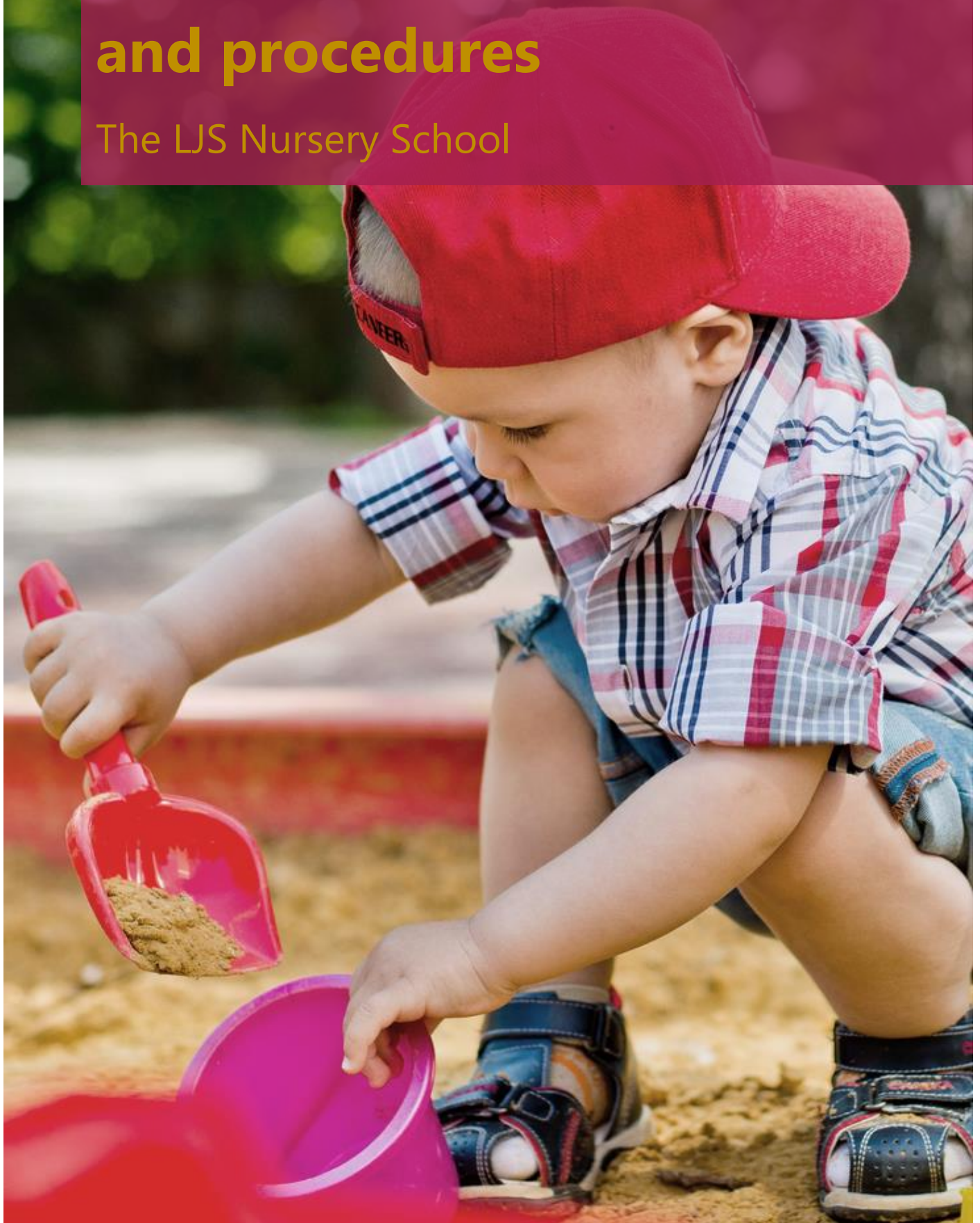


Child protection policy and procedures

The LJS Nursery School



21st March 2018 (Updated 4th September 2024)

Caroline Villiers, Designated Safeguarding Lead

Who this document applies to

This document applies to all children and young people under 18 at the nursery. Anyone coming into contact with our children or visiting the nursery and synagogue must abide by this policy.

Everyone working at the nursery and synagogue as a member of staff or volunteer has a duty to safeguard and protect our children. They must read this policy and sign to say they agree to work to it.

Visitors to the nursery and synagogue such as contractors and visitors must read our safeguarding statement:

keeping young people safe is our **top concern**.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Headteacher.

If you are still worried or do not feel able to share your concern with us, you can:

- Speak to Caroline Villiers Headteacher / Designated Safeguarding Lead (DSL), on 020 7432 1286 or Sam Griffiths Deputy / Designated Safeguarding Lead (DDSL), on 020 7432 1286
- Contact Westminster Access to children's Services on 020 7641 4000 (Out of hours – 020 7641 6000)
- If you have a serious concern about the nursery that we cannot deal with, please contact Ofsted on 0300 123 1231

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"Safeguarding is everyone's responsibility. Every child at the nursery has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the nursery, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and management will respond if they are worried about a child."

Caroline Villiers (Headteacher)

Who's Who

Sue Head is the designated safeguarding lead for the building DSL (synagogue).

Caroline Villiers is the designated safeguarding lead (DSL), as well as being the Headteacher. This means she has lead responsibility for the wellbeing and protection of all children at the school, ensuring staff are recruited and mentored safely, and monitoring the progress of any child/pupil needing additional care or protection. For more information see **Appendix B: The Designated Safeguarding Lead** job description.

Caroline can be contacted on 020 7432 1286 or (if not urgent) by email at nursery@ljs.org

Sam Griffiths is the Deputy Safeguarding Lead (DDSL). In addition to her role as deputy headteacher, she works closely alongside the Headteacher to be fully aware of the needs of the children's needs across the nursery and is able to take any necessary action if she is deputising.

Sam can be contact on the same number: 020 7432 1286

Westminster LADO Please call 020 7641 7668 and ask to speak to the Duty Child Protection Adviser or email lado@westminster.gov.uk. More details on the role of the LADO are available [here](#).

Complaints

As well as talking to or emailing the staff above, parents can make a complaint if they feel uneasy about any aspect of our practice or something they have seen whilst in our school. Please see our [complaints procedure](#) on our website for more details.

"We feel very safe at The LJS"

"Our teachers are always there to help us play, learn, and be kind to our friends"

Reception pupil, 2022



Our Mission

Our aim is to provide a happy, nurturing environment where children are heard and seen as unique individuals and valued for who they are.

We know this approach builds resilience, confidence, and independence, as the children develop in our programme feeling secure and safe both physically and emotionally.

We aim to build strong partnerships with parents and carers, so care and learning have common goals at both school and home. We constantly support families with parenting work and exploring future school choices.

We aim to both support and challenge your child throughout their time with us, encouraging their interests, celebrating their achievements, and encouraging their next steps.

The LJS Nursery School provides an adventurous start to each child's journey, giving them skills for lifelong learning, helping them develop strong, positive relationships and an enthusiasm for play and learning.

Principles

1. We **always** act in the best interests of each child.
2. We **listen** to any communication from children or parents and always take concerns seriously.
3. We acknowledge there are **risks** to the children in our care. Without proper care and vigilance abuse or neglect of children could happen at the nursery. We talk about these risks with children, staff and parents and together will plan carefully to keep them safe.
4. We recognise that children take more risks as they grow and develop. We will support them to take managed risks so that they can achieve their **hopes and goals**. We are aspirational for and with children.
5. People **must** act if they are worried about a child and keep acting until they believe the child is safe.
6. We are **open** in our decisions and let parents and local authorities know about concerns.
7. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.

"Listening to children"

Valuing diversity

Difference is central to our strength as a people. We promote inclusive behaviours that empower children to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider how hurtful behaviour, or comments affect children and take action accordingly. If staff or volunteers behave in a way that discriminates against particular groups we will take action to rectify things and consider whether this is a breach of our [Promoting Inclusion, Equality and Valuing Diversity Policy](#) and our [Staff Code of Conduct](#).

What to do if you're worried about a child at the nursery

Parents, visitors, staff and volunteers.

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary call the Police on 999 or Westminster on 020 7641 4000



If you are concerned about **staff behaviour** contact **Caroline Villiers as the Headteacher** on 020 7432 1286



For other concerns **speak to your class leader**



We will contact you by the next school day (sooner if required) to tell you that action has been taken



If you do not hear, or you remain concerned, please speak to Caroline Villiers, the Headteacher/DSL.

Deputy safeguarding leads

Speak to the Designated Safeguarding Lead (DSL) , Caroline Villiers



Assess the level of risk using the **RBKC Threshold of Need Guide**
For Level 1 & 2 needs, talk to the parents, and provide support.



For Level 3 & 4 needs, contact parents (unless this would increase the risk). Seek consent to involve other agencies, as explained in the [threshold of needs guide](#).



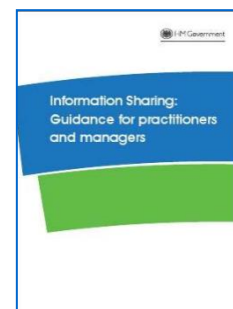
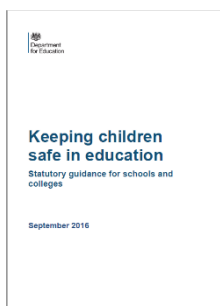
If you have consent, refer to children's social care on 0207 7641 4000.
If you do not have consent and you have a child protection concern, you **must** still refer. Seek advice from the DSL.



Monitor progress for the child.
Unless it will increase the risk to the child make contact with the referrer, parent and any staff who need to know to let them know what is happening and what to do.

All staff, volunteers & visitors have a duty to act to protect children

If you still have a concern after following these procedures please speak to Caroline Villiers or follow our **Whistleblowing Policy**



The law

It's important every agency knows what to do if worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to children and families.

Where there are specific risks, we will access other specific guidance – please see a full list in Appendix B.

'Safeguarding & promoting welfare' of children is defined as:

- provide 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
- taking action to enable all children to have the best outcomes

Working Together 2023

'Child protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

Safeguarding in Westminster

We work within the [London Child Protection Procedures](#) and [The Local Safeguarding Children Partnership](#) which has specific procedures on:

- [Child Sexual Exploitation](#)
- [E Safety](#)
- [Female Genital Mutilation](#)
- [Harmful Practices](#)
- [Information for Academies](#)
- [LADO Managing Allegations](#)
- [Modern Slavery](#)
- [Neglect Campaign with NSPCC](#)
- [Private Fostering](#)
- [Violence Against Women \(VAWG\)](#)
- [i-Hop Information Hub](#)
- [Teaching Online Safety in Schools](#)

Westminster have a [Children's Social Services Department](#) who provide the first response prior to referral to the [Tri-Borough Multi Agency Safeguarding Hub](#). Where there is cause for concern about a young person at the nursery, we will contact Westminster by phone on **0207 7641 4000 (Out of hours – 020 7641 2388)** or Accesstochildrensservices@westminster.gov.uk

Some of our children live in other local authority areas. If we have concerns about children at home, we make a referral to their home social care team. When an incident happens at the nursery, we will contact both the Family Services Team and the child's placing authority.

"Promoting children's voices"

Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm or 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. Sometimes they tell us about abuse. More often they don't.

We recognise there are particular risks associated with young children, so we take active steps to keep everyone safe. We have a number of [specific policies](#) that are available on our website; and as a result, we have had no serious concerns for any children to date. These policies cover the following areas:

Children's Rights and Entitlements	Looked After Children	Uncollected Children
Missing Child	Online Safety	Employment
Student Placements	Induction of Employees and Volunteers	First Aid
The Role of Key Person and Settling in	Staffing (group provision)	Administering Medicines
Managing Children who are sick infectious or with allergies	Recording and Reporting of Accidents and Incidents	Nappy Changing
Food and Drink	Food Hygiene	Promoting Positive Behaviour
Health and Safety General Standards	Maintaining Children's Safety and Security on Premises	Supervision of Children on Outings
Risk Assessment	Fire Safety and Emergency Evacuation	Animals in the Setting
No Smoking	Promoting Inclusion, Equality and Valuing Diversity	Supporting Children with SEN
British Values	Admissions	Parental Involvement
Children's Records	Providers Records	Transfer of Records to Schools
Confidentiality and Client Access to Records	Information Sharing	Working in Partnership with Other Agencies
Making a Complaint	Bullying and Challenging Behaviour	Whistle Blowing – Confidential Reporting
Staff Behaviour and Code of Conduct	Privacy Notice	Low Level Concerns and Allegations of Serious Harm and Abuse against staff

We also have a proactive safer recruitment policy, physical contact policy and regular safeguarding training for all staff. We also work with children to ensure they develop positive,

enjoyable, and respectful relationships as they grow up. Where there are serious concerns, we always involve others such as parents, health staff, police, or social workers.

There are four categories of abuse defined in Working Together and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in Appendix A.

Children and young people are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

Domestic violence and abuse

Physical intervention and restraint

Bullying

Sexual Violence and Harassment

Children and Young people with sexually harmful behaviour

Mental Health

Racist incidents

Forced Marriages & Honour Based Violence

Sexting

Child Sexual Exploitation

Child Criminal Exploitation

Female Genital Mutilation

Trafficking and exploitation

County Lines

Radicalisation

Online or internet use and sexting

Child on Child Abuse

Children Who Are Absent from Education

Photography & images

Private Fostering



If young people raise a concern...

Always take young people seriously, listen carefully and report this to the safeguarding team.

Do...

- Listen and accept
- Try not to interrupt
- Reassure they have done the right thing by telling you
- Explain what you are going to do next
- Make accurate notes using all the child's words as soon as possible
- Inform your manager or the safeguarding team

Don't

- Don't promise confidentiality
- Don't investigate
- Don't use leading questions'
- Don't ask the child to repeat the disclosure over and over

How should I respond?

Parents & young people:

If you have a concern about your child or another child at the nursery, please make contact with our [Designated Safeguarding Lead](#). We will listen to your concerns, take these seriously and ensure you receive a response. You can contact Caroline Villiers (DSL) or Sam Griffiths (DDSL) on 020 7432 1286. If you are still not satisfied you can contact Sue Head (LJS DSL) on 020 7286 5181, Westminster's duty team 0207 7641 4000 or if necessary, Ofsted 0300 123 1231

Nursery staff & volunteers

Every member of staff has a duty to act to keep children safe. Failure to act on a concern could lead to disciplinary action.

Concerns about the behaviour of staff must be taken directly to the Headteacher and Designated Safeguarding Lead (DSL), Caroline Villiers. This is covered in our Managing Allegations and safeguarding concerns policy.

Other concerns about young people should be taken to Sam Griffiths, Deputy Designated Safeguarding Lead (DDSL). She will ensure the concern is explored and must let you know what happens.

If you are still concerned after taking a concern to the Headteacher you must follow the [escalation process](#) until you are not worried anymore.

How do I tell if a child is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect in this document and the Tri-Borough threshold of need guide.

Some of the key issues affecting our children are set out in [Appendix A](#). More detailed guidance on specific issues is available in the London Child Protection Procedures (www.londoncp.co.uk).



Missing Children

We take a proactive approach to keeping children safe. We are responsible for children during their time with us and will ensure we know where they are at all times and within our sight and/or hearing. Where a child is not where they are expected to be, we will take prompt action to ensure they are safe, or to make contact with parents, carers or other agencies as necessary.

The timescales in the policies for missing children and uncollected children are indicative.

Where there are reasons to have particular concerns for a child, for example they have a history of going missing, we will agree shorter time periods with parents or carers. If at any point, we are concerned that a child might be at risk we will contact the Police on 999 immediately.

We request three telephone numbers for young people at the address where they are living. These numbers will be checked annually with families. Parents are asked who will be responsible for collecting their child and no other person will be allowed to do this without the agreement of the parent.

Our Specific policies on and procedures on [Missing Children](#) and [Uncollected Children](#) are available on our website.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Information sharing advice for practitioners, 2024

Sharing information internally:

Legally, we must share information within the nursery on a 'need to know basis', so that everyone who needs to know information to keep children safe and help them develop does know.

When we are worried about a child it is essential, we record the concern and inform the designated safeguarding lead promptly.

Some information within the nursery will be restricted, for example:

- Where there is an allegation about a member of staff the headteacher will decide who will lead on the concern and contact other agencies (See Low Level Concerns and Allegations of Serious Harm or Abuse Policy)
- Where the detail of information is particularly sensitive this can be restricted, for example the details of sexual abuse or a child sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.



Sharing information with other agencies:

Where a significant issue arises the designated safeguarding lead (DSL) will ensure the parent is contacted within 24 hours, or immediately if required.

We follow the 7 Golden Rules from **Information sharing advice for practitioners, 2024**

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework¹ to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child² and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. You need a lawful basis³ to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm⁴, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer NSPCC's safeguarding guidance. ⁵), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the

5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

What to do if you are still worried...

The nursery has an internal escalation process, and links with the [Tri-Borough Local Safeguarding Children Partnership escalation policy](#).

Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.



Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by children, families, staff, visitors, or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or help@nspcc.org.uk. Please see our Whistleblowing Policy.

Safer Recruitment at LJS Nursery School

We do our best to ensure we employ 'safe staff' by following the guidance given by the [London Child Protection Procedure on Safer Recruitment](#) and our individual procedures.

Safer recruitment means that all applicants will:

- a) understand their duties to safeguard young people from the outset through the advertisement and in their job description
- b) complete and sign an application form which includes a full education and employment history (with explanations for any gaps)
- c) provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with young people (the last childcare employer if they have one) and one who has known the candidate for at least 5 years
- d) provide evidence of identity and qualifications
- e) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- f) provide evidence of their right to work in the UK
- g) be interviewed by a panel of at least two people testing skills and abilities with value-based questions against the job description including at least one person with safer recruitment training. At least one member of the panel will have completed safer recruitment training.
- h) ensure that recruitment documentation will state its commitment to safeguard young people

We also verify the candidate's mental and physical fitness to carry out their work responsibilities. All new members of staff will undergo face to face induction training which includes familiarisation with the safeguarding policies and procedures and support to identify their child protection training needs. All staff will sign to confirm that they have read and understood the safeguarding policies and procedures and attend relevant training.

Agency

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with young people at the nursery will be assessed based on the children's needs. We always vet staff in house as well even if their vetting has been confirmed by a supply agency.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation, and the overall record is signed by the Designated Safeguarding Lead and Safeguarding Governor termly. This is maintained on our Single Central Register.

Supporting staff at the nursery

Code of conduct

We have published a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read this document.

Physical guidance

The nature of the setting means that there will be physical support and guidance offered to children within the nursery as part of the daily pattern of activities. We provide specific training and guidance to staff as to how they should interact and intervene with children in a way which keeps both children and staff safe.

Emotional support

Having to deal with a situation where a young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with the line manager. Where necessary confidential counselling services and additional resources will be sought.

Supervision

Staff involved in working directly with young people, or supervising staff who do, will receive regular supervision daily and weekly. Formal supervision will be half-termly and will provide a space for the staff member to talk about issues which they are facing in the work environment, thoughts that they have in terms of developing the service that is provided to the young people and discuss the emotional impact of the role as well as any other issues that they consider relevant.

Supervision will also be used to reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required.



Low level concerns and allegations of serious harm or abuse about staff

Staff should take care not to place themselves in a vulnerable position with a child. While staff are friendly with young people, they do not become friends. No staff member will share their personal details with young people, have on-going contact or relationships with young people outside of nursery (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working policy. Any member of staff who is unsure should seek advice from their line manager. All staff understand that a young person may make an allegation against a member of staff. Any such Safeguarding concern will be reported directly to the Headteacher and Low-Level Concerns and Allegations of Serious Harm or Abuse Policy will be implemented.

Where it is alleged current staff (including supply staff and volunteers) may have

- 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 he or she would 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.

If the allegation concerns the Headteacher, staff will immediately inform the Head of the trustees and Sue Head (LJS DSL) without notifying the Headteacher first.

The Headteacher (or a designate) on all such occasions will discuss the content of the allegation with the [Westminster LADO](#) (designated officer for the management and oversight of allegations) and follow their procedures for managing low level concerns and allegations of serious harm or abuse against staff.

We will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

Whistleblowing

Our staff occupy a vital position in promoting good practice and professional conduct throughout the organisation. We recognise that staff are committed to providing a high standard of service and that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or the [LADO designated officer](#).

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints, and criticisms.

Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers

- d) Anything which is not in the best interest of the young person or the organisation
- e) Anything which is illegal or unacceptable behaviour

Staff training

This strategy has been devised drawing on requirements in Keeping Children Safe in Education.

Principles

The **Designated Safeguarding Lead** will ensure all staff, and volunteers have safeguarding children training relevant to their role. We see safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates and reminders at least once a term.

Job Roles at the nursery

We have aligned all job roles at the nursery to the groupings set by the tri-borough Safeguarding Children Partnership and set out the training requirements (see Appendix C).

Requirements for staff undertaking supervision, interview panels and other particular roles are also listed here.

New staff

The **Nursery Headteacher** sends the appointment letter to new Nursery staff with links to Part 1 and Annex B of Keeping Children Safe in Education with a requirement this is read and understood before they start work. On the first day of work the **headteacher** will:

- talk about Keeping Children Safe in Education with opportunity for questions,
- introduce them to the nursery Safeguarding Children Policy and pathways for raising concern and ensure they know what to do if worried about a child.

At the probationary review new staff will be explicitly asked about any concerns they have for children at the nursery and any other safeguarding issues they have identified.

Agency staff

Agency staff working at the nursery for a month or more will be required to meet the same standards as permanent staff.

Agency staff working for less than one month must read Part I and Annex B of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period (see Appendix C).

Appendix A – definitions and indicators of abuse, neglect, and specific situations

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally

inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment).

Who might abuse young people?

Whilst most abuse happens in the home, often from the parent who has most contact with the child, anyone who has a position of power can abuse young people.

Young people may also be targeted online, perhaps because of their vulnerability or because they are offered rewards or money. This can also happen in their local community.

Another common source of abuse is from siblings or peers. We take care not to minimise peer on peer abuse simply because it happens between young people. Young people can physically, sexually, or emotionally abuse one another for example through serious bullying, social exclusion, exploitation, sexual assault and harassment or domestic violence.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or

- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.

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

their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who has been abused or neglected may:

- a) Have bruises, bleeding, burns, fractures, or other injuries
- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for PE, swimming or in the residential areas for bathing/ bed
- e) Look unkempt and uncared for – present as smelly
- f) Change their eating habits
- g) Have difficulty in making or sustaining friendships
- h) Appear fearful
- i) Be reckless, with regard to their own or others safety

- j) Self-harm
- k) Frequently miss nursery or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in nursery play or learning
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in, or particularly knowledgeable about drugs or alcohol

- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse.

They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.

Specific issues

Staff must respond if they identify any of the following:

a) **Domestic Abuse**

We recognise that Domestic Abuse has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral through the safeguarding team to MASH / MARAC / Police.

DA is very widespread and where staff have concerns for other staff members they should talk to their supervisor.

b) **Physical Intervention and restraint**

Staff must read our positive [behaviour policy and code of conduct](#) and understand how to work with children in a person centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out separately and acknowledges that staff must only ever use physical restraint as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimum

force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a child may be considered a disciplinary matter.

c) **Bullying**

While bullying between children is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying including cyber bullying and prejudice-based bullying should be reported and will be managed through our [Bullying Policy](#) and in some circumstances could lead to a child protection referral. Tutors and keyworkers will work with individual children who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.

Staff who allow or condone bullying may face disciplinary proceedings under the child protection procedures. This includes cyber, racist, homophobic and gender related bullying.

d) **Sexual Violence and Harassment**

Sexual assault occurs when someone sexually touches someone else intentionally without consent. Sexual harassment is unwanted conduct of a sexual nature which can occur online or face to face.

Any allegations of such incidents will be taken seriously, and we will consider both the child protection procedures and a report to the police.

We will take great care to support children who may have been victims of such abuse, and consider any on-going risk to the young person, other young people and for the alleged perpetrator themselves.

Further guidance can be found [here](#).

e) **Children and young people with harmful sexual behaviour**

Children may be harmed by other children. Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern child may have been sexually abused the local authority and parents will be contacted, and we will plan together how best to respond.

f) **Mental Health**

Mental health problems can be an indicator that a child has suffered or at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse, neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key to that staff are aware of

how these children's experiences, can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the DSL.

g) **Racist Incidents**

We acknowledge repeated racist incidents, or a single serious incident may lead to consideration as a disciplinary matter and under Child Protection procedures. All racist incidents, including for example racist jokes, name-calling or excluding someone on the basis of race, will be taken seriously and must be reported to the Headteacher.

h) **Forced Marriages & 'Honour' Based Violence**

Forced marriage is when a person faces physical pressure to marry (e.g., threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g., if you're made to feel like you're bringing shame on your family).

'Honour' based crime is intended to protect 'family honour' through violence, threats, insults, or other acts around forced marriage, where a cross-cultural relationship is suspected, or where other 'taboos' are broken such as wearing of non-traditional clothes or attending events that violate a family or cultural 'norms'.

If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

i) **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of young people under the age of 18 into sexual activity in exchange for

things such as money, gifts, accommodation, affection, or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending young people, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While young people may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff must be aware of the indicators of sexual exploitation, all concerns reported immediately to the Safeguarding Team. Further advice is available from the [Tri Borough CSE lead](#).

j) **Child Criminal Exploitation**

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something they want and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can occur through the use of technology.

Child Criminal Exploitation can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines),

forced to shoplift or pickpocket, or to threaten other young people.

Some key indicators are:

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

k) **Female Genital Mutilation**

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes [mandatory reporting](#) by teachers who become aware that this may be planned or has happened for any child (U18). Access eLearning on FGM [here](#). Further advice is available in the [Tri Borough safeguarding team](#).

l) **Trafficking and exploitation**

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their

relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

Young people are a special case, any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for young people to give informed consent.

Even when a child understands what has happened, they may still appear to submit willingly, to what they believe to be the will of their parents. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.



m) **County lines**

This usually refers to urban drug dealers using a mobile phone number to establish new markets often in coastal or market towns. Children and young people without a criminal profile may be recruited as 'runners' for the drugs.

We are aware of this issue and if young

people go missing for periods of time, have unexplained money, or are associating with people involved with drugs we consider this as a potential issue. Where we have reason to be concerned, we will follow our safeguarding procedures, speaking to parents and contacting the police and children's services.

All staff are trained and are aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime associated with criminal networks or gangs.

n) **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs.*
- *Seek to provoke others to terrorist acts.*

- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK.*

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Young people may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances** – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- **Special Educational Need** children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

In order to reduce the risks of children being radicalised we have:

- Ensured the Designated Safeguarding lead, deputies and a substantial portion of the staff group completed anti-radicalisation training.

- maintained and applied a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- raised awareness about our role and responsibilities in relation to protecting children from radicalisation and involvement in terrorism.
- raised awareness about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism.
- the Designated Safeguarding Lead as the first point of contact for case discussions relating to children who may be at risk of radicalisation or involved in terrorism.
- collated relevant information from referrals of vulnerable children into the Channel process.
- ensured the Designated Safeguarding Lead (or designate) could attend Channel meetings as necessary and carry out any actions as agreed.
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

Further advice can be sought from the local authority's [Prevent Academies & Colleges Officer](#).

o) **Online or internet use and sexting**

Young people are increasingly using mobiles phones, tablets, and computers on a daily basis. Our policy states they may not be used in nursery time. While mobile devices are a source of fun, entertainment, communication, and education we know that some adults and young people will use these technologies to harm young people. The harm might range from hurtful and abusive

texts and e-mails, to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our e-safety policy explains how we try to keep young people safe in the home. Cyber bullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying procedure.

"Chatrooms" and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children, and young people cannot access these on our IT system. We will work with children on how to maintain their own safety and how to summon help if they are concerned about what they see online. Some young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their young people safe.

The staff Code of Conduct and [Online Safety Policy plus "Teaching Online Safety in Schools 2019"](#) provide further advice and guidance regarding the use of social networking and electronic communication with children in our care.

p) **Child on Child Abuse**

it can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs so they can identify it and act quickly.

Indicators can be:

- Bullying - Cyber, Prejudice-based, discriminatory
- Physical abuse – hitting, kicking, shaking, biting, pulling hair
- Sexual violence and harassment
- Sharing of nude or semi-nude images
- Causing someone to engage in sexual activity without consent.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic behaviour in the future.

q) **Children Missing in Education**

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. It may indicate parent mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's unauthorised absence and children missing in education procedures.

r) **Photography and images**

The vast majority, of people who take, or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. We know some people abuse children through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member is allowed use their personal electronic devices that have imaging and sharing capabilities to take photographs of children, the nursery provides safeguarded school equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy, they should contact the Headteacher.

To protect children, we:

- a) seek their consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) seek parental consent.
- c) do not use the child's name with the image.
- d) ensure that the child is appropriately dressed.
- e) encourage children to tell us if they are worried about any photographs that are taken of them.

Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality, and relationships should be an age-appropriate topic in the home and include what to do if children are worried about an image they see.

s) **Private Fostering**

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian, or person with parental responsibility. Close relatives include parents, stepparents, aunts, uncles, and grandparents. This could include, for example, children whose immediate family still live in France.

By law, [the local authority](#) must be told about all private fostering situations. The child's parents, private foster carer, and anyone else

(including the nursery) involved in the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person, and ensure advice, help and support is available when needed.



Appendix B: The Designated Safeguarding Lead and Deputy-Job Description

The Board will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL), with Deputies trained to the same level. The following responsibilities form part of the DSL's Job Description. The DSL will:

- Ensure safeguarding children is a central ethos in the nursery school
Ensure all staff are familiar with the Safeguarding Children policy and part I of Keeping Children Safe in Education 2024.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during nursery hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility for any concern about a child, including children requiring early help or child protection. This will include managing referrals by ensuring the DSL or a deputy is allocated to any child referred to children's services (including children in care). This person will keep the DSL up to date, communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child.
- Keep accurate and secure child protection records and send these securely on to any new nurseries or schools (separately from the main file), in line with Keeping Children Safe in Education 2024.
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, the Police where a crime may have been committed and the Disclosure & Barring Service
- Where the DSL is not the Headteacher, the DSL will liaise closely about any ongoing enquiries, police investigations or concern for children.
- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the nursery in safeguarding children including referral to other agencies
- Receive relevant training in role at least every two years and Prevent awareness training. The DSL must seek out additional learning opportunities to ensure their knowledge and skills are refreshed at regular intervals and at least annually, and they are aware of any change in requirements, including through the local safeguarding children board.

Appendix C - Other relevant legislation

Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children December 2023

Misuse of Drugs Act 1971

Keeping Children Safe in Education, DfE, September 2024

Safeguarding Children and Young People from Sexual Exploitation, DfE

Preventing and tackling bullying, DfE, 2017

SEND Code of Conduct, DfE, January 2015

Guidance for Safer Working Practice for Adults who Work with Children and Young People Revised

Safeguarding Children and Safer Recruitment in Education", DCSF Guidance February 2014

Children missing education Statutory guidance for local authorities, DfE August 2024

Framework for the Assessment of Children in Need and their Families

What To Do If You Are Worried a Child Is Being Abused" 2003 –revised 2007'

What to do if you're worried a child is being abused Advice for practitioner, DfE, March 2015

The Equality Act 2010

Safeguarding children who may have been trafficked, HMG, 2011 Protecting vulnerable people from being drawn into terrorism, DfE

Guidance on Private Fostering, DfE

Children Act 2006

Human Rights Act 1998

UN Convention for Rights of the Child 1991

GDPR and Data Protection Act 2018

Sexual Offences Act 2003

Education Act 2011

Protection of Freedoms Act 2012

Counterterrorism and Security Act 2015.

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Malicious Communications Act 1988

Communications Act 2003

Public Order Act 1986.

Local Safeguarding Children Board Procedures (LSCB).

The Modern Slavery Act 2015

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015

Teaching Online Safety in Schools 2023

Definition of Upskirting as a criminal offence

Domestic Abuse Act 2023

Appendix D – Training requirements for job roles at the nursery

This list is reviewed annually. If your job role is not listed, please contact Human Resources for advice.

You **must** complete all training in the Mandatory Training section and **aim** to complete all training in the Target section.

the nursery will align to the LSCB requirements for what is covered in the different levels of training.

Group	Roles	Mandatory Training	Target
Group 1 Staff and volunteers who have infrequent contact with young people or families and who may become aware of possible abuse and neglect.	Cleaners Caretakers Office staff	Meeting with the DSL (annual) Read and understand Keeping Children Safe in Education (Part I and Annex A) (at each update)	
Group 2 Those in regular contact or have a period of intense but irregular contact, with young people, young people		Group 2 face to face training half day annually Discussions at team meeting (once per term) Read and understand Keeping Children Safe in Education (Part I and Annex A) (at each update)	Group 3 training

<p>Group 3</p> <p>Members of the workforce who work predominantly with young people, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening, and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</p>	<p>Teachers Designated Safeguarding Trustee</p>	<p>Group 3 5-hour training (annually) with termly update</p> <p>Discussions at team meeting (weekly)</p> <p>Read and understand Keeping Children Safe in Education (Part 1 and Annex B) (at each update)</p>	<p>CHANNEL general awareness e-learning (3 years)</p> <p>FGM eLearning</p>
<p>Groups 4&5</p> <p>Professional advisors, named and designated lead professionals.</p>	<p>Deputy Designated Safeguarding Leads</p> <p>Designated Safeguarding Lead</p>	<p>Designated Safeguarding Lead training on analysis and decision-making (every 2 years)</p> <p>Interagency training (every 2 years)</p> <p>Group safeguarding supervision (once per half term)</p> <p>Read and understand Keeping Children Safe in Education (in full) (at each update)</p>	<p>Network meetings biannually with similar roles from other organisations to compare performance, peer review approaches and share good practice.</p>

		PREVENT awareness training (2 years) Twilight sessions	
Interview panels	Staff involved in interviewing potential volunteers and employees	At least one member of staff on an interview panel must have received face to face Safer Recruitment training (every 3 years)	All staff on interview panels must complete Safer Recruitment e-learning.
Supervisors	Staff providing supervision staff in Group 2 or above	Safeguarding Supervision (1 day) training (every 3 years)	
Investigating allegations	Headteacher DSL Deputy DSL	Read and understand Keeping Children Safe in Education (Part IV) (at each update)	1-day Allegations & concerns about staff: referrals and investigations face to face training (3 years)
Board		Group 1 or higher level of training (every 2 years) Read and understand Keeping Children Safe in Education (Parts I&II) (at each update)	Read and understand Safeguarding for Trustees (Children England)

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