

YEOVIL COLLEGE NURSERY: CHILD PROTECTION & SAFEGUARDING CHILDREN POLICY

Policy Review					
Author/Owner	Position	Approved by:	Approval Date	Review Cycle Review Date	Published on Website Y/N
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Document Control – Revision History (Policies only)

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N
Michelle Hobson	Revised to reflect procedure in the event of allegations of abuse against a work experience student	27.09.17	-		Y
Michelle Blundell	Revised to include updated working together to safeguard children 2018, Keeping Children Safe in Education 2018 and GDPR 2018	14.11.18	21.09.17		N
Michelle Blundell	LSCB has now become SSCB referred to Effective support for children and families in Somerset V4 (2019) and Effective Support for Children and young people with Special Educational Needs and Disabilities (SEND) and their families in Somerset V2 (2019)	15.11.19	21.09.17		N
Michelle Blundell	SSCB now becomes SSCP, referred to updated legal frameworks (see above) Added information on CALFB Child Abuse Linked to Faith or Belief Shortened definitions in use of mobile phones /cameras and digital technology. Shortened definitions of types of abuse. Lower part of this document is mainly crossed out as we have cut and pasted it further up. Peer on Peer abuse replaced with Child-on-Child abuse Contextual safeguarding now refers to extra familial risks	27/6/22	15.11.19	v1	N
Michelle Blundell	Some text missing along the right-hand side due to formatting therefore formatting amended.	28/11/22		v1.1	
Michelle Blundell	Amended reference to 'Keeping Children Safe in Education' Sept 21 to Sept 2022	22/12/22		v 1.1	
Michelle Blundell	Added sharing low level concerns and a link to college policy	31/05/23		v2	
Michelle Blundell	Paragraph 3.14 added in emphasis on strong multi-agency working Page 27 added and expanded online safety to include commerce Working together to safeguard children to be updated to July 24. Keeping children safe in education to be updated to Sept 24	29 th Sep 24		v3	
Jill Stubbs	Keeping Children safe in education updated to Sept 25 Added paragraph 3.2.20 – following up on childrens absences in line with new requirements from Sept 2025 Michelle Blundell removed from Named DSL and Safer recruitment trained.	22/09/2025		v4	

	Britta Schieffer added to Named persons responsible for Safeguarding and Safer recruitment trained				
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Initial Equality Impact Screening					
Has anyone else been consulted on this policy and/or procedure?					
What evidence has been used for this impact screening (e.g. related policies, publications)?					
Declaration (please tick one statement and indicate any negative impacts)					
<input checked="" type="checkbox"/> I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.					
<input type="checkbox"/> I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:					
<ul style="list-style-type: none"> <input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender Reassignment <input type="checkbox"/> Race <input type="checkbox"/> Religion or belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Marriage & civil partnership <input type="checkbox"/> Pregnancy & maternity 					
Completed by:	James Pill-Waring	Position:	Vice Principal Finance & Corporate Services	Date:	07/04/25
Reviewed by Equality & Diversity Group: YES/NO			If Yes: Date:		
I confirm that any recommended amendments have been made					
Summary of Comments including Recommendations from Equality & Diversity Group Review:					
Amended by Author:		Position:		Date:	

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1. PURPOSE OF THE POLICY

- 1.1 At Yeovil College Nursery we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.
- 1.2 We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures. Safeguarding children is everybody's responsibility. All staff, students, any supply staff, volunteers and visitors are made aware of and asked to adhere to, the policy.
- 1.3 Safeguarding is a much wider subject than the elements covered within this policy, staff should also be alert to the risks of other specific safeguarding issues, including:
 - a. Bullying (including cyberbullying)
 - b. Child on Child abuse (peer on peer abuse)
 - c. Children missing in education
 - d. Children missing from home or care
 - e. Child sexual exploitation (CSE)
 - f. Drug misuse
 - g. Online abuse
 - h. Fabricated or induced illness
 - i. Faith abuse
 - j. Female genital mutilation (FGM)
 - k. Breast ironing/flattening
 - l. Gangs and youth violence / Gender based violence / Violence against woman and girls
 - m. Hate crime
 - n. Human Trafficking and Modern Slavery
 - o. Prevent Duty and Radicalisation
 - p. Domestic Abuse, Honour Based Abuse (HBA) and Forced Marriage

Note: This is not an exhaustive list, and staff will refer to statutory guidance such as Working Together or Keeping Children Safe in Education September (KCSIE)2025¹.

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

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

(Definition taken from the HM Government document 'Working together to safeguard children2023²).

2. SCOPE

2.1 There are four main elements to our policy:

- a. **Prevention** through the support offered to children and the creation and maintenance of a whole-Nursery protective ethos.
- b. **Procedures** for identifying and reporting cases, or suspected cases of abuse.
- c. **Supporting children** who may have been abused or witnessed violence towards others.
- d. **Promoting a protective ethos.** Our policy applies to all staff, paid and unpaid, working in the Nursery, including volunteers, students and work experience placements. Concerned parents may also contact the Nursery's Designated Safeguarding Lead for Child Protection.

¹

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_.pdf

² [Working together to safeguard children - GOV.UK](#)

3. RESPONSIBILITY AND AUTHORITY

3.1 Prevention

3.1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The Nursery will therefore:

- a. Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.
- b. Ensure children know that there are adults in the Nursery whom they can approach if they are worried or in difficulty.
- c. All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2023³) and are able to identify those children and families who may be in need of early help and how to access services to support them. Strong multi-agency partnership working across the whole system of help including parents, carers and families is fostered to build positive trusting and co-operative relationships to deliver tailored support to families help bring successful outcomes for children. Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.

3.2 Procedures

3.2.1 Causes for concern may include:

- a. Signs of physical abuse e.g. bruising.
- b. Signs of sexual abuse or concerns with regards to Child Sexual Exploitation (CSE).
- c. Signs of Emotional abuse or concerns.
- d. Any obvious signs of neglect.
- e. Suspicions of abuse or radicalisation due to changes in behaviour.

³ [Working together to safeguard children 2023: statutory guidance](#)

- f. Disclosure by a child where a member of staff believes the child to be at risk of radicalisation.
- g. Use of inappropriate language.
- h. Female Genital Mutilation (FGM).
- i. Fabricated Illness (FII).

3.2.2 We will follow Somerset Safeguarding Children Partnership (SSCP) procedures⁴, and are displayed on our Safeguarding board in the hall. The Nursery has a clear flow chart of how to refer, which includes allegations made against members of staff including volunteers and students on placement.

3.2.3 The Nursery has regard for:

- a. Working Together to Safeguard Children²⁰²³⁵
- b. Keeping Children Safe in Education (September²⁵)⁶
- c. Inspecting Safeguarding in Early Years⁷
- d. Education and Skills Settings (August 2021)⁸
- e. Effective Support for Children and Families in Somerset⁹
- f. Effective Support for Children and Young People with Special Educational Needs and Disabilities (SEND) AND Their Families in Somerset Version 2.2 (February 2020)¹⁰
- g. What to Do if You are Worried a Child is Being Abused 2015 (Department for Education)¹¹

3.2.4 The Designated Safeguarding Leads (DSL) in the Nursery are:

- a. Jill Stubbs
- b. Britta Schieffer
- c. Sarah Quinton

⁴ [Somerset Safeguarding Children Partnership](#)

⁵ [Working together to safeguard children - GOV.UK](#)

⁶ [Keeping children safe in education 2025](#)

⁷ [\[Withdrawn\] Withdrawn: Inspecting safeguarding in early years, education and skills - GOV.UK](#)

⁸ [Main findings: further education and skills inspections and outcomes as at 31 August 2021 - GOV.UK](#)

⁹ [Effective Support for Children and Families in Somerset - Somerset Safeguarding Children Partnership](#)

¹⁰ [SEND-Effective-Support.pdf](#)

¹¹ [What to do if you are worried a child is being abused DfE](#)

d. Amy Martin

3.2.5 The Nursery will:

- a. Ensure a trained DSL (or deputy if the DSL is not available) is always available (during Nursery hours) for staff in the Nursery to discuss any safeguarding concerns.
- b. Ensure this training is updated every two years and in addition to the formal training, DSLs will refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually.
- c. Recognise the importance of the role of the Designated Safeguarding Lead.
- d. and ensure she has the time and training to undertake her duties.
- e. Ensure there are contingency arrangements should the Designated Safeguarding Lead not be available (another Designated Person will be on site).
- f. Ensure that the Designated Safeguarding Lead has access to Children's Safeguarding Leads' Consultation Line (0300 123 3078) or Children's social care on (0300 123 2224). The Emergency Duty Team (out of hours) is also available (0300 123 2327).

3.2.6 The role of the Designated Safeguarding Lead:

- a. Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies.
- b. Take the lead on responding to information from the staff team relating to child protection concerns.
- c. Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- d. To identify children who may need early help or who are at risk of abuse.
- e. To help staff to ensure the right support is provided to families
- f. To liaise with the local authority and other agencies with regard to child protection concerns.
- g. Ensure the setting is meeting the requirements of the EYFS Safeguarding and welfare requirements.

- h. To ensure policies are in line with the local safeguarding procedures and details.
- i. Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices.
- j. To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept.
- k. Attend meetings with the child's key person.
- l. Attend case conferences and external safeguarding meetings, as requested, by external agencies.

3.2.7 For further details refer to annex C of Keeping Children Safe in Education (September25)¹².

3.2.8 Sharing low-level concerns:

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant.

3.2.9 We define a low-level concern as:

- a. Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Staff behaviour policy, including inappropriate behaviour outside of work
- b. A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

3.2.10 We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as

¹² [Keeping children safe in education 2025](#)

reasonably practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

- 3.2.11 It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO and notify HR.
- 3.2.12 Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Staff behaviour policy. If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour.
- 3.2.13 When the DSL receives the information, they will work with HR to determine whether the behaviour:
 - a. Meets, or may meet, the harm threshold (and so contact the LADO).
 - b. Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO).
 - c. Constitutes a 'low-level' concern.
 - d. Is appropriate and consistent with the law and our Staff behaviour policy.
- 3.2.14 The DSL will make appropriate records of all information shared, including:
 - a. With the reporting person.
 - b. The subject matter of the concern.
 - c. Any relevant witnesses (where possible).
 - d. Any external discussions such as with the LSP or LADO.
 - e. Their decision about the nature of the concern.
 - f. Their rationale for that decision.
 - g. Any action taken.

3.2.14 This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

3.2.15 If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files as well as in the low-level concerns file.

3.2.16 Refer to Allegations against Adults Policy & Procedure for the full college process.

3.2.17 The roles of staff and management.

- a. The Nursery will ensure every member of staff knows:
 - I. The name of the Designated Safeguarding Lead and their role.
 - II. How to pass on and record concerns about a child.
 - III. That they have an individual responsibility for referring child protection concerns to relevant agencies and within the timescales set out in SSCP procedures:
 - IV. How to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
 - V. Our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- b. All staff and volunteers will undertake appropriate safeguarding training at induction and receive regular updates on safeguarding (at least annually and is included in staff meetings).
- c. Training made available must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond to these in a timely and appropriate way.

- d. These may include:
 - I. Significant changes in children's behaviour.
 - II. Deterioration in children's general well-being.
 - III. Unexplained bruising, marks or signs of abuse or neglect.
 - IV. Children's comments which give cause for concern.
 - V. Pattern of absences or frequent absences.
 - VI. Any reasons to suspect neglect or abuse outside the Nursery for example in the child's home.
 - VII. Inappropriate behaviour displayed by other members of staff or any other person working with the children.
- e. The nursery adopts a "it could happen here approach" and takes any concerns seriously.
- f. Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age-appropriate way.
- g. We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- h. In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour.
- i. All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the SSCP.

3.2.18 Liaison with other agencies

The Nursery will:

- a. Work to develop effective links with relevant services to promote the safety and welfare of all children.

- b. Co-operate as required, in line with Working Together to Safeguard Children 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- c. Co-operate as required, in line with Working Together to Safeguard Children 2023, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

3.2.19 Record Keeping

- a. The Nursery will keep clear, detailed written records of concern about children's welfare using a Log of Concern Form (noting the date, event and action taken). The Nursery will ensure all records are kept secure and in a locked location. Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be. Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the Nursery.
- b. When the child about whom there have been child welfare concerns (whether subject to a child protection plan or not) leaves the Nursery or transfers to another Nursery, the child's 'child welfare file' will be transferred to the receiving Nursery or school using the following protocol:
 - I. The file will be marked 'confidential, addressee only' and sent to the Designated Person, if known, of the receiving Nursery. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
 - II. The Nursery will contact the receiving Nursery/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. The Nursery will keep a record that

the file has been received in order to be able to identify its location.

- III. Parents will be made aware that child welfare records will be transferred, unless this would place the child at risk of acute harm.
- IV. The Nursery will not keep a copy of transferred records but will keep a record of the current file location and date the file was transferred.
- V. If individual child welfare files cannot be transferred for any reason, the Nursery will archive them for 25 years from the child's date of birth.
- VI. All actions and decisions will be led by what is considered to be in the best interests of the child.

3.2.20 Children's Absences and Duty to Follow Up

- a. Regular attendance at Nursery is essential for children's wellbeing, safety, and development. Unexplained absences can be an early indicator of safeguarding concerns including neglect, domestic abuse, or children missing in education.
- b. Parents and carers are required to notify the Nursery of their child's absence by telephone, email or in person before the start of the session.
- c. Where a child is absent and no reason has been provided, the Nursery will:
 - I. Attempt to contact parents/carers by telephone as soon as possible.
 - II. If no response is received, attempt to contact other named emergency contacts.
 - III. Record the absence, reason given, and details of attempts to contact the family.
 - IV. Escalate concerns to the Designated Safeguarding Lead (DSL) if no contact is made and/or the reason for absence raises safeguarding concerns.
- d. If there are repeated unexplained absences, poor attendance patterns, or concerns that a child may be at risk of harm, the DSL will:
 - I. Consider whether an Early Help Assessment is appropriate.

- II. Refer to Children's Social Care if safeguarding concerns are identified.
- III. Record all actions, outcomes, and decisions in the child's safeguarding record.

- e. The Nursery recognises its duty to contribute to the statutory responsibility to safeguard children missing from education and will work with the Local Authority and other agencies as required.

3.2.21 Confidentiality and Information Sharing

- a. All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018¹³, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- b. Staff will ensure confidentiality, and that relevant and proportionate information is shared appropriately. We will be transparent about how we lawfully process data.
- c. The Nursery works within the guidelines set out in Information Sharing Advice for Safeguarding Practitioners 2018 (Department for Education)¹⁴.
- d. The Designated Person may disclose any information about a child to other members of staff on a 'need to know' basis only.
- e. All staff must be aware that they have a professional responsibility to share relevant and proportionate information with other agencies in order to safeguard children.
- f. If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be

¹³ [Data protection: The Data Protection Act - GOV.UK](https://www.gov.uk/government/publications/data-protection-the-data-protection-act)

¹⁴ [Information sharing advice for safeguarding practitioners - GOV.UK](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners)

honest with the child and explain that it will be necessary to tell someone else in order to help them and keep them safe.

3.2.22 Communication with Parents

- a. The Nursery will:
 - I. Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances may put the child at further risk of harm. If in any doubt, staff will seek advice from Children's Social Care as required.
 - II. Ensure that all parents/carers have an understanding of the responsibility placed on the Nursery and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at the Nursery.
 - III. Record on the log of concern form what discussions have taken place with parents and if a decision was made not to discuss the matter with parents, the reason why not.
 - IV. Ensure particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.

3.3 Supporting Children

3.3.1 We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and trust those around them.

3.3.2 We recognise that some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

3.3.3 The Nursery will endeavour to support the child through:

- a. Activities to encourage self-esteem and self-motivation.
- b. An ethos that actively promotes a positive, supportive and secure environment that values people.
- c. A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the

child but does not damage the child's sense of self-worth. The Nursery will ensure that the child knows that some behaviour is unacceptable, but she/he is valued and not to be blamed for any abuse which has occurred.

- d. Liaison with other agencies which support the child and family such as Social Care and Locality Teams.
- e. A commitment to develop partnerships with parents.
- f. Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be vulnerable and in need of support and protection.
- g. Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g. Children's Social Care, when necessary.

3.3.4 Children of Substance Misusing Parents/Carers

- a. Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- b. When the Nursery receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures (e.g. using the Professional Choices website¹⁵, complete early help assessment tool to identify need and put relevant support in place if required, liaise with other agencies as appropriate). This is particularly important if the following factors are present:
 - I. Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.

¹⁵ [Professional Choices](#)

- II. Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- III. The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- IV. Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- V. Disturbed moods as a result of withdrawal symptoms or dependency.
- VI. Unsafe storage of drugs and/or alcohol or injecting equipment.
- VII. Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

3.3.5 Domestic Abuse

- a. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.
- b. The Nursery recognises that where there is Domestic Abuse in a family, the children/young person will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Where there are concerns regarding Domestic Abuse, the Nursery will seek advice from the relevant agencies and follow child protection procedures.

3.3.6 Children with Special Education Needs and/or Disabilities (SEND)

- a. Statistically, children with special educational needs and/or disabilities (SEND) are most vulnerable to abuse. Nursery practitioners who support children with SEND will use their knowledge of the individual child to ensure that signs and indicators of abuse are recognised and acted upon quickly and sensitively.

Children who have difficulty with expressive language may be particularly vulnerable to abuse so practitioners will be alert to changes in behaviour and other possible signs of abuse.

- b. Staff supervision will be vigilant to create a protective ethos around the child.

3.3.7 Contextual Safeguarding and Extra Familial Harm

- a. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- b. Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare.
- c. Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures for reporting child protection and child in need concerns and follow the (SSCP) procedures, Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.

3.3.8 Prevention of Radicalisation

- a. The Nursery is clear that exploitation and radicalisation should be viewed as a safeguarding concern.

- b. The Counter-Terrorism and Security Act, 2015¹⁶ places a duty on authorities 'to have due regard to the need to prevent people from being drawn into terrorism' and refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).
- c. In relation to radicalisation and extremism, the nursery follows the Prevent Duty guidance for England and Wales¹⁷ published by the Home Office and SSCP procedures on responding to radicalisation.
- d. All staff have completed Prevent training to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- e. If any member of staff has concerns that a child or young person or adult may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Person who will seek the appropriate advice and make a Prevent referral if required.
- f. The college has a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

3.3.9 Child Exploitation (CE)

- a. Child Sexual Exploitation (CSE)
 - I. Involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.
 - II. Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- b. Child Criminal Exploitation (CCE)

¹⁶ [Counter-Terrorism and Security Act 2015](#)

¹⁷ [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

- I. CCE 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.
- II. If child exploitation is suspected, the Nursery will complete a Log of Concern form and make a referral to Children's Social Care.

c. County Lines

We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines including cuckooing and child sexual exploitation, online use and from within peer groups and the wider community.

d. Modern Slavery

If we become concerned that a child may be a victim of modern slavery or human trafficking, we will refer to the National Referral Mechanism¹⁸, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.

e. Female Genital Mutilation (FGM)

- I. The nursery is aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- II. Where there is a concern about a child in relation to FGM the Nursery will contact Children's Social Care. If the concerns are based on more concrete evidence, i.e. the young person says this is going to happen to them or that it has happened to them or a sister, the Nursery will report this to the police.

f. Child abuse linked to faith or belief (CALFB)

¹⁸ [National referral mechanism guidance: adult \(England and Wales\) - GOV.UK](https://www.gov.uk/government/publications/national-referral-mechanism-guidance-adult-england-and-wales)

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

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

3.4 Promoting a Protective Ethos

3.4.1 The Nursery will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk, and they are listened to. This will be achieved in the following ways:

- a. All staff, including the Designated Persons, are trained regularly to ensure skills and knowledge are up to date.
- b. Staff know how to respond to child protection concerns.
- c. Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- d. Raising children's awareness and actively promoting self-esteem building and emotional literacy, so that children have a range of strategies and contacts to ensure their safety.
- e. Working with parents to build an understanding of the Nursery's responsibility to the welfare of the children.

- f. Ensuring the relevant policies are in place, i.e., the use of mobile phones and cameras, behaviour management, whistle-blowing and social networking.
- g. Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure and relevant contacts.
- h. Staff acting as positive role models to children and young people.

3.4.2 Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers.

- a. Preventing Unsuitable People from Working with Children
 - I. The Nursery has a duty to ensure that people looking after children are suitable to fulfil the requirements for their role. The Nursery will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. The Nursery will not allow people whose suitability has not been checked, to have unsupervised contact with children.
 - II. Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the Nursery).
 - III. The following members of staff have undertaken Safer Recruitment training:
 - Rachel Gage HR
 - Antoinette Jowett HR
 - Jill Stubbs
 - Britta Schieffer
- b. Disqualification by Association (DBA)
 - I. The Nursery has a responsibility to ensure staff are suitable to work with children and are not disqualified.

- II. The Nursery will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the Nursery and that notification of any concerns is made to the relevant agencies, the Disclosure and Barring Service¹⁹ (DBS) and included in references where applicable.
- III. For further information, refer to the College Recruitment Policy.

c. Whistleblowing

- i. The Nursery follows the college Whistleblowing Policy which aims to help and protect both staff and children by
 - Preventing a problem getting worse.
 - Safeguarding children and young people.
 - Reducing the potential risks to others.
- ii. The earlier a concern is raised, the easier and sooner it is possible for the Nursery to act.
- iii. All staff know that they can contact the NSPCC whistleblowing helpline²⁰ if they feel that the organisation and the local authority have not taken appropriate action to safeguard a child, and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures and the organisation Public Concern at Work²¹ for advice relating to whistleblowing dilemmas.
- iv. The responsibility for expressing concerns about unacceptable practice or behaviour rests with **all** staff, students and volunteers.

d. Allegations of abuse against adults who work or volunteer in the Nursery

¹⁹ [Disclosure and Barring Service - GOV.UK](#)

²⁰ [Whistleblowing Advice Line | NSPCC](#)

²¹ [Whistleblowing Consultancy for Employers - Protect - Speak up stop harm](#)

- I. If an allegation is made against a staff member or volunteer, the following action will be taken (as per the Nursery Safeguarding flowchart):
- II. The Nursery will ensure the immediate safety of the children.
 - The Nursery will not start to investigate and will immediately contact the Human Resources Department (HR) and after initial investigations the Director of Staff & Student Experience or the Principal with responsibility for Safeguarding will inform the Local Authority Designated Officer (LADO) 0300 123 2224 if it is found that the allegation requires escalation. Any investigation should be carried out by a member of staff who has undertaken at least the “working together” SSCP advanced interagency training. As stated in the College Safeguarding Policy.
 - If the LADO decides the matter is a child protection case, external/internal agencies (e.g. police) will be informed by the LADO and the Nursery will act upon the advice given to ensure that any investigation is not jeopardised.
 - The Nursery /HR will immediately notify the Senior Management Team (SMT), the college governors and **Ofsted**²² (at the latest within 14 days) of an allegation of abuse.
 - It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation. The Nursery will follow the college policy
 - If it is agreed that the matter is not a child protection case, the Nursery will investigate the matter and feedback the outcome of the investigation to HR, SMT, the College Governors and Ofsted.

e. Allegations of abuse against a student on work experience from a school

²² [Ofsted - GOV.UK](https://www.ofsted.gov.uk)

- I. If an allegation is made against a student on work experience from a school, the following action will be taken (as per the Safeguarding flowchart):
 - The relevant educational establishment will be contacted to ask to speak to a member of the senior leadership team.
 - Isolate the student in the Nursery office and a member of staff will remain with them until suitable arrangements have been made with the school to take charge of the student.
 - Notify SMT, Governor responsible for Safeguarding in the college and the DSL for the college.
 - Ofsted will be notified as soon as possible, informing them of any action taken; this must be within 14 days.
- f. The use of mobile phones, cameras and computers in the Nursery
The designated person in the setting has responsibility for ensuring that there is adequate online safety in the nursery. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

3.4.3 Mobile Phones

- a. The Nursery allows staff to bring in personal mobile telephones and devices for their own use and in non-contact time.
- b. Users bringing personal devices into Nursery must ensure there is no inappropriate or illegal content on the device.
- c. All staff must ensure that their mobile telephones/devices are on silent and left inside their bag throughout contact time with children. Staff bags should be placed in the cupboard/office unless requested by the Manager or Supervisor to move them to another appropriate location.
- d. All parent helpers/students will be requested to place their bag containing their phone in the cupboard or office.
- e. Mobile phone calls may only be taken at staff breaks or in staff members' own time.

- f. If staff have a personal emergency, they are free to use the Nursery's phone or make a personal call from their mobile in the office or kitchen (where no children are present).
- g. Staff (will need to) ensure that the Manager has up to date contact information, and that staff make their families, children's schools etc, aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- h. It is the responsibility of all members of staff to be vigilant and report any concerns to the Nursery Manager, Deputy Manager or Supervisor.
- i. Concerns will be taken seriously, logged and investigated appropriately. The Nursery will follow the procedure for allegations made against a member of staff in line with the Yeovil College's disciplinary procedure as detailed within the employee's employment contract.

3.4.4 Cameras

- a. Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website/social media page and/or by the local press with permission from the parents.
- b. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.
- c. Only the designated Nursery cameras and tablets are to be used to take any photo within the Nursery or on outings.
- d. On occasion, third parties may take photographs within the Nursery (college Marketing team, local press); prior permission from parents will be sought.

- e. Images taken must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- f. All staff are responsible for the location of the camera/devices these should be placed in the office at the end of each day
- g. Images must only be taken and stored on the camera by a member of staff. These must be added to the child's digital profile or be printed if needed and deleted as soon as possible.
- h. Under no circumstances must cameras of any kind be taken into the bathrooms/ changing areas.
- i. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

3.4.5 On line Safety

- a. We ensure that children in our care receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.
- b. The issues can be categorised into four areas of risk:
 - I. Content – being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views
 - II. Contact – being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults.
 - III. Conduct – personal online behaviour that increases the likelihood of or causes harm, such as making, sending and receiving explicit images and online bullying
 - IV. Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scam.

- V. Report online safety concerns to the DSL and to the Child Exploitation and Online Protection Centre (CEOP)²³.
- VI. Inappropriate content received via email must be reported to the DSL and to the Internet Watch Foundation (IWF)²⁴.

²³ [CEOP Safety Centre](#)

²⁴ [Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF](#)

3.4.6 Best Practice

- a. Whole-Nursery approach – staff recognise and are aware of e-safety issues and the management team make online safety a priority.
- b. Policies – online safety policies and procedures are in place and implemented.
- c. Monitoring and evaluation – risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- d. Management of Personal Data – data is managed securely and in accordance with the requirements of the General Data Protection Regulation and the Data Protection Act 2018²⁵

3.4.7 Management Child Protection Responsibilities

- a. The Manager, SMT and College Governors fully recognise their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. They will:
 - I. Designate a college Governor for child protection who will monitor the Nursery's Child Protection Policy and practice and champion good practice in relation to child protection and safeguarding.
 - II. Ensure that this policy is annually reviewed in conjunction with the Nursery's Designated Persons, governor responsible for safeguarding and SMT.

4 RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

- a) [Children Act 1989 \(legislation.gov.uk\)](https://www.legislation.gov.uk/2004/12/children-act-1989)
- b) [Disqualification under the Childcare Act 2006 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/legislation/disqualification-under-the-childcare-act-2006)
- c) [Safeguarding Vulnerable Groups Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/2006/12/safeguarding-vulnerable-groups-act-2006)
- d) [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk/2017/12/children-and-social-work-act-2017)

²⁵ [Data protection: The Data Protection Act - GOV.UK](https://www.gov.uk/government/legislation/data-protection-the-data-protection-act)

- e) [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
- f) [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- g) [Keeping children safe in education 2025](#)
- h) [What to do if you're worried a child is being abused HM Gov](#)
- i) [Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](#)
- j) [Counter-Terrorism and Security Act - GOV.UK \(www.gov.uk\)](#)
- k) [Revised Prevent duty guidance: for England and Wales \(2015\) - GOV.UK \(www.gov.uk\)](#)
- l) [Effective Support for Children and Families in Somerset - Somerset Safeguarding Children Partnership](#)
- m) [SEND-Effective-Support.pdf \(cypsomersethealth.org\)](#)
- n) Mobile Phone and Electronic Device Use
- o) [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- p) [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
- q) [Equality Act 2010 \(legislation.gov.uk\)](#)
- r) [Ofsted - GOV.UK](#)
- s) [CEOP Safety Centre](#)
- t) [Working together to safeguard children 2023: statutory guidance](#)
- u) [Somerset Safeguarding Children Partnership](#)
- v) [Working together to safeguard children - GOV.UK](#)
- w) [Main findings: further education and skills inspections and outcomes as at 31 August 2021 - GOV.UK](#)
- x) [Effective Support for Children and Families in Somerset - Somerset Safeguarding Children Partnership](#)
- y) [SEND-Effective-Support.pdf](#)
- z) [Information sharing advice for safeguarding practitioners - GOV.UK](#)
- aa) [Professional Choices](#)
- bb) [Counter-Terrorism and Security Act 2015](#)
- cc) [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- dd) [National referral mechanism guidance: adult \(England and Wales\) - GOV.UK](#)
- ee) [Disclosure and Barring Service - GOV.UK](#)
- ff) [Whistleblowing Advice Line | NSPCC](#)
- gg) [Whistleblowing Consultancy for Employers - Protect - Speak up stop harm](#)

- hh) [Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF](#)
- ii) Policies and Procedures - [Somerset Safeguarding Children Partnership](#)
- jj) [Inspecting safeguarding in early years, education and skills settings - GOV.UK \(www.gov.uk\)](#)
- kk) Yeovil College Recruitment Policy
- ll) Yeovil College Whistleblowing Policy & Procedure