Name: Abbie Reilly-Saunders

Email: manager.library@hovevillage.com

Tel: 01273 033 070

Deputy Designated Safeguarding Leads on site (DDSL):

Location: Hove Library

Name: Samantha Holman

Email: manager.library@hovevillage.com

Tel: 01273 033 070

Key External Agencies, Services and Professionals' Contact Details:

Children's Services:

Name: Front Door for Families

Email: FrontDoorforFamilies@brighton-hove.gov.uk

Tel: 01273 290 400

(9am to 5pm, Monday to Thursday, and 9am to 4.30pm on Friday.

Out of hours, phone 01273 335 905 or 01273 335 906.)

Designated Officer LADO:

Name: LADO (Local Authority Designated Officer) Kay Whitcroft

Email: ladoenquiries@brighton-hove.gov.uk

Tel: 07584 217271

(9.30am to 3.30pm, Monday to Thursday, and 11.30am to 4.30pm on Friday.

Out of hours, phone 01273 290 400.)

Local Authority Safeguarding Team:

Brighton & Hove Safeguarding Children Partnership

01273 292 379

BHSCP.admin@brighton-hove.gov.uk

Police Station:

Brighton John Street Police Station
John Street, Brighton, East Sussex, BN2 0LA
Monday to Sunday 8am to 8pm

Metropolitan Police Prevent Line:

[0800 011 3764](tel:08000113764), in confidence, to share your concerns with our specially trained officers.

[For additional support contacts see Appendix 4](#)

What to do if you are concerned about a child

In the event of any concerns about a child the first point of contact should be to refer to the DSL (Designated Safeguarding Lead), they will then use the Local Authority guidelines to decide on the appropriate course of action [Brighton & Hove Family Help Right Support at the Right Time – Interactive Online Framework Guide - Threshold Framework](#)

Brighton & Hove Family Help Right Support at the Right Time – Interactive Online Framework Guide

Level 1. Universal

Child has needs met within universal provision. May need limited intervention within the setting to avoid needs arising.

Child Developmental Needs

- Good attendance (above 90%)
- Meeting developmental & learning milestones
- Has emotional well-being
- Ability to protect self and be protected
- Resilient and able to adapt to change
- Physically healthy
- Age-appropriate self-care & independence skills
- Positive sense of self and abilities
- Ability to express needs

Family & Environment

- Stable & affectionate relationships with caregivers
- Housed, good diet and kept healthy
- Supportive networks
- Access to positive activities
- Positive relationships with peers
- Positive relationships with parents

Parents & Carers

- Protected by carers
- Secure and caring home
- Receive and act on information, advice and guidance
- Appropriate boundaries maintained

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Action & Assessment

Go direct to Service, search the Family Services Directory
[Family Service Directory | Useful Information \(familyinfbrighton.org.uk\)](#)
No formal Assessment

Level 2. Family Help

Child has additional needs where more structured and focused help, sometimes through one professional or agency in order to prevent needs from escalating. May also require a more structured plan of support in order to co-ordinate help needed, in order that agreed outcomes can be reached.

Child Developmental Needs

- Absence/truancy from school that may become persistent
- Incidence of absence/missing from home that may become regular or with no explanation.
- Persistent poor behaviour in school that may lead to fixed term exclusions or no school place.
- Risk of social exclusion
- Poor relationships
- Language and communication difficulties
- Disability or additional special educational needs
- Potential for becoming NEET / NEET
- Difficulty in achieving in education
- Developmental milestones delayed or not being met which could be attributable to the care received by the child.
- Missing health checks/immunisations which could lead affect developmental progress.
- Minor health problems / Chronic or recurring health problems
- Early signs of offending/anti-social behaviour which could lead to child entering the Youth Justice System
- Underage sexual activity which may lead to teenage pregnancy
- Risky sexual behaviour (e.g. unprotected sex)
- Drug/alcohol misuse
- Poor self-esteem
- Mental health
- Emotional & behavioural issues that may be linked to attachment and/or emotional development delay

Family & Environment

- No access to universal services / Hidden Children
- Young carers
- Poor parent/child relationships
- Children of prisoners / parents subject to community orders
- Bullying
- Poor housing & home environment impacting on child health
- Community harassment/ discrimination
- Low-income households which could impact the child's ability to thrive
- Parenting advice needed to prevent needs escalating
- Parental conflict and risk of relationship breakdown
- Domestic abuse & coercive control
- Housing tenancy at risk
- Transient families
- No recourse to public funds

Parents & Carers

- Inconsistent care arrangements
- Poor supervision by parent/carer
- Poor response to child's identified needs
- Parents/carers own childhood experiences – i.e. Adverse Childhood Experiences
- Parental learning/physical disability, substance misuse or mental health impacts on parenting ability

Action & Assessment

Consider **Family Help Guidance and Assessment** through Family Hubs. In more complex circumstances a **Family Help Strengthening Families Assessment (FHSFA)** should be undertaken to understand need and to co-ordinate work across agencies to best address this need.
For advice or guidance in respect of the child's needs contact Family Hubs.

Level 3. Specialist Services to address Acute & Chronic need

Child will need specialist support that is led by children's social work or another specialist service, or those who are most vulnerable where Family Help Plans have been tried but not able to make tangible difference, or where a child is at risk of significant harm or has suffered significant harm.

Child Developmental Needs

- Persistent/continued/severe:
- Chronic persistent absence, permanent exclusions or no school place that risks entry to the care system
- Persistent social exclusion
- Poor relationships
- Complex / multiple disabilities
- Complex mental health issues affecting development needs, including self-harm
- High level emotional health issues and very low self-esteem
- Non-organic Faltering Growth / Faltering Growth (previously known as failure to thrive)
- Inappropriate sexual knowledge / sexualised behaviour for a child's age
- Harmful Sexual Behaviour
- Teenage parent/pregnancy under the age of 13
- Concerns about exploitation (including sexual exploitation/ abuse, radicalisation, criminal exploitation, gang affiliation)
- Child victims of modern slavery or human trafficking
- Unaccompanied minors
- Drug/alcohol use severely impairing development
- Frequently missing from home resulting in self-neglect
- Offending and in the criminal justice system
- Unexplained / suspicious injury

Family & Environment

- Significantly harmful parental conflict and/or relationship breakdown
- Suspicion of physical, emotional or sexual abuse or neglect
- Domestic abuse resulting in child being at risk of significant harm
- Homeless child/young person
- Family intentionally homeless
- Community harassment/discrimination
- Extreme poverty affecting child well-being
- Forced marriage, Honour Based Violence, Female Genital Mutilation (Cutting)

Parents & Carers

- Edge of care
- Parental encouragement of abusive/offending behaviour
- Continuing poor supervision in the home
- Parental non-compliance / superficial co-operation
- Inconsistent parenting affects child's developmental progress
- Private fostering

Action & Assessment

Contact **Front Door For Families** on 01273 290400 or if the child is at immediate risk call the Police on 999
Family Help Strengthening Families Assessment → Child in Need Plan or Child Protection Conference

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Statement of intent:

We are committed to safeguarding and promoting the welfare of children. We expect all team members and volunteers to share this commitment. We work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life.

Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. This Safeguarding Child Protection policy has been updated with due regard to the Early Years Foundation Stage (EYFS) statutory framework, Keeping Children Safe in Education (KCSIE) 2025 review as well as requirements from Brighton & Hove and in line with multi-agency safeguarding arrangements put in place by Brighton & Hove Safeguarding Children Partnership.

Policy aim:

This policy aims to ensure all staff, including agency and bank staff, volunteers, and contractors understand and comply with statutory requirements to protect children from harm.

This policy has been authorised by the Headteacher, the Principal of the nursery and the senior team listed above and is addressed to all team members and volunteers and all who undertake different roles in the nurseries. It will be discussed with parents before their child joins the nursery and the policy will be made available to parents on the nursery's website and a paper copy can be obtained from the nursery's office on request. This policy is reviewed annually by the Lead DSL, DSL and senior leaders as part of the nursery's Annual Safeguarding Review or when legislation or Government guidance dictates and will be updated whenever needed so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. For clarity of definitions see [Appendix 1](#).

It applies wherever team members or volunteers are working with children including away from the nursery, for example at an activity centre or on an educational visit.

2: Roles and responsibilities:

This policy aims to support the creation of a culture of safeguarding. A culture that puts the safety and wellbeing of children first, a culture of openness, trust and transparency in which the nursery's values and expected behaviours (set out in the staff code of conduct) are constantly lived, monitored and reinforced.

The role of the Designated Safeguarding Lead:

To support and ensure this culture, the nursery has appointed a Designated Safeguarding Lead (DSL). The DSL is a senior team member with the necessary status and authority to have lead responsibility for matters relating to safeguarding children. The nursery has also appointed a senior team member with the necessary status and authority to act as a Deputy DSL for matters relating to safeguarding children and carry out the role in the absence of the DSL.

The Designated Safeguarding Lead (DSL) has the overall responsibility for the day to day overseeing of safeguarding and child protection systems at the nursery.

The main responsibilities of the [Designated Safeguarding Lead are detailed below](#), are outlined in the Early Years Foundation Stage (EYFS) statutory framework, in KCSIE 2025 Annex C and are also detailed in the Designated Safeguarding Lead job description.

The names and contact details of the DSL and Deputy DSL for the nursery are set out in the contacts list at the start of this policy.

The DSL and Deputy DSL may be contacted through the contact details given above in relation to any safeguarding concerns. The nursery will follow our local authority early help protocols for additional support and the Principal will be made aware if any local referrals have been made.

The Designated Safeguarding Lead will be given the time, funding, training, resources and support to enable them to support other team members on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

Remember: Safeguarding is everyone's responsibility. In order to achieve this:

2.1 All team members MUST:

- Work at all times to protect children from harm and risk of harm and take action that is in the best interests of the children in their care and to remember that **Safeguarding is everyone's responsibility**.
- Detailed guidance is given to team members to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child. This guidance is contained in the Staff Handbook and through the regular safeguarding training provided.
- Provide a safe and supportive learning environment.
- Help children understand how to keep themselves safe and manage risks including those online in an age-appropriate manner.
- Know what to do if a child tells them he/she is being abused, exploited or neglected and how to report and refer in line with this policy and LA guidance
- Know how to identify and respond to the signs of abuse and neglect and to report any concerns to the DSL immediately. The types and signs of abuse and neglect and examples of specific safeguarding issues are set out in [Appendix 2](#).
- Report to the DSL/Headteacher any concerns about the conduct of adults in or out of work, including low-level concerns (see below) that would raise questions about their suitability to work with children.
- Understand how to escalate these concerns under the Safeguarding and Whistleblowing policies should they feel that their concerns are not being acted on.
- Complete all relevant Child Protection training in line with [Appendix 3](#)
- Know how to respond appropriately to accidents or injuries that cause concern. Be aware of the procedures in this policy, know how to access, follow and implement them independently.
- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- Keep an accurate concise record of any significant safeguarding or child protection concern, conversation, disclosure, allegation or event.
- Keep confidential records as directed by the DSL on Family and the safeguarding log.
- Inform the nursery if their personal circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006 (refer to safer recruitment policy).
- Read Part one of KCSIE 2025 (or Annex A if determined by the governing body/proprietor as appropriate) KCSIE 2025 should be read and understood by all staff, Annex B by nursery leaders and those who work directly with children.

2.2: All visitors ([see appendix 1 for definition](#)) must:

- Sign in and out of the Nursery using the agreed process and wear their lanyards at all times
- Provide Photo ID to be verified by the DSL if they are not previously known to the nursery
- Be made aware of basic safeguarding responsibilities, the name of the DSL and understand the process of reporting concerns about a child or adult.
- Be supervised at all times during their visit when children are present.
- Understand the Mobile phone policy and either hand over any devices, or agree to keep such items in their bags or pockets for the duration of the visit.
- Be made aware of any fire drills planned and location of the muster point/assembly point.

2.3 The Principal (Lead DSL) MUST:

- Take overall responsibility and accountability for the culture of safeguarding and all decision making within the group.
- Ensure that the safeguarding responsibilities of all the staff under their line management are carried out effectively
- Ensure that the safety and wellbeing of children is at the heart of all decision making for the group.
- Review this policy annually and ensure that this policy is being implemented at all nurseries within their group.

2.4 All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads of the nursery MUST:

- Take lead responsibility for safeguarding and child protection within the Nursery
- Take overall responsibility and accountability for the culture of safeguarding in the Nursery
- Regularly monitor and evaluate safeguarding practices
- Manage referrals
- Support staff and develop and embed safeguarding knowledge and practice
- Keep own and other's training relevant and up to date
- Liaise with external agencies
- Work with families
- Understand and implement relevant legislation and guidance
- Manage child protection files
- Identify and respond to potential risks
- Coordinate Prevent duty procedures in the nursery

***for further detail see DSL Job description**

3 Recognising and reporting safeguarding concerns

Our approach to safeguarding is to follow the four R's

- **Recognise:** possible abuse, including knowing what abuse is, what to look out for, and how to be vigilant at all times. ([See appendix 2](#))
- **Respond:** quickly and appropriately to possible concerns. Sometimes a concern is obvious, sometimes it is not.
- **Report:** your concerns to the appropriate person or organisation to ensure that you or your school or college does everything possible to keep your students safe and supported.
- **Record:** your observations and concerns, including the actions you and others have (or haven't) taken.

Pathways to Ofsted notifications:

1. No Notification to Ofsted Required

Generic Advice Only:

- LADO advises no safeguarding harm/abuse.
- Issue deemed HR/performance related.
- No staff or child initials provided.

Low-Level Practice Concern:

- Staff/child initials included.
- LADO identifies concern as low-level (e.g., induction issues, unclear policies).
- No evidence of harm/abuse.
- No further action advised.

2. Notification to Ofsted Required

Fact-Finding Requested:

- LADO asks for full details (staff, child, family).
- Even if outcome is unfounded or low-level, fact-finding triggers notification.
- Submit via Ofsted portal; they may respond or verify details.

Fact-Finding + Suspension:

- Staff suspended following LADO advice.
- Regardless of outcome (unfounded, substantiated, low-level), notify Ofsted.
- Submit promptly (ideally ASAP, within 14 days).
- Send updates to Ofsted by emailing updates to enquiries@ofsted.gov.uk

3.1 What to do if you have concerns about a child's welfare:

If a team member (or any other visiting adult) is concerned about a child's welfare, the matter should be reported to the DSL as soon as possible.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Brighton & Hove Family Help Right Support at the Right Time Framework. Such action may include early help or a referral to children’s social care (See sections 3.2 and 3.5). Anyone can make a referral to an external statutory agency without parental consent.

Brighton & Hove Family Help Right Support at the Right Time – Interactive Online Framework Guide

Level 1. Universal	Level 2. Family Help	Level 3. Specialist Services to address Acute & Chronic need
<p>Child has needs met within universal provision. May need limited intervention within the setting to avoid needs arising.</p>	<p>Child has additional needs where more structured and focused help, sometimes through one professional or agency in order to prevent needs from escalating. May also require a more structured plan of support in order to co-ordinate help needed, in order that agreed outcomes can be reached.</p>	<p>Child will need specialist support that is led by children’s social work or another specialist service, or those who are most vulnerable where Family Help Plans have been tried but not able to make tangible difference, or where a child is at risk of significant harm or has suffered significant harm.</p>
<p>Child Developmental Needs</p> <ul style="list-style-type: none"> Good attendance (above 90%) Meeting developmental & learning milestones Has emotional well-being Ability to protect self and be protected Resilient and able to adapt to change Physically healthy Age-appropriate self-care & independence skills Positive sense of self and abilities Ability to express needs 	<p>Child Developmental Needs</p> <ul style="list-style-type: none"> Absence/truancy from school that may become persistent Incidence of absence/missing from home that may become regular or with no explanation. Persistent poor behaviour in school that may lead to fixed term exclusions or no school place. Risk of social exclusion Poor relationships Language and communication difficulties Disability or additional special educational needs Potential for becoming NEET / NEET Difficulty in achieving in education Developmental milestones delayed or not being met which could be attributable to the care received by the child. Missing health checks/immunisations which could lead affect developmental progress. Minor health problems / Chronic or recurring health problems Early signs of offending/anti-social behaviour which could lead to child entering the Youth Justice System Underage sexual activity which may lead to teenage pregnancy. Risky sexual behaviour (e.g. unprotected sex) Drug/alcohol misuse Poor self-esteem Mental health Emotional & behavioural issues that may be linked to attachment and/or emotional development delay 	<p>Child Developmental Needs</p> <p>Persistent/continued/severe:</p> <ul style="list-style-type: none"> Chronic persistent absence, permanent exclusions or no school place that risks entry to the care system Persistent social exclusion Poor relationships Complex / multiple disabilities Complex mental health issues affecting development needs, including self-harm High level emotional health issues and very low self-esteem Non-organic Faltering Growth /Faltering Growth (previously known as failure to thrive) Inappropriate sexual knowledge / sexualised behaviour for a child’s age Harmful Sexual Behaviour Teenage parent/pregnancy under the age of 13 Concerns about exploitation (including sexual exploitation/ abuse, radicalisation, criminal exploitation, gang affiliation) Child victims of modern slavery or human trafficking Unaccompanied minors Drug/alcohol use severely impairing development Frequently missing from home resulting in self-neglect Offending and in the criminal justice system Unexplained / suspicious injury
<p>Family & Environment</p> <ul style="list-style-type: none"> Stable & affectionate relationships with caregivers Housed, good diet and kept healthy Supportive networks Access to positive activities Positive relationships with peers Positive relationships with parents 	<p>Family & Environment</p> <ul style="list-style-type: none"> No access to universal services / Hidden Children Young carers Poor parent/child relationships Children of prisoners / parents subject to community orders Bullying Poor housing & home environment impacting on child health Community harassment/discrimination Low-income households which could impact the child’s ability to thrive Parenting advice needed to prevent needs escalating Parental conflict and risk of relationship breakdown Domestic abuse & coercive control Housing tenancy at risk Transient families No recourse to public funds 	<p>Family & Environment</p> <ul style="list-style-type: none"> Significantly harmful parental conflict and or relationship breakdown Suspicion of physical, emotional or sexual abuse or neglect Domestic abuse resulting in child being at risk of significant harm Homeless child/young person Family intentionally homeless Community harassment/discrimination Extreme poverty affecting child well-being Forced marriage, Honour Based Violence, Female Genital Mutilation (Cutting)
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<p>Action & Assessment</p> <p>Go direct to Service, search the Family Services Directory Family Service Directory Useful Information (familyinfo.brighton.org.uk) No formal Assessment</p>	<p>Action & Assessment</p> <p>Consider Family Help Guidance and Assessment through Family Hubs. In more complex circumstances a Family Help Strengthening Families Assessment (FHSA) should be undertaken to understand need and to co-ordinate work across agencies to best address this need. For advice or guidance in respect of the child’s needs contact Family Hubs.</p>	<p>Action & Assessment</p> <p>Contact Front Door For Families on 01273 290400 or if the child is at immediate risk call the Police on 999 Family Help Strengthening Families Assessment → Child in Need Plan or Child Protection Conference</p>

If it is decided on advice from **Brighton & Hove children services team (Front Door for Families)** that a referral is not required, the DSL will keep the matter under review. Consideration will be given to a referral to children’s social care if the child’s situation does not appear to be improving.



In accordance with these procedures, if a team member has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any team member can make a referral to **Front Door for Families**. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

3.2 Early help:

Early Help refers to support provided to children, young people, and families at the earliest signs of difficulty, aiming to prevent problems from escalating and to help them thrive. This support can include a range of services and interventions, often provided by various agencies like schools, health services, and children and family centres.

The nursery understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

A team member who considers that a child may benefit from early help should first discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Partners (LSP) (Local authority, police and NHS) referral threshold document (also known as the Matrix Continuum of Need) and will support team members in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

3.3 If a child is in immediate danger or at risk of harm:

If a child is, or is suspected to be, in immediate danger or risk of harm, including incidences or suspected incidences of FGM, practitioners should ring 999, all staff have the statutory duty to report any concerns regarding FGM immediately to the police. If the DSL is available, they should inform them and let the DSL call.

However, anyone can call the police in these circumstances should the DSL/DDSL not be available. If a call is made by someone other than the DSL, the DSL should be informed of the call as soon as possible.

Following this, an immediate referral should be made to children's social care and **Brighton & Hove children services team (Front Door for Families)**.

If a staff member suspects or knows that a crime may have been committed, or if the child is at immediate harm, then the police must be contacted without delay and DSL should be made aware as soon as possible.

3.4 Responding to a child's disclosure

Children or parents/carers may approach team members and make a disclosure to them about something that has harmed them, upset them or that represents a safeguarding concern or points to one of the types of abuse. Examples might include 'Mummy hurts Daddy' or 'Daddy smacked me for being naughty'.

Should this happen, the team member should follow the guidance below. They should:

- listen carefully to the child and/or parent/carer and keep an open mind.
- not take a decision as to whether or not the action or abuse has taken place.
- not ask leading questions, that is, a question which suggests its own answer.
- reassure the child and/or parent/carer and make them feel at ease
- not promise to keep the disclosure a secret.
- explain that they need to pass on the information in accordance with this policy so that the correct action is taken and the child can be kept safe
- make a clear and exact written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.
- keep all other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) securely with the written record and passed on when reporting the matter in accordance with this policy.
- report all suspicions or complaints of abuse or any concern about a child's welfare in accordance with the procedures set out below.
- immediately report the disclosure to the DSL

3.5 Making a referral:

Following a concern raised or a disclosure by a child, the DSL may decide to refer the information to the Local authority safeguarding team - **Front Door for Families**

DSLs and practitioners do not require parental consent to make referrals

However, DSL's may choose to discuss the concern with parents first unless it puts the child at risk of significant harm to do so. DSL's may also seek advice from the **Front Door for Families** team about whether to speak to parents. If parents are not consulted, then the DSL will note the reason this decision was made.



If the referral is made **Front Door for Families** by telephone, this should be followed up in writing and by completing the online referral form.

During the call the DSL will report the facts of the situation and any relevant context and history of the child or family.

The **Front Door for Families** team will discuss with the DSL and agree on a course of action. This may include contacting social services or the police depending on the severity of the concern. It may also be simply to monitor the situation and report any further concerns should they arise.

The **Front Door for Families** will inform the DSL what contact they may make with the child's parents and what information they are able (if any) to pass on. In some cases, they may be told not to update the parents.

Written confirmation of the referral and details of the decision (about what course of action will be taken) should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after the referral the child's situation does not appear to be improving, the DSL (or the person making the referral) should press for reconsideration to ensure their concerns are addressed and the child's situation improves.

If a direct referral is made by someone other than the DSL, the DSL should be informed as soon as possible or, in their absence, the Principal as lead DSL.

2.6 Allegations against team members:

The nursery has procedures for dealing with allegations against team members (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect team members and volunteers from false or unfounded allegations.

These procedures follow the guidance based on the **Brighton & Hove** procedures and will be followed where an allegation may relate to a team member or volunteer who has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children 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.

All allegations or suspicions raised against team members will be taken seriously and considered as requiring a child protection response/enquiry.



An allegation against any team member or volunteer must be reported immediately to the DSL or in their absence to the Deputy DSL. If the allegation is made against the DSL or Headteacher that meets the above threshold of harm, the matter must be reported immediately to LADO and the Principal informed.

In the case of allegations being made against supply, agency or contractors, the agency or employer will be informed immediately following a call to LADO.

The local authority's designated officer (LADO) will be informed as soon as possible and within one working day of all allegations that come to the nursery's attention and appear to meet the criteria above.

The allegation will be discussed immediately with the local authority's designated officer before further action is taken. The nursery will not investigate before referring to LADO.

If permission is given to perform a management investigation this will be conducted in line with our investigation and disciplinary policy.

The nursery will inform Ofsted of any allegations of serious harm or abuse by any person living with, working with, or looking after children on the nursery premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

If the nursery ceases to use the services of a team member or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met.

The Nursery reserves the right to report to the DBS any person who has been dismissed or removed if they had not resigned to the Disclosure and Barring Service

The nursery reserves the right to consider reporting any qualified teacher whether employed or otherwise to the Teacher Regulation Agency (TRA) if they consider that they may have brought the teaching profession into disrepute or professional misconduct.

Team members and volunteers are also informed of and able to follow the separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the nursery or potential failures by the nursery or its team members to properly safeguard the welfare of children, and that such concerns will be taken seriously



The NSPCC whistleblowing helpline is available for team members who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

2.7 Low-level concerns:

A low-level concern is any concern – no matter how small, even if no more than causing a sense of unease or a ‘nagging doubt’- that does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A team member may have doubts about the behaviour of another adult towards a child or concerns about how their own behaviour might be interpreted.

Examples of such behaviour could include, but is not limited to:

- Being over friendly with children
- Having favourites
- Engaging with a child on a 1:1 basis in a secluded area or behind a closed door.

Team members must report any low-level concerns to the DSL/Headteacher. Team members are also encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

When a low-level concern has been raised, the DSL should collect as much evidence as possible by speaking with the person who raised the concern, to the individual involved and to any witnesses.

Low-level concerns will be recorded on the low-level concern log with details of the concern, the context in which it arose, and action taken. The log should be kept by the headteacher internally.

Records of low-level concerns should be reviewed monthly by the Headteacher / DSL so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the DSL should decide on a course of action and may speak with the LADO for further advice before any new course of action is taken such as internal disciplinary procedures.

The nursery must consider if there are any wider cultural issues that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of reoccurrence.



A team member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the nursery's whistleblowing policy.

2.8 Unexplained injuries and Bruises in children and in non-mobile children:

If a child who is mobile or non-mobile is found to have unexplained bruises or injuries which included unexplained marks these must be reported to DSL, the DSL may seek further advice should it be needed from the **Front Door for Families** team.

When children are in the settings and receive a small mark/injury or scratch when playing outdoors or indoors and the child is not distressed and there can be a possible potential explanation then that should be classified as an unwitnessed injury, and the child should also be monitored for trends and patterns. An incident form must be completed and a note logged under safeguarding on Family should be recorded which is visible to parents.

2.9 Allegations against children:

See behaviour policy for further detail on the nursery's approach to dealing with challenging behaviour.

2.10 Absent Children:

Children being absent from education for prolonged periods and / or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines.

If a child is persistently absent it is important that the early years settings response to persistently absent children missing education supports identifying such abuse, and in the case of absent child, helps prevent the risk of them becoming a child missing education in the future.

Staff must record the absences on Family using the options available, to record such as for absent children use the calendar tab on Family and add the reason for absence e.g. "Johnny would be having a day off to spend it with grandparents etc". Staff must make clear records about children who are on holidays and sick on Family App. This will enable the DSL's to monitor any prolonged absences and children away from nurseries which may pose a cause of concern.

2.11 Use of mobile phones/smart watches/AI smart glasses and cameras:

For further information please see our Mobile Phones policy 2025.

2.12 E-safety and online behaviour Monitoring and Filtering:

The nursery adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving children of the benefits provided by technology and the internet.

The breadth of issues classified within online safety is considerable, but can be categorised into four main areas of risk:

- **Content:** Being exposed to illegal, inappropriate, or harmful material.
- **Contact:** Being subjected to harmful online interaction with other users.
- **Conduct:** Personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and/ or financial scams.

The nursery's staff code of conduct and digital usage policy explain the responsibilities of team members in relation to keeping children safe online and the appropriate use of devices when in the nursery.

The nursery does all it reasonably can to limit the children's exposure to the above risks in nursery. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing children benefitting from the wealth of resources available online.

2.13 Record keeping, confidentiality and information sharing:

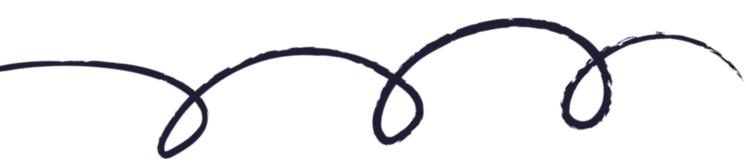
- **Record Keeping:** All concerns, discussions, decisions, and their rationale must be documented in writing.
- **Information Sharing:** Safeguarding and welfare information is shared strictly on a need-to-know basis.
- **Weekly DSL Meetings:** Lead Designated Safeguarding Leads (DSLs) meet weekly to share best practices and review safeguarding issues requiring wider awareness.
- **Urgent Disclosures:** If a child's safety or welfare is at risk, all relevant information must be immediately shared with the DSL. The DSL will determine, with advice if needed, whether further disclosure is necessary.
- **External Co-operation:** The nursery will fully co-operate with police and children's social care for child protection investigations under Section 47 of the Children Act 1989.
- **Allegations Against Staff:** In cases of allegations, the nursery will consult the Local Authority Designated Officer (LADO) and, where appropriate, the police and children's services to determine what information should be disclosed and to whom.
- **No Internal Investigations Without Advice:** No safeguarding investigation will begin without first obtaining advice from the LADO. Please remember that

LADO's role is to advise and not to lead the investigation and they will also be assessing the professional judgement of the DSL's.

2.14 Monitoring and review:

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Principal.

The Principal will undertake an annual review of this policy and the safeguarding procedures and will ensure that any deficiencies or weaknesses in regard to safeguarding children are remedied without delay.



Appendix: 1 Definitions:

Child/young person: Any young person in the nursery under the age of 18 is considered a child by law. This also includes team members who are under 18.

Safeguarding and promoting the welfare of children in relation to this policy 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 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.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child / children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

(Definition taken from the HM Government document 'Working Together to Safeguard Children 2023a')

Harm: can include children witnessing the ill-treatment of others, particularly when children see, hear or experience domestic violence and its effects – KCSIE 25.

Visitors: Any individual accessing the nursery premises who is not in the records of the nursery or is not known to the nursery staff and management will be classified as a visitor.

External contractors will be deemed as visitors which includes any emergency or on call/ out of hours workman/woman, individuals coming in for interviews and trials until the employment is offered will be considered as visitors and will be supervised throughout their visit



Appendix 2

Types and signs of abuse:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

Part one of Keeping Children Safe in Education 2025 defines the following types of abuse, however, team members should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap.

Types of abuse:

Physical abuse:

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

Emotional abuse:

Emotional Abuse is the persistent maltreatment of a child that severely impacts their emotional development. It may involve making a child feel worthless, unloved, or only valued for meeting others' needs. This includes silencing their voice, mocking their communication, imposing unrealistic expectations, limiting learning and social interaction, exposing them to abuse of others, or subjecting them to bullying or exploitation. Emotional abuse is present in all forms of child maltreatment and can also occur on its own.

Sexual abuse:

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

Neglect and Affluent Neglect:

Neglect is the ongoing failure to meet a child's basic physical or emotional needs, leading to serious harm to their health or development. It may begin during pregnancy due to maternal substance abuse and continue after birth through lack of food, shelter, supervision, protection, medical care, or emotional support. Affluent Neglect occurs in wealthy families and is often harder to detect. It typically involves emotional neglect, parental substance misuse, and permissive attitudes toward drugs and sexual activity.

Additional Specific Safeguarding issues:

Keeping Children Safe in Education 2025 also acknowledges the following as specific safeguarding issues (extensive guidance on a wide variety of specific issues can be found in Annex B of KCSiE 2025):

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system
- Children who are absent from education
- Children with family members in prison
- Cybercrime
- Homelessness
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent duty
 - Channel
 - Martyn's law
- Sexual violence and sexual harassment
- Serious Violence
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)
- Trio of Vulnerability
 - Domestic abuse
 - Mental health
 - Substance misuse
 -
- FGM
- FGM mandatory reporting duty for teachers
- Forced marriage

See appendix 5 for further clarification on other forms of abuse listed in Annex B of KCSiE 2025).

Child sexual exploitation:

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity: "in exchange for something the victim needs or wants; and / or for the financial advantage or increased status of the perpetrator or facilitator".

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Female genital mutilation: Mandatory call to police should there be any concerns that this may be happening.

Female Genital Mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to female genital organs. It is illegal in the UK and considered a form of child abuse with serious long-term effects. Staff must report any concerns to the Designated Safeguarding Lead (DSL) immediately. Guidance on warning signs is available in the multi-agency statutory guidance on FGM (pages 38–41).

Radicalisation and the Prevent duty:

The nursery has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The nursery promotes **British values** to build children's resilience against radicalisation and help them challenge extremist views. Extremism includes both violent and non-violent ideologies that may lead to terrorism. We provide a **safe space** for children and staff to understand these risks and develop the skills to challenge extremist arguments. The nursery follows the Government's definitions for compliance with the Prevent duty.

Extremism:

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation:

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies. There is no single indicator, so staff must be alert to behavioural changes and use professional judgement. Outward expressions of faith alone are not grounds for referral. Concerns should be reported to the Designated Safeguarding Lead (DSL).

Martyn's Law- The Terrorism (Protection of Premises) Act 2025:



Martyn's Law aims to improve security at public venues against terrorist threats. While most nurseries may not fall under its full scope, settings in public buildings or hosting public events must:

- Conduct **risk assessments**
- Develop a **security plan**
- Provide **staff training** on emergency response
- Establish **clear communication procedures**.

Martyn's Law supports existing EYFS safeguarding requirements to ensure children's safety.

Channel Duty Guidance:

Protecting Vulnerable People from Being Drawn into Terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups)
- Attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- Using insulting or derogatory names or labels for another group
- Speaking about the imminence of harm from the other group and the importance of action now
- Expressing attitudes that justify offending on behalf of the group, cause or ideology

- Condoning or supporting violence or harm towards others; or plotting or conspiring with others.

Special educational needs and disabilities:

Children with special educational needs or disabilities (SEND) may face additional barriers to identifying abuse or neglect, making safeguarding more complex. Staff must avoid assumptions and explore concerns thoroughly.

Softer signs of abuse (as defined by NICE) include:

- Low self-esteem
- Wetting/soiling
- Nightmares
- Aggression
- Withdrawal or body rocking
- Indiscriminate affection-seeking
- Over-friendliness with strangers
- Excessive clinginess
- Persistent attention-seeking

Appendix: 3

Child Protection Training Procedure:

The nursery is committed to providing relevant Safeguarding and Child Protection training to its team members to enable them to have the knowledge and confidence to safeguard the children in the nursery settings and safeguard themselves through safe working. This is a crucial element of their role as all team members have a duty of care to safeguard the children in nurseries and the training detailed below provides them with the competency and knowledge, they require to fulfil this duty.

In order to meet this requirement, the following elements of training must be completed specific to your role and responsibilities within the timescales set.

Failure to complete this training will result in non-compliance both for individuals and the DSL, which may result in disciplinary action being taken. All training detailed below **MUST** remain valid and be re-taken prior to the expiry date.

Individuals and DSL/DDSL/Headteachers will be held to account for non-attendance of training without prior notification, team members attending the training without following the appropriate booking procedure and team members' professional conduct during the training.

Training is reviewed on a termly basis by the DSL to ensure compliance to training timelines and requirements and will take action to ensure that the business as a whole is compliant.

Mandatory Safeguarding Training:

In addition to in-person training received as part of every staff member's induction and probation, the following online courses are mandatory to supplement this face-to-face training.

Area	Title	Where	Who	When
Safeguarding	Advanced Safeguarding and Designated Safeguarding lead Level 3	Online training	All Head Teachers, DSL's and DDSL's	Annually
Safeguarding	Local Authority Level 3 DSL training	In person arranged directly with relevant Local authority	All Head Teachers, DSL's and DDSL's	Every Two years
Safeguarding	Safeguarding Children level 2	Online training	All staff	Every two years (OR When changes occur)

Safeguarding	Whistleblowing and potential barriers	Online training	All staff	Annually
Safeguarding	Female Genital Mutilation Awareness	Online training	All staff	Start date and update training every two years
Safeguarding	GDPR	Online Dukes Hub	All staff	As part of induction
Safeguarding	Food Allergy Awareness for early years	Online training	All staff	As part of induction
Safeguarding	The Role of the key person	Online training	All staff	As part of induction
Safeguarding	Special Educational needs	Online training	All staff	As part of induction
Safeguarding	Prevent Duty	Online Training	All staff	Start Date and Every two years
First Aid	PFA	In person 12-hour training	All staff past probation	Every three years
Management	Safer recruitment	In person Training	All Head Teachers, Deputy Heads, DSLs, Principals, Recruitment team, Hiring Managers	Every two years
H&S	Health and Safety in the workplace including Control of Substances Hazardous to Health (COSHH).	Online training	All staff	New starter on induction and Every two years.
H&S	Manual Handling for childcare professionals	Online training	All staff	New starters induction and Every three years
H&S	Understanding Risk assessments	Online training	All staff	As part of induction and Annual
H&S	Fire Safety	Online training	All staff	Annually
H&S	Food Hygiene (level 2)	Online training	All staff	Every three years
H&S	Advanced Food Safety and Hygiene (Level 3)	Online training	All Chefs, staff engaged in preparation of food	Every three years

H&S	Designated Fire safety officer training	Online training	Delegated Senior staff - All Headteachers	Every Two years
H&S	Designated Health and Safety officer	Online training	Delegated Senior staff - all Headteachers	Every Two years
Specialist	SEND Code of Practice	Online training	All Head Teachers, DSL's and DDSL's and SENDCOs	Every three years
Specialist	Role of SENDCO	Online training	All Head Teachers, DSL's and DDSL's and SENDCOs	Every three years
Specialist	Vulnerability of babies	Online training	All staff and ones working with children under 2	As part of induction or if moved into under 2's room
Specialist	Understanding babies	Online training	All staff and ones working with children under 2	As part of induction or if moved into under 2's room
Specialist	Safe Sleeping	Online training	All staff and ones working with children under 2	As part of induction or if moved into under 2's room
Specialist	Blossoming babies	Online training	All staff and ones working with children under 2	As part of induction or if moved into under 2's room

For all new staff and as part of their ongoing induction, the below in-person fundamentals training must also be attended within the first six months of employment

Fundamentals	Fundamentals of Safeguarding	In person full day training	All staff.	All new staff within first year preferred first six months
Fundamentals	Fundamentals of Behaviour	In person full day training	All staff.	All new staff within first year preferred first six months
Fundamentals	Fundamentals of SEND	In person full day training	All staff.	All new staff within first year preferred first six month

Appendix 4 Additional support numbers

- **The National Society for the Prevention of Cruelty to Children (NSPCC):**
Weston House, 42 Curtain Road, London, EC2A 3NH Email:
help@nspcc.org.uk
- **NSPCC Whistleblowing Helpline:** 0800 028 0285
- **Childline:** 0800 1111
- **Ofsted Whistleblowing Hotline:** 0300 123 3155
- **Forced Marriage Unit:** 020 7008 0151 Email: fmu@fco.gov.uk
- **National Terrorism Hotline:** 0800 789 321

Appendix 5 EYFS and KCISE 25 other forms of Abuse definition

- **Child Criminal Exploitation (CCE):**

CCE is a form of abuse where children are manipulated or coerced into criminal activity, often for the benefit of gangs or individuals. It includes drug trafficking, theft, and violence. Even if a child appears to consent, it's still exploitation due to power imbalance.

- **County Lines:**

County lines refers to gangs exploiting children to transport drugs and money across regions. Children may be groomed, threatened, or manipulated. It's a hidden crime and often linked with CCE.

- **Child Sexual Exploitation (CSE):**

CSE involves children being coerced into sexual activity in exchange for something (e.g., gifts, affection, or status). It's a form of abuse and can happen online or in person. Children may not recognise they are being exploited.

- **Children and the Court System:**

Children may be involved in court proceedings as witnesses, victims, or due to family issues. Early years practitioners should be aware of the emotional impact and support children appropriately.

- **Children Absent from Education:**

Persistent absence can be a sign of neglect, abuse, or exploitation. Early years settings must monitor attendance and report concerns to safeguarding leads. Record all absences and sickness and holidays as per settings policy using Family app.

- **Children with Family Members in Prison:**

These children may face stigma, emotional distress, or disrupted care. Practitioners should offer emotional support and maintain confidentiality.

- **Cybercrime:**

In early years, children may be exposed to online risks. Safeguarding includes teaching safe use of technology and monitoring digital interactions.

- **Homelessness:**

Homelessness affects children's safety, health, and development. Practitioners should be alert to signs of housing instability and work with support services.

- **Modern Slavery & National Referral Mechanism:**

Children may be trafficked for labor or criminal exploitation. The National Referral Mechanism is the UK's framework for identifying and supporting victims.

- **Preventing Radicalisation & The Prevent Duty:**

Early years settings must be alert to signs of radicalisation. The Prevent duty requires staff to report concerns and promote British values.

- **Channel Programme:**

Channel is a multi-agency programme that supports individuals at risk of radicalisation. Referrals can be made by early years professionals.

- **Martyn’s Law:**

A proposed law to improve security at public and educational venues, including schools, to prevent terrorism. It encourages risk assessments and emergency planning i.e. identifying the safer routes.

- **Sexual Violence & Harassment:**

Includes inappropriate touching, comments, or exposure to sexual content. Early years staff must respond sensitively and report concerns immediately to DSL. DSL should be well informed about the procedures to deal with a parent or a staff disclosures.

- **Serious Violence:**

Includes knife crime, gang violence, and physical assaults. Though less common in early years, practitioners should be aware of family or community risks.

- **‘Honour’-Based Abuse (Including FGM & Forced Marriage):**

These are harmful practices justified by cultural or religious beliefs. FGM is illegal and a statutory duty for teachers and all staff to report to police if known or suspected. Forced marriage involves coercion and is a safeguarding concern.

- **Trio of Vulnerability:**

Refers to mental health issues, substance misuse, and domestic abuse—often co-occurring and increasing risk to children. It is the prevalence of one or the three forms of abuse listed. Staff must report to DSL if they know or suspect that the child has directly or heard or witnessed any of the three form of abuse.

1. **Domestic Abuse:** Includes physical, emotional, and financial abuse between adults in a child’s life. It can deeply affect a child’s development and safety.
2. **Mental Health:** Children’s mental health can be impacted by trauma, neglect (including affluent neglect), or family issues. Early years settings should promote emotional wellbeing and refer concerns.
3. **Substance Misuse:** Parental drug or alcohol misuse can lead to neglect (including Affluent neglect) or unsafe environments. Staff should be alert to signs and work with safeguarding teams.

Appendix 6 Legislative Framework: Relevant statutory and non-statutory advice:

- Early Years Foundation Stage Statutory Framework 19th January 2024 (Sep 2025)
- Keeping Children Safe in Education (KCSIE) DfE, September 2025
- Disqualification Under the Childcare Act 2006, Updated August 2018
- Working Together to Safeguarding Children, Updated September 2023
- WT refers to the non-statutory but important advice on information sharing (2018)
- DfE Guidance - What to do if you're worried a child is being abused, March 2015)
- Prevent Duty 2015, Updated April 2021
- Children Act, 1989 and 2004 Childcare Act, 2006
- Safeguarding Vulnerable Groups Act, 200
- Children and Social Work Act, 2017
- Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Working together to improve school attendance Sep 2024 (KCSIE statutory guidance for all to follow Sep 2025)
- [Bruising in non-mobile infants](#) 2022

Key Resources:

- **Early Years Foundation Stage (EYFS)** Statutory Framework.
- **London Safeguarding Children Board** – guidance on signs of abuse
- **SEND Code of Practice (2015)** – advice on identifying abuse
- **KCSIE 2025** – advises against using terms like *disorder* or *spectrum* when referring to children with autism or additional needs
- **NSPCC** – reliable source of safeguarding information and support