



Foundations for Children
Nursery Schools Federation



Foundations for Children Safeguarding and Child Protection Policy

**Croyland Nursery School, Parklands Nursery School,
Camrose Early Years Centre and Highfield Nursery
School**

PERSON RESPONSIBLE FOR POLICY:

**LYNDSEY LAMBERT
-EXECUTIVE HEADTEACHER**

APPROVED:

OCTOBER 2025

SIGNED:

EXECUTIVE HEAD

TO BE REVIEWED:

OCTOBER 2026



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At Foundations for Children Nursery Schools Federation the named personnel with designated responsibility for safeguarding are:

Croyland Nursery School	Highfield Nursery School	Parklands Nursery School	Camrose Early Years Centre	Chair of Governors
Hollie Downes	Hollie Downes	Penny Bavester	Diane Berrie	Cath Draper & Abigail Mosley
Senior Family Support Worker	Senior Family Support Worker	Deputy Head Teacher	Senior Family Support Worker	

They are supported by the Deputy Designated Safeguarding Leads at each school :

Croyland Nursery School

Kate Jones

Angela Whitney

Jo Summers

Cory-Lea

Richardson

Lyndsey

Lambert

Highfield

Nursery School

Katie Buchanan

Jo Summers

Lindsey

Gwynne



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Lyndsey
Lambert

Parklands

Nursery School

Lyndsey
Lambert

Camrose Early Years Centre

Anna Bywater

Lyndsey
Lambert

Amy James

Megan
Fitzpatrick

Phylcia
Donegal



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The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager (normally the head teacher)	Deputy Designated Senior Manager	Chair of Governors/Proprietor (in the event of an allegation against the head teacher) or LADO if headteacher is the sole proprietor
Lyndsey Lambert – Executive Headteacher	Kate Jones Deputy Head Teacher	Cath Draper, Abigail Mosley– Co-Chair's
	Katie Buchannan Deputy Head Teacher	
	Penny Bavester Deputy Head Teacher	
	Anna Bywater Deputy Head Teacher	

Our Data Protection Officer is:	Our Lead for Mental Health is:	Our Prevent SPOC is:	Our designated teacher for looked after children is:
Plumsun- Ruth Hawker	Diane Berrie	N/A	<i>Anna Bywater Jo Summers Katie Buchanan Penny Bavester</i>



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Table of Amendments

Section	Date	Reason	By
Appendix 1	September 2025	New reference request template	Claire Eustace
Whistle Blowing 3	October 2025	Text taken from KCSIE updated to 2025 version	Claire Eustace



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1. Aim of policy

Foundations for Children Nursery Schools Federation recognises our statutory responsibility to safeguard and promote the welfare of all children. We will endeavor to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice.

Safeguarding is everyone's responsibility. We recognise that our school is part of a wider safeguarding system and works closely with the Northamptonshire Safeguarding Children Partnership and other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

We understand that children can be abused by adults or by other children. We are committed to creating a culture of safety which minimises the opportunity for any form of abuse (including all forms of child-on-child abuse) through training, education and robust response procedures.¹

The aim of this policy is to.

- promote safeguarding and child protection and to provide information about how we work to keep children safe.
- ensure that all staff are aware of and clearly understand their statutory safeguarding responsibilities.
- provide all members of staff with the information required to meet their safeguarding duty and protect children from harm.
- provide stakeholders with clear information relating to the school's safeguarding and child protection procedures; and to
- ensure that we are protecting children from maltreatment or harm.

2. Scope

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers in or on behalf of Federation for Children Nursery Schools Federation. All references in this document to 'staff' or members of staff should be interpreted as relating to the aforementioned unless otherwise stated.

¹ For full details about how we work to prevent and respond to child-on-child abuse, please see Appendix A.



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3. Definitions

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (KCSIE) 2025 as.

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

For the purposes of this policy, the term 'safeguarding' refers to everything that the school does to keep children safe and promote their welfare, including (but not limited to):

- Supporting children' health, safety and well-being, including their mental health.
- Providing early help support, to improve outcomes for children and families at the earliest possible opportunity.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing.
- Online safety and associated issues, including IT filtering and monitoring procedures.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation.
- Child protection.

Child protection is part of safeguarding and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.



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Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

Neglect is a form of abuse and is 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 development².

Child on child abuse refers to the abuse of a child or children perpetrated by another child or children. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a

² See Appendix B for more information about abuse and neglect.



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group and may also include an online element).³

Children include everyone under the age of 18.

Within this policy:

- **‘Parent’** refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents, kinship carers and foster carers.
- **‘Staff’** or **‘members of staff’** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and **trustees** working in or on behalf of **the school**.
- **Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
- **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.
- Keeping Children Safe in Education (2025) may be abbreviated to ‘KCSIE’.

4. Legislation and statutory guidance

The school adheres to all relevant safeguarding legislation, statutory guidance and guidance from the Northamptonshire Safeguarding Children Partnership. This includes (but is not limited to):

Statutory Guidance

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- **Early Years Foundation Stage (2024)**
- Working together to improve school attendance (2024)
- Children missing education (statutory for local authorities) (2016)

Legislation

- The Children Act 1989, and The Children Act 2004

³ Keeping Children Safe in Education (2025)



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- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015 (and the Prevent Duty guidance, updated 2023)
- The Education Act 2002
- The School Staffing (England) Regulations 2009
- **Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014.**
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015.
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)
- The Childcare Act 2006 (all schools with children aged under 8)
- The Human Rights Act (1998)
- The Equality Act (2010)
- The Public Sector Equality Duty (PSED)

Guidance from the Northamptonshire Safeguarding Children Partnership (NSCP) can be found here: [Home - Northamptonshire SCP](#)

The school also has regard to relevant to non-statutory guidance relating to safeguarding, including:

- What to do if you're worried a child is being abused (2015)
- Guidance for safer working practice for those working with children and young people in education settings (2022)
- Working together to improve school attendance (2024)
- Meeting digital and technology standards in schools and colleges (DfE)
- Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)

This policy links with other school policies and procedures, including:

- Behaviour for Learning policy
- Staff Code of Conduct and Low-Level Concerns Policy
- Complaints policy
- Health and safety policy including fire evacuation and lockdown procedures
- Attendance policy
- SEND policy.
- Equality policy



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- First aid policy
- Curriculum policy
- Designate teachers for looked-after and previously looked-after children's policy.
- Privacy notices
- Outing policy
- Visitor's procedures
- Room hires policy
- Safe sleep policy
- Intimate care Procedure

5. Equality Statement

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We ensure that all children have the same protection, regardless of any barriers they may face.

Please see Section 11 for further details about how we work to support children with special educational needs and disabilities (SEND).

6. Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. The General Data Protection Regulation (GDPR) does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

The school adheres to the Data Protection Act (2018) and the General Data Protection Regulation (2018). **Please see the Data Protection Policy and Privacy Notice for more information.**



6.1 Sharing information with parents

Foundations for Children Nursery Schools Federation will ensure the Safeguarding and Child Protection Policy is available publicly via the **school** website and will be available within staff areas and with the safeguarding boards within the schools.

Where appropriate, we will discuss any concerns about a child with the child's parents. The Designated Safeguarding Lead (DSL) will normally do this in the event of a concern, suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so (see Section 6.2 for more details). In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

6.2 Consent

The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2, 18; Schedule 8, 4). All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe.

As with all data sharing, appropriate organisational and technical safeguards are in place and will be adhered to when processing safeguarding and child protection information.

When considering whether, or not, to share safeguarding information (especially with other agencies), Foundations for Children Nursery Schools Federation will record who they are sharing that information with and for what reason. If we have taken a decision not to seek consent from the data subject and/or parent that should also be recorded within the safeguarding file.

All staff in school will be made aware of their duties in relation to Data Protection and safeguarding, particularly in respect of confidentiality. This includes the following:

- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.
- Staff who receive information about children and their families in the course of their



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work should share that information only within appropriate professional contexts.

- Timely information sharing is essential to effective safeguarding.
- Information must only be shared on a 'need-to-know' basis, but consent is not required to share information if a child is suffering, or at risk of, serious harm.⁴

7. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

7.1 Governing Body

The Governing Board has a strategic leadership responsibility for the Nursery Schools safeguarding arrangements. The governing body will appoint a senior board level (or equivalent) Governor Safeguarding Led to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The Governor Safeguarding Lead is Cath Draper- North, Abigail Mosley- West.

Governors/proprietors will ensure that there are mechanisms in place to assist staff in understanding and discharging their statutory safeguarding roles and responsibilities. Governors will ensure that the school is working with local safeguarding partners and that the school contributes to multi-agency working, adhering to Working Together to Safeguard Children (2023). All governors will read KCSIE (2025), and a record will be kept of this.

Part 2 of KCSIE (2025) sets out the responsibilities of governing bodies and our **school governors will adhere to this guidance at all times**. As part of these responsibilities the governors will.

- ensure that they comply with their duties under statutory guidance and legislation including its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- work to facilitate a **whole school** to safeguarding, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process.
- ensure that policies, procedure and training at the school are effective and comply with the law at all times and that they allow concerns to be responded to in a timely

⁴ See Working Together to Safeguard Children (2023) for more information.



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manner.

- ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
- ensure that the **school** takes into account local criteria for action and protocol for assessment and supply information as requested by the three safeguarding partners.
- ensure that the **school** has an effective Safeguarding and child protection policy, which is published on the website and/or available by other means and review this annually.
- ensure that the school has systems in place to allow children to raise concerns, which are well-promoted, well-understood and easily accessible.
- ensure that the school takes safeguarding concerns seriously and takes the wishes and feelings of children into account.
- ensure that there are systems in place for young people to safely express their views and give feedback on safeguarding practice.
- ensure that the **school** has a suitable behaviour policy for children and a staff behaviour policy or Code of Conduct.
- ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, will include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) on induction and regularly thereafter.
- consider a whole-school approach to online safety, including the use of mobile technology in school.
- ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems.
- ensure that children are taught about safeguarding, including online safety. See section 10.6 and Appendix E of this policy for further information.
- ensure that appropriate safeguarding arrangements are in place to respond to children missing from education and those who are absent from education, particularly on repeat occasions and/or for prolonged periods.
- appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead to take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support;
- ensure that appropriate filters and monitoring systems are in place to keep children safe online.
- regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:



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- aware of and understand the systems in place
 - manage them effectively
 - know how to escalate concerns when identified
- ensure that there are appropriate procedures in place to manage both allegations against staff (including supply staff, volunteers and contractors) and concerns that do not meet the harm threshold (low level concerns)⁵; and
- respond to allegations of abuse against the headteacher. The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate (see Appendix D).

7.2 The headteacher

The headteacher is responsible for the implementation of this policy. The headteacher will:

- ensure that this policy is reviewed annually and ratified by the governing body.
- ensure that this policy and associated procedures are adhered to by all staff and take action as necessary if not.
- ensure that staff (including temporary staff) and volunteers are informed of our systems that support safeguarding, including this policy, as part of their induction.
- ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead.
- ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent.
- decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead.
- organise appropriate cover for the role of Designated Safeguarding Lead for any out of hours/out of term activities.
- appoint a 'Designated Teacher for Looked After and Previously Looked After Children' to promote the educational achievement of children looked after and previously looked after.
- appoint a lead for online safety Lyndsey Lambert
- ensure that all recruitment follows the safer recruitment guidance (see Part 3 of KCSIE) and a single, central record is maintained with details of all members of staff who are in contact with children.
- respond to allegations of abuse against all other members of staff and act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- make decisions regarding all low-level concerns.

⁵ See Appendix D for more details.



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- refer cases where a person is dismissed or left due to risk/harming a child to the Disclosure and Barring Service required. ed.
- ensure that **the school** works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm, safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- ensure that children's social care (from the host local authority or placing authority) have access to **the school** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2025).
- ensure the relevant staffing ratios are met, where applicable (Early years providers and primary schools); and
- make sure each child in the Early Years Foundation Stage is assigned a key person.

7.3 The Designated Safeguarding Lead (DSL)

The full responsibilities of the DSL are set out in Annex C, KCSIE (2025).

The DSL is a member of the Senior Leadership Team.

Our DSL is

Croyland Nursery School	Highfield Nursery School	Parklands Nursery School	Camrose Early Years Centre	Chair of governors
Hollie Downes – Senior Family Support Worker	Hollie Downes – Senior Family Support Worker	Lauren Jaques - Senior Family Support Worker	Diane Berrie – Senior Family Support Worker	Cath Draper Abigail Mosley

The DSL takes lead responsibility for child protection and wider safeguarding including online safety is Lyndsey Lambert

When the DSL is absent, the duties will act as cover. Any deputies will be trained to the same standard as the designated safeguarding lead.



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Croyland Nursery School	Highfield Nursery School	Parklands Nursery School	Camrose Early Years Centre
Kate Jones	Katie Buchanan	Helen Vann	Penny Bavester
Angela Whitney	Jo Summers	Lyndsey Lambert	Lyndsey Lambert
Jo Summers	Lindsey Gwynne		Anna Bywater
Cory-Lea Richardson	Lyndsey Lambert		Amy James
Lyndsey Lambert			Phylicia Donegal

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

The Designated Safeguarding Lead will.

- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty.
- Advise on the response to safeguarding concerns.
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2023).
- Identify if children may benefit from early help.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel.
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation.
- Refer cases to the police where a crime may have been committed.



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- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available.
- Undertake training to equip them with the skills to carry out the role and update every two years.
- Ensure all staff that work directly with children have read and understood Part 1 and Annex B of Keeping Children Safe in Education (September 2025).
- Ensure all staff that do not work directly with children have read either Part 1 or Annex A (as appropriate) of Keeping Children Safe in Education (2025).
- Update their knowledge and skills regularly and keep up with any developments relevant to their role.
- Provide staff in school with the knowledge, skills and support required to safeguard children.
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files.
- Take responsibility for the transfer of safeguarding files when a child leaves the school
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings.
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded.
- Support children who have experienced or are experiencing safeguarding or child protection issues by using information they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and to help promote educational outcomes. This will include ensuring that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Promote a 'culture of safeguarding', in which every member of the **school** community acts in the best interests of the child.
- Ensure that staff are aware of **the school's** unauthorised absence procedures and children missing education procedures.
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at the **school**.
- Liaise with the headteacher regarding safeguarding cases and issues.
- Have a good understanding of harmful sexual behaviour and how to support children in the event that this issue arises.
- Know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual



- harassment, and be confident as to how to access this support; and
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search and understand.

DSL can also be contacted out of school hours if necessary

For all schools

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7.4 All staff

Staff play a particularly important role because they are in a position to identify concerns in order to provide help for children. All staff.

- have a responsibility to provide a safe environment, where children can learn.
- will be trained so that they know what to do if a child tells them that he/she is being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- will be able to identify indicators of abuse, neglect and exploitation.
- will be made aware of systems in **the school** that support safeguarding and child protection.
- will be made aware of safeguarding issues that put children at risk of harm and behaviours associated with these risks.
- should ensure that they know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure.
- will be made aware of and should be clear on the school's or college's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- will be made aware of the early help process and understand their role in it.
- should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance.
- may be required to support social workers and other agencies following a referral.
- will be made aware of the process for making referrals to Children's Social Care (though the MASH), understand statutory assessments and the role that they may be



expected to play in such assessments.

- should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments.
- will receive regularly updated safeguarding and child protection training to cover all of the above, as well as online safety (including IT filtering and monitoring procedures and how to report related safeguarding or technical concerns).
- reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- will receive safeguarding updates throughout the year as part of continuous professional development.
- will be encouraged to contribute to the development of safeguarding policy and practice.
- should always seek advice from the Designated Safeguarding Lead if they are unsure.
- provide a safe space for children who are LGBT to speak out and share their concerns; and
- all teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

In addition:

All staff will be made aware of our systems and documents that support safeguarding, including this policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and any deputies, the behaviour policy and the safeguarding response to children missing from education and children who are absent from education, particularly on repeat occasions and/or for prolonged periods.

All staff that work directly with children will be provided with a copy of, and must read, Part 1 and Annex B of Keeping Children Safe in Education (September 2025) annually and will receive annually updated training on their safeguarding roles and responsibilities.

Staff that do not work directly with children will be provided with a copy of either Part 1 or Annex A of Keeping Children Safe in Education (2025) and must read this document. All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

Although there are extensive mechanisms in place to support staff understanding in relation to safeguarding and child protection, there is an expectation that if staff are unclear on any



aspects of school safeguarding policy or practice, they speak to the Designated Safeguarding Lead without delay, so that additional training can be put in place.

8. Recognising Abuse: Training

The school is committed to continuous professional development, and all staff undergo rigorous and ongoing safeguarding training. We strive to ensure that staff fully understand their safeguarding responsibilities, that training promotes a culture of safeguarding and equips staff with the skills to identify any signs of abuse, neglect or harm.

8.1 All staff

- All staff members will undertake safeguarding and child protection training at induction (including online safety, filtering and monitoring and whistle-blowing procedures) to ensure they understand the school's safeguarding systems, their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.
- All staff will have training on the government's anti-radicalisation strategy Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- Volunteers will receive appropriate training, as applicable.

Teachers will receive training to ensure that they can manage behaviour effectively to ensure a safe educational environment, and they should have a clear understanding of the needs of all children.

8.2 The DSL and Deputy DSLs

- The DSL and Deputy DSLs will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training and online safety training, including any necessary training to support their understanding of the IT filtering and



monitoring systems and processes in place.

8.3 Governors

- All governors receive safeguarding training appropriate to their role at induction, which is regularly updated, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities, including providing strategic challenge and ensuring there is a whole school approach to safeguarding.

This includes training on:

- the Prevent duty.
 - Online safety.
 - The expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- As the chair of governors or proprietor may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they will receive training in managing allegations for this purpose.

8.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, KCSIE (2025), and will be in line with local safeguarding procedures.

8.5 Supervision

- All staff who have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.
- Foundations for Children Nursery Schools Federation has a Supervision Policy and scheduled sessions that is provided for all curriculum staff.

8.6 Specific safeguarding issues

Staff will also receive specific training on the following issues and action will be taken if the school suspects that a child is at risk of or is the victim of.

- physical abuse.
- sexual abuse.
- child sexual exploitation.



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- emotional abuse.
- neglect.
- child criminal exploitation (including involvement in county lines).
- domestic abuse.
- fabricated or induced illness.
- faith-based abuse.
- female genital mutilation.
- forced marriage.
- gangs or youth violence.
- gender-based violence.
- hate.
- online safety.
- child on child abuse.
- radicalisation.
- relationship abuse.
- Sexualised behaviours
- serious violence.
- sexual violence or sexual harassment (including child on child abuse).
- so-called 'honour-based' abuse.
- trafficking and modern slavery.

All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments (including online). All staff are expected to consider whether children are at risk of abuse or exploitation in situations outside their families (extra-familial harm).

Staff will also be made aware of the additional safeguarding vulnerabilities of.

- children in the court system.
- children missing education.
- children with family members in prison.
- children who are homeless.
- child who has or has a social worker
- children who are young carers.
- children looked after or previously looked after (including those living in kinship care arrangements); and
- children with mental health problems.



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9. Recognising and responding to abuse: How to take action

If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the DSL as soon as possible. On occasions when the DSL is not available, it should be reported to the deputy safeguarding lead/s without delay. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care.

Although any member of staff can make a referral to children's social care, where possible there should be a conversation with the DSL. All staff must follow the procedures set out below in the event of a safeguarding issue.

All staff will be alert to indicators of abuse (including child on child abuse) and will report any of the following to the Designated Safeguarding Lead immediately.

- any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play.
- any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- any significant changes in attendance or punctuality.
- any significant changes in a child's presentation.
- any indicators that a child may be experiencing child on child abuse.
- any concerns relating to people who may pose a risk of harm to a child; and/or
- any disclosures of abuse that children have made.

More information about our approach to child on child abuse (including sexual violence and sexual harassment) can be found at Appendix A.

The following procedures are in line with statutory guidance (see Section 4) and the Northamptonshire Safeguarding Children Partnership's Threshold Guidance (2023)⁶. Referral procedures can be found in section 9.5.

9.1 If a child discloses that they are suffering or at risk of suffering abuse

If a child discloses that he or she has been abused in some way, the member of staff/volunteer will:

⁶ <http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/>



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- listen to what is being said without displaying shock or disbelief.
- accept what is being said.
- allow the child to talk freely.
- reassure the child, but do not make promises which it might not be possible to keep.
- never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- reassure him or her that what has happened is not his or her fault.
- stress that it was the right thing to tell.
- listen, only asking questions when necessary to clarify.
- not criticise the alleged perpetrator.
- explain what has to be done next and who has to be told.
- make a written record (see 'Record Keeping'); and
- pass the information to the Designated Safeguarding Lead without delay this will be logged into CPOMS and alerting DSL's you may also follow up with a conversation and then actions will be taken.

Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 9.2), and tell the DSL as soon as possible that you have done so.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

We recognise that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if.

You have concerns about a child.

9.2 If a child is suffering or likely to suffer harm, or in immediate danger

If you think that a child is suffering or at risk of suffering significant harm, you must report this to the designated safeguarding lead immediately. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay or a senior member of staff.



Where possible, there should be a conversation with the Designated Safeguarding Lead, but a referral must be made if a child may be suffering or at risk of suffering harm. **Anyone can make a referral to children's social care.** If anyone other than the DSL makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

9.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 23 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action (see 9.2).

The DSL will decide on the most appropriate course of action and whether the concerns should be referred to children's social care, using the **Northamptonshire Thresholds Guidance**⁷. If it is decided to make a referral to children's social care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence. See Section 6.1 for more details.

All concerns, discussions and decisions will be recorded in writing.

The DSL will provide guidance on the appropriate action. Options will include:

- managing any support for the child internally via the school's own pastoral support processes.
- seeking advice from the local early help co-ordinator/s.
- an Early Help Assessment; or
- a referral for statutory services where the child is or might be in need or suffering or likely to suffer significant harm.

9.4 Early help

All staff should be prepared to identify children who may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed.

⁷ <http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/>



All staff will be made aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to children's social care if the child's situation does not appear to be improving.

We recognise that any child can be the victim of abuse and may benefit from early help. However, we will be particularly vigilant to potential need for early help if a child.

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

9.5 Referrals

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see Section 9), you must tell the DSL as soon as possible.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so **the school** will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.



The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.⁸

The DSL should refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 7000** (Option 1).
- By using the online referral form found at: **MASH ONLINE REFERRAL**⁹
- In an emergency outside office hours, contact children's social care out of hours team on 0300 126 7000 or the Police¹⁰
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

⁸ The NSCP **Escalating for the right Outcome** – Professional Disagreements policy can be found here:

<http://www.northamptonshirescb.org.uk/schools/case-conflict-resolution-protocol/>

⁹ <https://nctrust.co.uk/report-a-concern-or-request-support/>

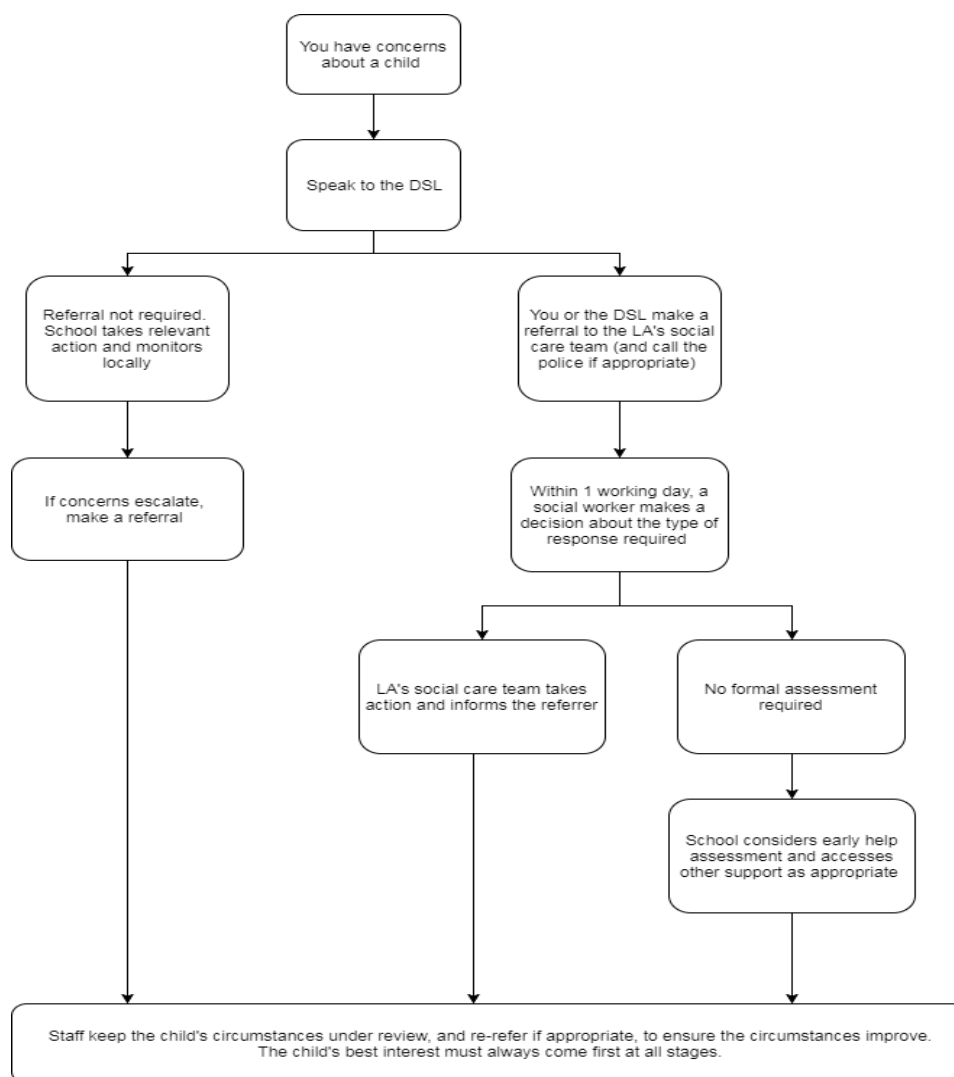
¹⁰ The Designated Safeguarding Lead may make use of the NPCC guidance 'When to call the police'.



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9.6 Figure 1: Reporting and responding to concerns flowchart



10. Specific safeguarding issues

For more information relating to specific safeguarding issues, please see Appendix B.
For more information about child-on-child abuse, please see Appendix A.



10.1 Female Genital Mutilation (FGM)

Any staff member who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a child under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. Any other member of staff who discovers that an act of FGM appears to have been carried out on a child under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for staff mentioned above does not apply in cases where a child is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children.

Any member of staff who suspects a child is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

10.2 Radicalisation and extremism

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. In the event that concerns are raised relating to radicalisation and extremism, the DSL should be informed immediately (see Appendix B for further detail).

We adhere to the Prevent Duty statutory guidance (2023) and promote tolerance and cohesion through our curriculum and ethos.

10.3 Children potentially at greater risk of harm

The **school** recognises that some children need a social worker due to abuse, neglect, exploitation or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

The DSL will hold information relating to social workers working with children at the school/college. This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

We will also take action to promote the educational outcomes of and to protect.



- Children missing education.
- Children missing from home or care.

There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2025) to support children and families in the following circumstances:

- Children facing the court procedures and/or children in the court system.
- Children with family members in prison.
- Children who are homeless.
- Children who need a social worker.

10.4 Mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key 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 we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in Section 9.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, Foundations for Children Nursery Schools Federation will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

Foundations for Children Nursery Schools Federation use an assessment tool to identify concerns relating to children's well-being. Assessment scores are discussed as part of



safeguarding and team meetings and with parents, to agree course of action or intervention that would best support the child. Further advice is also sought from partnership co-ordinators and the school SENCO.

10.5 Child on child abuse

The school/college takes all reports and concerns about child-on-child abuse, including child on child sexual violence and harassment, very seriously. This includes any reports or concerns that have occurred outside of the school or college premises, or online.

In order to ensure that our policy on child-on-child abuse is well-promoted, easily understood and accessible, we have included information about our approach to minimising and responding to child-on-child abuse as an appendix. Full details of how the school prevents, responds to and supports victims of child-on-child abuse can be found at Appendix A.

10.6 Online safety, including filtering and monitoring

Our E Safety Policy is set out in a separate document and more information can be found in Appendix E of this policy. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers.

All staff are made aware of the school policy on online safety, which sets our expectations relating to:

- creating a safer online environment – including training requirements, filters and monitoring.
- what staff should be alert to, what to report and how staff should report any concerns – including those related to the efficacy of filtering and monitoring systems.
- giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line.
- inspiring safe and responsible use and behaviour.
- safe use of mobile phones both within school and on school trips/outings.
- safe use of camera equipment, including camera phones; and
- what steps to take if you have concerns and where to go for further help.

Staff must read the Online Safety Policy in conjunction with our Code of Conduct in relation to personal online behaviour.



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Any concerns related to children's safety online (either safeguarding or technical) should be reported to the DSL immediately.

Child mobile phones

Due to the age of our children, we do not expect children to have mobile phones. All parents/carers are asked not to use mobile phones in the nursery environment.

10.7 Children who are gay, lesbian, bisexual, or gender questioning

We recognise that a parent or young person in the family being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

We will:

- Create a culture where families are able to speak out and share their concerns.
- Support and safeguard children in line with guidance and legislation.
- Support parents to access support or report and concerns

10.8 Elective home education

We understand that some parents who choose to educate their children at home are legally able to do so, and this in itself is not a safeguarding issue. We encourage parents who are considering removing a child from roll for home education to meet with us prior to making a final decision to discuss this with us. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. As such, we will notify LA when a child is removed from roll to be educated at home.

11. Children with special educational needs and disabilities (SEND)

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including.

- assumptions that indicators of possible abuse such as behaviour, mood and injury



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relate to the child's disability without further exploration.

- children being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and/or
- communication barriers and difficulties in overcoming these barriers.

We offer extra pastoral support for children with SEN and disabilities. This includes: Specialist support units within the settings, sign posting and referrals to external agencies and early help.

More information can be found about support for children with SEND here:

- **SEND Code of Practice¹¹**
- **Specialist SEND support services in West Northants¹²**
- **Specialist SEND support services in North Northants¹³**

12. Children with a social worker and those that have previously needed a social worker

Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. We work with the local authority to ensure that we provide effective support for this group of children.

The role of virtual school head now includes a non-statutory responsibility for oversight of the attendance, attainment and progress of children with a social worker and children in kinship care.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational outcomes. For example, it will inform decisions about.

- responding to unauthorised absence or missing education where there are known safeguarding risks; and
- the provision of pastoral and/or academic support.

¹¹ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

¹² <https://www.westnorthants.gov.uk/specialist-send-support-services>

¹³ <https://www.northnorthants.gov.uk/specialist-send-support-services>



We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where they won't be attending school.

Each child has an individual plan, which sets out.

- **How often the school will make contact – this will be at least once a week.**
- **Which staff member(s) will make contact – as far as possible, this will be staff who know the family well**
- **How staff will make contact – this will be over the phone, doorstep visits, or a combination of both.**

We have agreed these plans with children's social care where relevant and will review them during meetings with social workers. If we can't make contact, we will contact MASH (MULTI AGENCY SAFEGUARDING HUB) **or the police.**

13. Looked after and previously looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements. The DSL has details of children's social workers and relevant virtual school heads.

- We have appointed a designated teacher, the deputy heads in each school who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with **statutory guidance**.¹⁴
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how child premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

¹⁴ <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>



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14. Record-keeping

All safeguarding concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. This includes instances where referrals were or were not made to another agency. If in doubt about recording requirements staff should discuss this with the DSL.

When a child has made a disclosure, the member of staff/volunteer should.

- record as soon as possible after the conversation. This is by using CPOMS, for a supply member of staff they will be asked to complete a paper copy of the concern sheet. **Use the school record of concern sheet wherever possible.**
- not destroy the original notes in case they are needed by a court.
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- draw a diagram to indicate the position of any injuries if relevant; and
- record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Child Information) (England) Regulations 2005. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

Records will include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. We will hold records in line with our records retention schedule.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main child file.



To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Appendix C sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks. Appendix D sets out our policy on record-keeping with respect to allegations of abuse committed against staff.

15. Relationships, sex and health education (RSHE)

Promoting safeguarding and welfare in the curriculum

Interwoven through the curriculum is a core principle of the voice of the child - promoting, encouraging and the nurturing the child's voice. Whether verbal or preverbal this is the key to safeguarding children. All aspects of the curriculum focus on developing self-worth, independence and feeling valued and listened to. This encourages children to have positive self-esteem and recognise their values and the importance of their rights to feel safe and secure. The schools cover aspects of healthy living and healthy minds and bodies throughout the curriculum. This supports how we rest, exercise, eat healthy, rest and managed our feelings and emotions. The curriculum is based on the image of the child which focuses on the key characteristics we strive for every child which includes, being safe, regulating our emotions, being respectful and positive relationships.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing children for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour Support policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships.



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- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise an abusive relationship (including coercive and controlling behaviour).
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support.
- What constitutes sexual harassment and sexual violence and why they are always unacceptable.

16. Safer working practice

We work to create and embed a culture of openness, trust and transparency, in which Foundations for Children Nursery Schools Federation values and expected behaviour (as set out in the staff code of conduct) are constantly lived, monitored and reinforced by all staff.

We expect all staff to act with professionalism at all times. To reduce the risk of unsafe or harmful practice, all staff should receive training on safer working practice and should be familiar with the guidance contained in the **school code of conduct** and Safer Recruitment Consortium document **Guidance for safer working practice for those working with children and young people in education settings (September 2022)**.¹⁵

Governors/proprietors and senior leaders will ensure that this policy is adhered to by:

- ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others through effective training.
- empowering staff to share any low-level safeguarding concerns.
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage; and
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised.

Governors/proprietors will help to identify any weakness in the Foundations for Children Nursery Schools Federation safeguarding system.

¹⁵ <https://www.saferrecruitmentconsortium.org/>



Staff are expected to adhere to the staff Code of Conduct at all times. In the event of any concerns or allegations, the school will deal with them promptly, in line with local guidance and KCSIE (2025).

16.1 Staff use of mobile phones and smart technology

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when children are not present. Staff members' personal phones will remain in their bags or lockers during contact time with children. Staff will not take pictures or recordings of children on their personal phones or cameras. Mobile phones can only be out and used in staff officer space or the staff rooms. Smart watches can be worn but Bluetooth should be switched off during contact times with children and should not be in use during these times. Personal mobiles are not to be used on any school outings.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

17. Safeguarding concerns about and allegations against members of staff

17.1 Allegations that may meet the harms threshold

In the event that there is an allegation of abuse against a member of staff, we will adhere to Part 4, Section 1 of KCSIE (2025) and Northamptonshire Safeguarding Children Partnership guidance. See Appendix D for more details.

Allegations that may indicate that a person will pose a risk of harm if they continue to work in their present position or in any capacity with children in a school or college include:

- staff having behaved in a way that has harmed a child or may have harmed a child.
- staff possibly committing a criminal offence against or related to a child.
- staff behaving towards a child or children in a way that indicates they may not be suitable to work with children; and/or
- staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.



This includes behaviour or incidents that have occurred both in Foundations for Children Nursery Schools Federation and outside of Foundations for Children Nursery Schools Federation.

Allegations against the headteacher

If an allegation is made against the Headteacher, it must be reported to one of the Co-Chair of Governors, Cath Draper or Abigail Mosley

Allegations against staff

If a concern or allegation of abuse arises against any member of staff, supply teacher or volunteer other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and anyone working in or on behalf of the school, whether paid or unpaid. Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention.

Allegations against staff relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made, and the police will be contacted if necessary.

A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed if they had not resigned.

17.2 Safeguarding concerns that do not meet the harm threshold (low level concerns)

In the event that there is a safeguarding concern about a member of staff, we will adhere to guidance outlined in Part 4, Section 2 of KCSIE (2025) and Northamptonshire Safeguarding Children Partnership guidance.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a



‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

It is essential that low level concerns are reported. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children

We will act quickly, proportionately and appropriately in the event of a low-level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Staff will receive training about what may constitute a low-level concern. More information can be found in Part 4 of KCSIE (2025).

Reporting low level concerns

Low level concerns should be reported to the deputy headteachers who will notify the Executive headteacher.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept in a locked cabinet alongside HR records.

The headteacher may:



- Speak directly to the person who raised the concern (unless it has been raised anonymously).
- Speak to the individual involved and/or witnesses.

The headteacher will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within the federation for children nursery schools' federation the federation for children nursery schools are identified, federation for children nursery schools' federation will either:

- take action through our disciplinary procedures.
- refer behaviour to the local authority designated officer/s where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again.

We will retain low level concerns information at least until the person is no longer employed by the school.

17.3 Supply staff

Although the school/college does not directly employ supply teachers, we will ensure that any concerns or allegations against supply teachers are handled properly. We will never cease to use a supply teacher for safeguarding reasons without finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome.

The deputy head teacher will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

The school will inform supply agencies of its process for managing allegations and will take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. Informing supply agencies of our process for managing allegations includes inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.



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18. Complaints and concerns about school safeguarding policies

18.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with low level concerns or allegations of abuse made against staff (see Section 17).

18.2 Other complaints

Parents can make complaints following the school's complaint policy displayed in all schools and on the website. The policy outlines the three stages of reporting a complaint including the option to refer to a complaint to OFSTED.

18.3 Whistleblowing

Foundations for Children Nursery Schools Federation encourages individuals to come forward with genuine concerns in the knowledge they will be taken seriously. The school recognise that the decision to report a concern can be difficult to make. No individual will be victimized, harassed or treated unfairly for raising genuine concern under this policy. This means that the continued employment opportunities for future promotions or training of the person will not be prejudiced because they have raised concern. The whistle blowing policy outlines how to report concerns of poor or unsafe practice and the procedures followed to manage these. More details of these procedures will be found in our Whistleblowing Policy

19. Use of school or college premises for non-school activities

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll) we will:

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, including in any transfer of control agreement and that any agreement to use the premises would be terminated if the other body fails to comply.



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In the event that the school/college receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO.¹⁶

20. How we safeguard children attending alternative provision

Where we place a child with an alternative provision provider, we understand that we continue to be responsible for the safeguarding of that child, and we will satisfy ourselves that the placement meets the child's needs.

The school will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

22. Policy implementation, monitoring and review

The policy will be reviewed annually by the governing body. It will be implemented through the Federation induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

¹⁶ Further information can be found here: <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>



Appendix A: Child on child abuse

Child on child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. We strive to create a culture of safety, where children are free from harassment or abuse of any kind. We take a zero-tolerance approach to sexual violence and sexual harassment – it is never acceptable, and it will not be tolerated.

We know that even if we do not receive any reports relating to child-on-child abuse, it does not mean that it is not happening. We support and encourage anyone – especially our children – to come forward to share any concerns about child-on-child abuse so that we can take action to keep all children safe.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and



- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).¹⁷

All children are capable of abusing their peers and we recognise that girls are more likely to be the victims of child-on-child abuse and boys' perpetrators. All child-on-child abuse is unacceptable and will be taken seriously.

Harmful sexual behaviour (HSB)

We recognise that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. We refer to problematic, abusive and violent sexual behaviour as 'harmful sexual behaviour'.

When responding to HSB, we will:

- Consider the behaviours in a child protection context.
- Consider the ages and developmental stages of the children involved.
- Take action in line with local thresholds and pathways guidance and relevant statutory guidance; and
- Seek specialist support as required.

We will take action at the earliest possible point, to safeguard children and to prevent problematic, abusive and/or violent behaviour in the future.

We recognise that children displaying HSB have often experienced their own abuse and trauma, and we will offer support as required.

This will be discussed at safeguarding meetings and on intervention/support plan would be put in place.

Staff training

All staff are made aware that children can abuse other children, that this can happen online or in person, at school or outside of school. All staff will receive training so that they can confidently recognise the indicators and signs of child-on-child abuse in order to identify it and respond appropriately to reports. All staff will be made aware of the Foundations for Children Nursery Schools Federation policy and procedures with regards to child-on-child abuse and the crucial role that they play in preventing it and responding to it as necessary. It

¹⁷ Keeping Children Safe in Education (2025)



will be made clear that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Procedures for minimising opportunities for child-on-child abuse

We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child-on-child abuse to occur. In order to do this, and to establish a safe environment for all children, we:

- have a robust behaviour policy, which makes it clear that we have a zero-tolerance approach to any kind of child-on-child abuse.
- ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse through regular training and team meetings focusing on unwanted behaviour. Train staff thoroughly so that they challenge inappropriate behaviour (even if it appears to be relatively innocuous).
- train staff thoroughly so that they are confident to challenge inappropriate behaviours between peers, that are actually abusive in nature.
- never downplay certain behaviours but understand why the behaviour is occurring. recognise that sexual harassment and sexual violence, as well as other forms of child-on-child abuse, may be happening even if they are not reported.

The Federation uses the 'Traffic Light Framework' developed by Family Planning Queensland in Australia and has been adapted for use within the UK. The resource uses a traffic light tool to categorise the sexual behaviours of young people, to help professionals: make decisions about safeguarding children and young people assess and respond appropriately to sexual behaviour in children and young people understand healthy sexual development and distinguish it from harmful behaviour. By identifying sexual behaviours as green, amber or red, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach. This resource has been designed to help professionals think through their decisions. (Brook Traffic Light tool (Teams channel/ All Policies and Safeguarding) **traffic light tool- sexual behaviours.pdf**

How we address child on child abuse within the curriculum and across the school



As part of our safeguarding approach, the school is committed to delivering a curriculum that promotes **healthy, respectful relationships**, emotional well-being, and personal safety. Through age-appropriate guided learning and group time the Personal, Social, Health and Mental Health core themes are taught along with Healthy and respectful relationships. Across the wider curriculum, children are taught to:

- Understand the importance of kindness, empathy, and mutual respect in relationships.
- Recognise safe and unsafe behaviours and know how to seek help.
- Develop skills for managing emotions, resolving conflicts, and building positive friendships.
- Respect diversity and understand the impact of bullying, discrimination, and harmful behaviours.
- Build resilience and confidence to speak up about concerns.

This curriculum is regularly reviewed to ensure it reflects current guidance and meets the needs of our children.

We ensure that our systems for reporting all safeguarding concerns are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously. We ensure that staff are aware of our safeguarding and child protection procedures, including how to raise concerns about child-on-child abuse, by regular team meetings, using the CPOMS reporting system and competing intervention request.

Additional Vulnerabilities

We recognise that some children may be more vulnerable to child-on-child abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+, may be more likely to face child on child abuse than other children. We recognise that girls are more likely to be the victims of child-on-child abuse than boys. Some children may face additional barriers to telling anyone about abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. We work to protect children with additional vulnerabilities by identifying our most vulnerable children, monitoring them



closely and ensuring we provide appropriate interventions and support either through the curriculum, family support and /or the SENCO.

How to report concerns

Our children

If a young person witnesses or experiences any form of child-on-child abuse, we strongly encourage them to speak to a trusted member of staff, parent or trusted adult about it.

If a child discloses to an adult outside of school, the adult should contact the Designated Safeguarding Lead without delay to report the issue.

All victims will be taken seriously, regardless of how long it has taken them to come forward and they will be supported and kept safe. Abuse that occurs online or outside of the school will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting child on child abuse, including sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report or have their experience minimised.

In school, children can:

Disclose concerns to a trusted key worker

Through sharing thoughts and feelings in a group time and one to one.

Observations and changes to play and behaviour. A child can then be given opportunities to talk and share their feelings

All of these methods can be used to report any form of harm or abuse or can be used by children to share worried or concerns about any issue, including child on child abuse.

In the event that a child reports or discloses child on child abuse, we will take their report seriously, take prompt action to respond and to safeguard the child or children involved and we will ensure that we are listening to the voice of the child when deciding on the best course of action to take. We will always act in the best interests of children. Following any disclosures or reports of child-on-child abuse, we will review our school systems, training and policies to determine if any learning can be derived from the situation to further strengthen our approach to this issue. We will always encourage our children to safely express their views and give feedback on how they have been supported following a safeguarding concern.



Our staff

Any member of staff that has concerns about child-on-child abuse should follow the procedure set out in Section 9 and must report concerns immediately.

Others

We encourage everyone to report any form of abuse or harm perpetrated by or against our children. Any concerns should be reported to the Designated Safeguarding Lead, using the details on the front page of this policy.

Wider concerns

We strive to create a safe and welcoming environment for all children. If you have any concerns about our culture of safeguarding, policy or procedures, please direct these to the **safeguarding lead immediately, or follow our school Complaints Policy.**

What happens when an allegation of child-on-child abuse is made?

We will adhere to Keeping Children Safe in Education (2025) when responding to incidents of child-on-child abuse. The school takes child on child abuse seriously and will respond to all concerns or disclosures of child-on-child abuse, including those that have occurred outside of school and online, immediately.

Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary.

Our starting point regarding any report of child-on-child sexual harassment or violence should always be that there is a zero-tolerance approach, it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The subsequent action taken will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

The Designated Safeguarding Lead will always consider the following.

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.



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- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour.
- both the chronological ages and developmental stages of the children involved.
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities.
- the impact on the victim.
- that sexual violence and sexual harassment can take place in intimate personal relationships between children.
- if the alleged incident is a one-off or a sustained pattern of abuse.
- if there are ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context, such as links to child criminal or child sexual exploitation.

Depending on the nature of the incident/s, the Designated Safeguarding Lead may

- Seek further information from those involved and witnesses.
- Undertake a risk assessment and needs assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a report to the police.
- Liaise with specialist services.

In the event of a disclosure of child-on-child sexual violence, we will make an immediate risk and needs assessment. The risk and needs assessment will consider:

- the victim, especially their protection and support (this will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)).
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.



More information about these options in relation to sexual violence and sexual harassment can be found in Part 5 of KCSIE (2025).

Recording procedures

Members of staff will follow the procedures for recording a disclosure as outlined in Section 9 of this policy.

How we support victims of child-on-child abuse

The school recognises that child on child abuse has a significant impact on young people and victims are likely to need ongoing support. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. Appropriate support will be put in place for victims of child-on-child abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care. The school will do everything we can to maintain the victim's normal routine. We will do everything we can to protect the victim from further bullying, harassment or abuse as a result of their disclosure.

If a victim of child-on-child abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues.

How we will support alleged perpetrators and perpetrators of child-on-child abuse

We have a responsibility to safeguard and support all children. We will adhere to KCSIE (2025) when managing reports of child-on-child abuse and decide on action and support on a case-by-case basis.

The school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing educational provision if they are unable to attend school.

We recognise that children who perpetrate child on child abuse may be being abused themselves. The school will continue to safeguard the alleged perpetrator and provide them with support.

A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse. The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.



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All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered

The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child-on-child abuse. In this case, we will follow the school Behaviour Policy in determining the level and severity of sanction.

If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other children at the new setting.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

How we will support other children who may have been affected by child-on-child abuse

We have a responsibility to safeguard and support all children. We will adhere to all policies and procedures and work alongside children on a case-by-case basis

Local Safeguarding Arrangements and making referrals

The school adheres to local safeguarding arrangements, as outlined by the Northamptonshire Safeguarding Children Partnership.

For further details of how the school works with partner agencies in responding to safeguarding incidents (including incidents of child-on-child abuse), please see the main body of this policy.

Parents

Parents will be informed of incidents unless sharing information puts a child at greater risk of harm. Children will always be encouraged to speak to parents about child-on-child abuse unless it puts them at greater risk of harm.

Whole school response

We will keep detailed records of any incidents of child-on-child abuse and will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will take appropriate action. Consideration will be given to whether there are wider cultural issues that enabled the inappropriate behaviour to occur and in order to minimise it happening again, we may:



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- Dedicate more teaching time to a particular issue or topic.
- Deliver additional staff training
- Seek advice for Safeguarding Education and School Effectiveness Team

The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- Keeping Children Safe in Education (2025) part five
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Searching, screening and confiscation at school
- Behaviour in schools
- School suspension and permanent exclusion
- Stop it Now Sexual Behaviours Traffic Light Tool
- NSCP Thresholds Document (note: this is currently under review)
- NSCP Safeguarding Children Procedures,
- When to call the police – guidance for schools and colleges
- Brook Traffic light tool and guidance for sexualised behaviours **traffic light tool-sexual behaviours.pdf**

When appropriate the designated safeguarding lead may seek further advice from local or national safeguarding contacts.

Appendix B: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is 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 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)
- Protect a child from physical and emotional harm or danger



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- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Provide a suitable education

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

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions and children missing education can act as a vital warning sign to a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation (particularly county lines), or issues such as mental health problems, substance abuse, risk of travelling to conflict zones, risk of FGM so called 'honour'-based abuse or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect?
- Are at risk of forced marriage or FGM?
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease attending school.
- Come from new migrant families.

We will follow our procedures for unauthorised absence, dealing with persistently absent child's and children missing education to help identify the risk of abuse, neglect and exploitation and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

We will always follow up with parents/carers when children are not at school. This means we need to have at least two, up to date, contacts for parents/carers. Parents/carers should remember to update the school as soon as possible where these contact details change.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.



Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.



Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the **local authority's children's social** care team and the police, if appropriate.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Serious violence

Signs that a child is at risk from, or involved with serious violent crime include:

- include increased absence from school.
- a change in friendships or relationships with older individuals or groups.
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing.
- signs of assault or unexplained injuries; and/or
- unexplained gifts or new possessions, which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.



There are a range of risk factors which increase the likelihood of involvement in serious violence, such as

- being male.
- having been frequently absent or permanently excluded from school; and/or
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If a member of staff suspects a child is involved in or at risk of serious violent crime, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Children and young people often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant.



If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

In the event that anyone has concerns about child abduction or community safety incidents, they should speak to the Designated Safeguarding Lead immediately.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include.

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If we have concerns about a child and possible risk of being drawn into cybercrime, the designated safeguarding lead (or a deputy) will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. and will refer to children's social care if we think a child is suffering or is at risk of suffering harm.



Domestic abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse.

The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Domestic abuse can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

At Foundations for Children Nursery Schools Federation, we are working in partnership with North Northamptonshire Council and West Northamptonshire Council and Northamptonshire Police to identify and provide appropriate support to children who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, North Northamptonshire Council and West Northamptonshire Council will share police information with the Designated Safeguarding Lead(s) of all domestic incidents where one of our children has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the **'NSCP Protocol for Domestic Abuse – Notifications to Schools'**. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The DSL will provide support according to the child's needs and update records about their circumstances.



Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputy/deputies] will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 10 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a child is at risk of FGM.

Indicators that FGM has already occurred include:

- A child confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/child already being known to social services in relation to other safeguarding issues.
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable.
 - Finding it hard to sit still for long periods of time (where this was not a problem previously).
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating.
 - Having frequent urinary, menstrual or stomach problems.
 - Avoiding physical exercise or missing PE.



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- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a child may be at risk of FGM include:

- The girl's family has a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girls' community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM.
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman."
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are



not used. Forced marriage legislation applies to non-binding, unofficial 'marriages' as well as legal marriages.

Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a child is being forced into marriage, they will speak to the child about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the child about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmfco.gov.uk if required.
- Refer the child to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant **local authority** at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the **local authority**, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse, neglect and exploitation, or be involved in trafficking, child sexual exploitation or modern-day slavery.



Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Children may be susceptible to radicalisation into terrorism.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people. causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake **Prevent awareness training** and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will ensure that suitable internet filtering is in place and equip our children to stay safe online at school and at home.



There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in children's behaviour. The government website **Educate Against Hate**¹⁸ and the charity **NSPCC**¹⁹ say that signs that a child is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy.
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or may be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. If staff are concerned about a child, they will follow our procedures set out in Section 9 of this policy, including discussing their concerns with the DSL. Staff should always take action if they are worried.

Further information on the school's measures to prevent radicalisation is set out in other school policies and procedures, including our curriculum and behaviour policy.

¹⁸ <https://educateagainsthate.com/signs-of-radicalisation/>

¹⁹ <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>



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Missing children

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Contact parents and police immediately. Record all actions and events and factually and report to the local authority for the school and Ofsted.

- Children missing education in West Northants.²⁰
- Children missing education in North Northants.²¹

Non-collection of children

If a child is not collected at the end of the session/day, we will:

Contact the parents and /or the emergency contacts supplied.

Arrange appropriate care of the child by a familiar key person.

After ½ hour of no contact we may try and home visit (2 members of staff)

Record factually the event and information on CPOMS.

Appendix C: Safer recruitment

We adhere to Part 3 of Keeping Children Safe in Education at all times. We consider safeguarding throughout the recruitment process, including when defining and advertising roles.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Pre-appointment safer recruitment

We will include the following in all job advertisements:

- our commitment to safeguarding and promoting the welfare of children.
- clear confirmation that safeguarding checks will be undertaken.
- the safeguarding responsibilities of the post as per the job description and personal specification; and
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Where a role involves engaging in regulated activity relevant to children, we will include a statement in the application form or elsewhere in the information provided to applicants

²⁰ <https://www.westnorthants.gov.uk/attendance-and-behaviour-support-schools/tracking-children-and-their-families-who-have-gone-missing>

²¹ <https://www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling/tracking-children-and-their-families-who-have-gone-missing>



that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

All applicants will be provided with:

- a copy of the school's or college's child protection policy, refer to the safer recruitment policy on the website and a copy of the code of conduct.
-

Applicants

We require applicants to provide:

- personal details, current and former names, current address and their national insurance number.
- details of their present (or last) employment and reason for leaving.
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment.
- qualifications, the awarding body and date of award.
- details of referees/references; and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

We will not accept copies of curriculum vitae in place of an application form.

Shortlisting and selection

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. For more details of what this will contain, please see Part 3 of Keeping Children Safe in Education (2025).

At least two people will carry out shortlisting and they will explore any potential concerns, including inconsistencies and/or gaps in unemployment.

We will seek references on all shortlisted candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.



When asked to provide references, we will ensure the information confirms whether we are satisfied with the applicant's suitability to work with children and provide the facts of any substantiated safeguarding allegations.

As part of due diligence checks, we will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online that we may wish to explore with candidates at interview.

New staff

When appointing new staff, we will:

- verify a candidate's identity. This includes demonstrating an awareness for the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available.
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children).
- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available.
- verify the candidate's mental and physical fitness to carry out their work responsibilities.
- verify the person's right to work in the UK, including EU nationals.
- If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate.
- verify professional qualifications, as appropriate; and
- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order.
- **Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State.**
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include where available:
 - For all staff, including teaching positions: **criminal records checks for overseas applicants.**
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare



Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in **relevant conduct**;
or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the **Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009**; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.



Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity.
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.



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- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and measures put in place, and any advice sought.

Governors

All governors will have an enhanced DBS check without barred list information.

- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed it necessary if they have lived or worked outside the UK.

Staff working in alternative provision settings

Where we place a child with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.



Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and the organisation sending the professional, such as the LA or educational psychology service, will provide annually written confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

Adults who supervise children on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a child under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.



Appendix D: How the school responds to allegations that may meet the harms threshold

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

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

It applies regardless of whether the alleged abuse took place in the school or elsewhere. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

For more information about how the school responds to low-level concerns (concerns do not meet the harms threshold) please see Section 17 of this policy.

Suspension of the accused until the case is resolved

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. We will seek views from **our personnel adviser**, the local authority designated officer/s, the police and/or Children's Social Care (as appropriate).

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.



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- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for Foundations for Children Nursery Schools Federation.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, **the executive headteacher (or chair of governors** where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be



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put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contract at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or Children's Social Care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
- If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that



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individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

- Where the police are involved, wherever possible the Governing Board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will never cease to use a supply teacher for safeguarding reasons without first finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome. The Deputy Head Teacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation.

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any case where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.



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Specific actions

Action following a criminal investigation or prosecution.

The case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated.

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals return to work after suspension.

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the child who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a child.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.



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- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the independent inquire into child sexual abuse (IICSA). We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension.
- Whether or not the suspension was justified.



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- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) please visit:

<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

The Chair of Governors in this school is:

NAME:

Cath Draper

Abigail Mosley

CONTACT NUMBER:

07904515482 (Exe Head)

07904515482 (Exec Head)

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME:

Bertha Agyakwa

CONTACT NUMBER:

(01933 279681- Croyland)

Multi-Agency Safeguarding Hub: **0300 126 7000 (Option 1)**

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.



Appendix E: Online Safety

Teaching children to stay safe online and keeping children safe online in school is a crucial part of safeguarding. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We take a whole Foundations for Children Nursery Schools Federation approach to online to protect and educate children, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Our approach to online safety runs through every aspect of our work with children, including (but not limited to):

- curriculum planning and RSHE.
- teacher training.
- the role and responsibilities of the designated safeguarding lead; and
- parental engagement.

This appendix complements and should be read alongside our Online Safety policy. Staff must read the Online Safety Policy in conjunction with our Code of Conduct in relation to personal online behaviour. All staff receive online safety training at induction, with regular updates and formal annual training thereafter.

The Designated Safeguarding Lead (DSL) takes lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place. The DSL attends training regularly to ensure that they understand the unique risks associated with online safety and to ensure that they are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.

Risks to children

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm;



for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We refer to these four areas of risk when planning our approach to online safety and ensuring that we are safeguarding children against a broad spectrum of potential online harms.

Filtering and monitoring

Our filtering and monitoring procedures, including our review process, are informed by the DfE guidance manual '**Meeting digital and technology standards in schools and colleges**'²². For more information about the filtering and monitoring standards we adhere to, see '**Filtering and monitoring standards for schools and colleges**' (March 2022).²³ Schools can use the DfE '**Plan technology for your school service**' to self-assess against the filtering and monitoring standards.

In order to keep children safe when using school IT equipment, we ensure all devices have relevant filtering and monitoring systems in place. Staff will support children in accessing IT equipment safely and staff will ensure that they only access educational websites and report any concerns to the school business manager.

Staff devices are outlined in the acceptable use agreement and code of conduct to ensure staff follow appropriate measures for using devices safely.

We are mindful that “over-blocking” can lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding and mitigate against this by our teaching and learning with the children. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.

Generative AI- The school will take account of guidance published by the DfE **Generative AI: product safety** expectations to support us to use generative artificial intelligence safely.

Child mobile phones

Due to the age of the children, they will not be accessing mobile phones.

²² <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>

²³ <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>



How to report online safety concerns

If children, parents or staff have any concerns about online safety, or need to make a disclosure, they should speak to the Designated Safeguarding Lead or deputy without delay. The contact details for these members of staff can be found on the front of this policy.

Cybersecurity

We ensure that we have the appropriate level of security protection procedures in place in order to safeguard systems, staff and children and we review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. This is informed by the DfE document '**Cyber security standards for schools and colleges**'.²⁴

Regular review of our approach to online safety

We recognise that technology, and risks and harms related to it evolve and changes rapidly. We carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. This is informed by local and national training, regular updates and the DfE guidance '**Meeting digital and technology standards in schools and colleges**'.²⁵

More information

For more information about online safety, please see Part 1 of Keeping Children Safe in Education (2025).

²⁴ <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

²⁵ <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

Prevent Duty vulnerability	Y/N	Risk Level (H,M,L)	What actions are put in place to reduce the risk	Any further action required	By whom	By when
Risk Assessment- The Duty says: Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology	Yes	Low	Robust Safeguarding policies- Safer Recruitment Safeguarding and Child Protection Policy Behaviour and relationship Policy Code of conduct staff and parents/carers Leave of absence for pupils	Ensure all staff including agency staff have read and understood the policies. Ensure that any new staff and volunteers are given Prevent Duty Training and are aware to share any concerns with a DSL. All DSL and DDSL's to complete online Prevent training and aware of how to report concern and disseminate to all staff.	SMT	This is ongoing and updated annually or when staff join the Centre



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Consideration of referrals to Channel or Children's Social Care. Prevent Risk Assessment Prevent Self-Assessment and Plan.			Teaching and Learning Policy We promote British values within our everyday activities and routines. These include: Democracy Rule of law Individual liberty Mutual respect Tolerance of other faiths and beliefs Using the EYFS and British values wheel to inform planning.	DSL's who have a concern (or need to seek advice) should follow the recommended pathway and contact MASH on 0300 126 7000 or the National Police Prevent Advice line 0800 011 3764 All staff will need to be briefed on the Prevent Duty and the Channel programme a staff meeting and/or briefing. DSL's to provide termly briefing for staff.	DB and DSL's	Ongoing
			Curriculum embeds celebrating and educating children and families of all cultures, religions and faiths	Governors to receive update training on Prevent Parents are invited to attend celebrations at nursery nursery		On going
					Governors	Ongoing
					All	Ongoing



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Working in Partnership-The duty says" governing bodies should ensure that safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board" Partnership informs risk and understands good practice. Links to local prevent partnerships, forums and networks	Yes	Low	DSL and DDSL to have completed Prevent Awareness course .	staff to organise celebration dates and inform families.	DSL/DDSL's	On going
			All governors are aware of training available. Policies are discussed and an approved through the governing board. The governors have regular visits to the nursery monitoring Safeguarding, SEND, H&S. They are invited to special events within the nursery. All governors have read KCSIE 2023 and are aware of their duty to update their training on Prevent.	DSLs to update their knowledge through reading the Prevent Duty Toolkit and accessing training. Weekly meeting to discuss safeguarding concerns Use of Class Dojo/Focus child meetings and voice of the child meetings and updates.		



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DfE ,Local Authority ,Police., Safeguarding Networks.			Effective engagement with parents/guardians through daily communications, family support and parent events. Implementing the voice of child to support children and their families. DSLs attend DSL Forums and access training. DSLs are aware of the Prevent Duty Toolkit which talks about Northamptonshire Local Context and Priorities. Regular triage session with Locality Co-Ordinator	DSL's to attend safeguarding forums and share information within the safeguarding team. All newly appoint staff to have safeguarding induction and		Ongoing
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IT Policies-The Duty says, “expected to ensure children are safe from terrorist and extremist materials when accessing the internet in school”. Robust oversight of access to unlawful, extremist materials Effective monitoring systems to inform safeguarding oversight		Medium	Our safeguarding policy makes clear to staff our roles in recognising signs of radicalisation and what to do if a member of staff has a concern. Security systems are in place to prevent children accessing inappropriate material. This is monitored via Datto RMM via flywheel. Internet use in nursery is filtered and monitored and supported by staff. Parents are advised and given information about keeping their children safe on line. Internet safety guidance shared with parents on	complete online prevent and safeguarding training. All staff to complete every 2 years. Netsweeper, -. Robust security systems (Datto RMM) are in place to prevent children accessing inappropriate material. Reports monitored. Refer to MASH or prevent@northants.pnn.police.uk Internet use in nursery is filtered and monitored and supported by staff.		Reports monitored and reviewed at safeguarding meeting
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On line safety understanding and resilience for students			information boards, class dojo and leaflets.	Online safety information can be sheared with families to support use.	LJ	
			All staff have completed the in-house October 2024 training. Staff to have updates regarding Prevent Awareness in safeguarding meetings.		All DLS/DDSL's	February 23



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Staff Training-The duty says “training gives the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism. Know where/how to refer children for further help”. Link to safeguarding training and local risk awareness/context Understand how/when to make a Prevent/safeguarding referral. Challenge extremist views	Yes	Low	Tea break guides and updates available for staff in staff communal areas. The Prevent Risk Assessment has been reviewed by Lauren Jacques The Executive Head Teacher and SLT are responsible for Prevent.	All staff will need to be briefed on the Prevent Duty and the Channel programme as part of staff briefing and information areas. Also included in induction pack. All DSL’s and DDSL’s to complete prevent training. DSL update their knowledge through prevent training and reading the prevent duty tool kit. The disseminate to all staff.	DSL/Admin Team Admin team	
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Leadership Who has responsibility for Prevent? Ownership of the risk assessment and action plan	Partially met	Low	There are visitor procedures in place and all staff and visitors have a lanyard for ID. All visitors sign in at reception and to complete the visitors checklist. Visitors to be accompanied when in the nursery.			
Visitors and Events School Security	Yes	Low	Staff know to challenge people not known to themselves. The nursery can only be accessed with a fob or by reception allowing access.	All visitors to the Centre to sign in at reception and complete visitor checks. All supply staff to read and understand the safeguarding policy and complete checklist with DSL.		



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		Low	The use of mobile phones is limited to areas not accessed by the children. All phones to be kept secure in a designated area and not accessible during within the children's areas. External agencies and supply register to completed and kept up to date	Staff communication board to be continually updates for visitors entering the nursery. Staff have area in locked cupboard to keep mobile phones during the day. All details and checklist to be completed and checked by DSL/DDSL's. and admin.	All Admin team/DSL/DDSL's	
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Appendix G: Low Level Concerns

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1. Introduction

Foundations for Children Nursery Schools Federation, we aim to create an open and transparent culture where all concerns about all adults involved with our school are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with our school ethos. This policy should be read alongside our Safeguarding and Child Protection and Staff Code of Conduct Policies.

2. Summary

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff, volunteer, contractor or who, on reflection, recognises that their actions could have been viewed as a risk should inform the DSL or Deputy Head or Head Teacher about their concern using a Low-Level Record of Concern Form. If it is an issue regarding the Head teacher please contact the Chair of Governors- details at Reception notices.

3. Keeping Children Safe in Education September 2025

The following is taken from Keeping Children Safe in Education September 2025 and identifies what may be considered behaviour relating to low level concern:

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:



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- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

431. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

432. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent 109 or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

433. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.



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4. Clarity around Allegation Vs Low-Level Concern Vs Appropriate Conduct

Allegation:

Any adult linked to our school who has:

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

Low Level Concern:

Any adult linked to our school who has behaved in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Appropriate:

- Behaviour which is entirely consistent with our school's Code of Conduct, and the Law.

5. Storing and use of Low-Level Concerns and follow up information

LLC forms and follow-up information will be stored securely within the individual Nursery schools safeguarding systems, with access only by the leadership team. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern



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must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team.

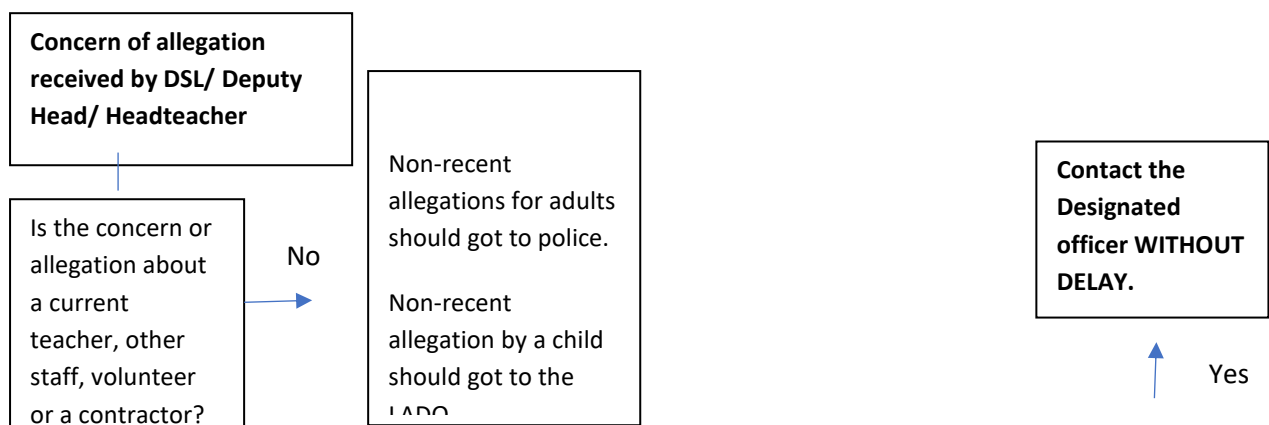
Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Whenever staff leave, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept.

Consideration will be given to:

(a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or

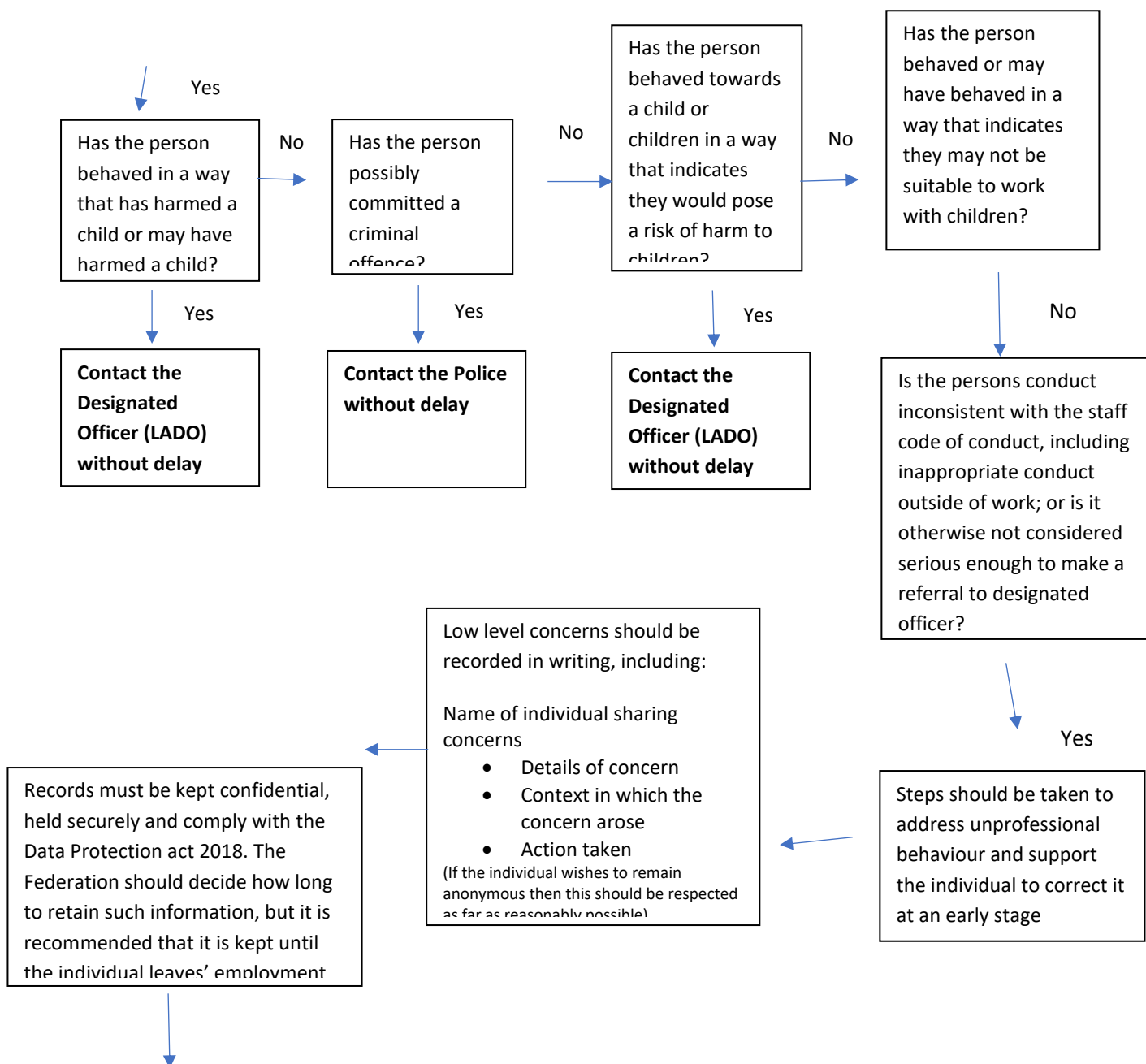
(b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly

6. Process to follow when a Low-Level Concern is raised





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Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.



Reports should be reviewed so that potential patterns concerning, problematic behaviour can be identified. (Safeguarding meetings)



If a concerning pattern of behaviour is identified and now meets criteria for an allegation, then the matter should be referred to the Designated Officer (DAO)



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7. Low-Level Concerns form

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Keeping Children Safe in Education 2025 - Low Level Concerns

This document should be used when 'low level' concerns as defined in Section 2 of Keeping Children Safe in Education 2025 are reported. This document does not to replace suspension/formal disciplinary investigations in the event that concerns are either categorised as more serious than low level or when formal disciplinary procedures are required in relation to the low-level concern.

1. Name of individual raising the concern

Leave blank if concern was raised anonymously or the individual wishes to remain anonymous

2. Date the concern was raised

3. Name and role of individual about whom concern has been raised

4. Details of the concern(s) reported (give description and context)

A 'low level' concern is any concern is any concern – no matter



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how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that is inconsistent with the staff code of conduct but does not meet the allegations threshold set out in Section 1 of Part 4.

5. Details of steps have been taken to investigate this concern

Steps should include speaking to the individual who raised the concern, the individual about whom the concern is raised and any witnesses. You will need to review your Code of Conduct and Safeguarding Policies to determine if there has been a breach.



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**6. Set out the
Individual's response
to the concern**

**7. Is this concern
'low level' or should
it be treated as an
allegation against
staff and managed in
accordance with
Section 1 of Part 4?**

***To reach this
decision, consider
the information set
out in 5 and 6 above.
If you are unsure,
seek advice from
your HR and/or
safeguarding
advisors and/or
discuss the matter
with your LADO. Set
out your reasons for
reaching your
conclusion, including
the advice provided
by your advisors and
any discussions with
your LADO***



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8. Have 'low level' or other concerns been raised about this individual previously?

Yes []

No []

If so, please provides dates, brief details and relevant file/document reference for the concern(s). Also consider whether previous concern(s) raised coupled with this new concern meet the threshold set out in Section 1 of Part 4.

Details of further action required

Action could range from no action or a conversation to discuss the concern, to being clear why the behaviour is concerning and formal disciplinary action.

Completed by:

Name:

Position:

Date:

Signature:



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Appendix H: On-Line, E-Safety and Acceptable Use

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1. Introduction

This policy is relevant and applicable to all staff and Governors.

ICT and the Internet have become an integral part of our lives as well as a feature of information finding and of education. It provides our children, staff and parents with opportunities to improve understanding, access online resources and communicate with the world.

The following list identifies common internet-based technologies, which are likely to be used by young people, either at home or in an educational context:

- Websites and the use of apps (on a variety of devices)
- Social Media, including Facebook and Twitter
- Web-enabled mobile/smart phones
- Online gaming
- Learning platforms and Virtual Learning Environments
- Video broadcasting
- Blogs and Wikis
- Email, instant messaging and chat rooms and chat forums



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Due to their age the majority of our children are unlikely to have been introduced to most of these applications/services. However, some may already be using them individually, whilst others may have experienced parents/carers or older siblings using them. Hence we cannot be complacent, or assume that the children will not be using technology on a regular basis, and must continue to introduce our children to ICT whilst promoting a safe use of online technologies, in the Schools and at home. Our children will begin to learn how to consider and moderate their own behaviours when using technology and begin to understand how to recognise inappropriate and unsafe behaviour in others.

As some of the technologies listed above will be utilised in the Schools, we recognise that effective policies and clear procedures for safe and appropriate use and education for staff and families about online behaviours, age restrictions and potential risks is absolutely crucial. For our safeguarding to be effective, online safety procedures must be clear, agreed and respected by everyone.

2. Why have an Acceptable Use Policy (AUP)/Online E-Safety Policy

There are risks associated with the use of on line media, and it is imperative that there are clear rules, procedures and guidelines to minimise those risks when children use these technologies. These risks include:

- Commercial issues with spam and other inappropriate e-mail
- Grooming by people who may abuse children, usually someone pretending to be younger than their true age
- Illegal activities of downloading or copying any copyright materials and file-sharing via the Internet or any mobile device
- Viruses
- Cyber-bullying
- Accessing on-line content, either deliberately or accidentally, which is abusive, offensive or pornographic.

2.1 Duty of Care



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All schools and nurseries have a duty to ensure that children and young people are protected from potential harm both within and beyond the school environment. Every effort will be made to safeguard against all risks, however it is unlikely that we will be able to eliminate them completely. Any incidents that do arise will be dealt with quickly and according to policy to ensure that the children and staff continue to be protected. The involvement of the children and parent/carers is vital to the successful use of online technologies.

2.2 The purpose of the Acceptable Use Policy

This Acceptable Use Policy sets out the roles, responsibilities and procedures for the safe and appropriate use of all technologies to safeguard the children and adults. The policy recognises the ever changing nature of emerging technologies and highlights the need for regular reviews to incorporate developments within ICT. This policy explains procedures for any unacceptable or misuse of these technologies by adults or children including:

- The steps taken in the Schools to ensure the e-Safety of children when using the internet and other related technologies.
- The Schools expectations for the behaviour of staff whilst using the internet and related technologies in and out of the Schools.
- The Schools expectations for the behaviour of staff when using ICT both professionally and socially as well as for accessing and using data.

1 The term 'online safety' is to be used to encompass the safe use of all forms of information and communication technologies. The aim, through online safety, should be to reasonably protect all users of such technologies from potential and known risk. Technology and behaviours will be managed.

2 The term 'e-safety' will be used to encompass the safe use of all on-line technologies in order to protect children and adults from potential and known risks.

3. Scope of the policy

This policy applies to all staff, children, governors, parents, visitors, volunteers and contractors accessing the internet or using technological devices on School premises. This includes use of



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personal devices, such as mobile phones or digital recording equipment including cameras or I-pads which are brought into the Schools. This policy is also applicable where staff or individuals have been provided with School devices for use off-site, such as school laptop or work mobile phone. The School is expected to ensure that non-employees onsite are made aware of the expectation that technologies and the internet are used safely and appropriately.

3.1 This document comprises the Federation's Acceptable Use policy, Internet policy, Camera and digital images policy, mobile phone policy and ICT Misuse policy.

3.2 This policy document should be used in conjunction with the following policies:

- Safeguarding and Child Protection policy
- Behaviour policy
- Health and Safety policy
- Whistleblowing policy
- Social Networking Policy (Appendix 3)

4. Legal Background

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare. The legal obligations and safeguarding duties of Schools employees in relation to use of technologies feature within the following legislative documents which should be referred to for further information:

- The Children Act (2004)
- Working Together to Safeguard Children (2018)
- Education Act (2002)
- Safeguarding Vulnerable Groups Act (2006)
- Keeping Children safe in Education 2025

In addition to this, local procedures can be found at the Northamptonshire Children's Safeguarding Partnership website.

5. Aims



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The aims of this policy are to:

- emphasise the need to educate staff, children and parents about the advantages and disadvantages of using new technologies within and outside the Schools.
- provide safeguards and rules for acceptable use to guide all users in their online experiences.
- ensure adults are clear about procedures for misuse of any technologies both within and beyond the Schools, and how to manage breaches of policy in accordance with safer working practices.
- develop links with parents/carers and the wider community ensuring input into policies and procedures with continued awareness of the benefits and the potential issues related to technologies.
- safeguard our children and educate staff and parents by promoting appropriate and acceptable use of information and communication technology (ICT).
- outline the roles and responsibilities of all individuals who are to have access to and/or be users of, work-related ICT systems.
- ensure all ICT users have an acute awareness of risk, a clear understanding of what constitutes misuse and the sanctions that may be applied.

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, homophobia, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We refer to these four areas of risk when planning our approach to online safety and ensuring that we are safeguarding children against a broad spectrum of potential online harms.



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6. Acceptable Use - Protocol, procedures and sanctions

6.1 Adult Responsibilities

All adults (employees or volunteers) have a shared responsibility to ensure that our children are able to use the internet and related technologies appropriately and safely. All adults in the setting are bound to the terms and conditions outlined in this document and a copy of this document is made available to all staff and shared with any volunteers, visitors or contractors.

6.2 Specific Responsibilities

(I). Executive Head teacher and Governors: The Head and Governors have overall responsibility for e-Safety as part of the wider remit of safeguarding and child protection. To meet these responsibilities, the Head and Governors should:

- Designate an e-Safety Lead to implement agreed policies, procedures, staff training, curriculum requirements and take the lead responsibility for ensuring e-Safety is addressed appropriately. All employees, students and volunteers should be made aware of who holds this post within the Schools.
- Ensure all staff and employees adhere to procedures and protocols outlined in the policies and guidance agreed by Governors.
- Provide a safe, secure and appropriately filtered internet connection for staff, children and families at nursery.
- Provide resources and time for the e-Safety lead and employees to be trained and update protocols where appropriate.
- Promote e-safety awareness across the seven areas of learning as set out in the Early Years Foundation Stage guidance (2012) and have an awareness of how this is being developed, linked with the Federation development plan.
- Ensure that any equipment which holds sensitive or confidential information and leaves the Schools is encrypted.
- Share any e-safety progress and curriculum updates at all governing body meetings and ensure that all present understand the link to child protection.



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- Ensure that e-safety is embedded within all child protection training, guidance and practices.
- Elect an e-Safety Governor to challenge the Schools about e-Safety issues.
- Make employees aware of the NSCP Online Safety guidance.

(II). Online Safety Lead

The nominated Online Safety lead should:

- Recognise the importance of e-Safety and understand the Schools duty of care for the-Safety of all children and staff.
- Establish and maintain a safe ICT learning environment.
- Ensure that all individuals in a position of trust who access technology with students understand how filtering levels operate and their purpose.
- With the support of the ICT provider, ensure that filtering is set to the correct level for all children and adults accessing the internet.
- Report issues of concern and update the Executive Head on a regular basis.
- Liaise with all members of staff so that procedures are updated and communicated, and take into account any emerging e-safety issues and technological changes.
- Co-ordinate and deliver employee training according to new and emerging technologies so that the correct e-Safety information is being delivered.
- Maintain an e-Safety Incident Log (Appendix 1) to be shared with the Executive Head and Governors at governing body meetings.
- Implement a system of monitoring employee and children use of Schools.

(III). Individual Responsibilities

All staff, including volunteers and students under the age of 18, must:

- Take responsibility for their own use of technologies and the internet, making sure that they are used legally, safely and responsibly.
- Ensure that children and young people in their care are protected and supported in their use of technologies so that they can be used in a safe and responsible manner. Children should be informed about what to do in the event of an e-Safety incident.
- Report any e-Safety incident, concern or misuse of technology to the e-safety Lead or Head, including the unacceptable behaviour of other members of the Schools' community.



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- Only use the Schools ICT systems and resources for all School related business and communications. Schools issued email addresses, mobile phones and cameras must always be used by employees unless specific written permission to use a personal device has been granted by the Head, for example, for use in an emergency on an educational visit.
- Ensure that all electronic communication with children, parents, carers, employees and others is compatible with their professional role and in line with the Schools' protocols. Personal details, such as mobile number, social network details and personal e-mail should never be shared or used to communicate with children and their families.
- Not post online any text, image, sound or video which could upset or offend any member of the Schools communities or be incompatible with their professional role. The Governing Body requests that staff acknowledge and act on the fact that behaviour in their personal lives may impact upon their work with those children and young people if shared online or via social networking sites.
- Protect their passwords/personal logins and log-off the network wherever possible when leaving work stations unattended.
- Understand that network activity and online communications on Schools equipment (both within and outside the School) may be monitored and should only be used for School business.
- Understand that employees, who ignore security advice or use email or the internet for inappropriate reasons, risk dismissal and possible police involvement if appropriate.
- Comply with current legislation.

Staff are asked to read and sign our Acceptable Usage/Use of digital technology rules (see Appendix 2).

(IV). ICT Technician

ICT Technician is responsible for ensuring that:

- the Schools ICT infrastructure is secure and not open to misuse or malicious attack.
- anti-virus software is installed and maintained on all school machines and portable devices.
- The Schools filtering policy is applied and updated on a regular basis and that responsibility for its implementation is shared with the e Safety Lead and the Designated Safeguarding Lead.



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- any problems or faults relating to filtering are reported to Designated Safeguarding Lead and to the broadband provider immediately and recorded on the e Safety Incident Log (Appendix 1).
- users may only access the Schools network through a rigorously enforced password protection policy, in which passwords are regularly changed.
- he/she keeps up to date with e -safety technical information in order to maintain the security of the school network and safeguard children and young people.
- the use of the Schools network is regularly monitored in order that any deliberate or accidental misuse can be reported to the E Safety Lead via automatic e-mail to School Business Manager or Officer Manager.

(V). The Children

All staff recognise that it is important for children to be e-safe from an early age and that the nursery plays a vital role in this. The practitioners in the nursery support the children in using ICT as part of their learning experiences across all areas of the curriculum and believe that, used correctly, ICT will not only raise standards, but will also support practitioners in their work with children. Our internet access is designed expressly for our children and includes appropriate filtering to the age of our children. In line with our other policies that protect children from danger we provide as safe an internet environment as possible. All staff, therefore, must ensure that:

- Children use the internet and ICT technologies safely within the nursery under the direct supervision of a member of staff.
- Children's Internet access is planned to enhance activities that will support their learning.
- Children are helped to understand how to ask for help if they come across materials they may make them feel uncomfortable.
- Websites that are used during nursery sessions are checked prior to use and monitored.
- Login passwords are for the expressed use of the staff.
- Children begin to understand, and follow, the children's 'Acceptable Use Rules' (Appendix 2)

6.3 Inappropriate Use - Procedure for following up instances

(I). **Staff** - In the event of staff misuse, if an employee is believed to have misused the internet or school network in an illegal, inappropriate or abusive manner, a report must be made to the



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Head of Schools, who is the Designated Safeguarding Lead **immediately**. The appropriate procedures for allegations must be followed and the following teams/authorities contacted:

- LADO (Local Authority Designated Officer)
- Police/CEOP (if appropriate)

Please refer to the e-Safety Incident Flowchart (Appendix1) for further details.

In the event of minor or accidental misuse, internal investigations should be initiated and staff disciplinary procedures followed only if appropriate.

Examples of inappropriate use

- Accepting or requesting children and their parents as 'friends' on social networking sites, or exchanging personal email addresses or mobile phone numbers with children and their parents.
- Behaving in a manner online which would lead any reasonable person to question an individual's suitability to work with children or act as a role model.
- Publishing defamatory and/or false materials about the Camrose Early Years Schools, children, colleagues or other partners on social networking sites.

(II). Children - In the event of inappropriate use by a child, an adult will immediately attempt to minimise or close the content and then take the necessary action.

7. Reporting/Monitoring usage Procedures

7.1 Incident Reporting

In the event of misuse by staff or children, including use of the Schools networks in an illegal, unsuitable or abusive manner, a report must be made to the Head/Designated Safeguarding Lead immediately and the e –Safety Incident Flowchart and the Schools' safeguarding procedures will be followed (See appendix 1).

In the event of minor or accidental misuse, internal investigations should be initiated and disciplinary procedures followed where appropriate. Additionally, all security breaches, lost/stolen



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equipment or data, unauthorised use or suspected misuse of ICT should be reported immediately to the Head, Network Manager and Senior Information Risk Owner (SIRO).

All incidents must be recorded on the E-Safety Incident Log (See Appendix 1) to allow for monitoring, auditing and identification of specific concerns or trends.

7.2 Monitoring ICT usage

The Schools' ICT technician will support the Executive Head, School Business Manager and E-safety lead to monitor and record user activity, including any personal use of the Schools ICT system (both within and outside of the Schools environment) and users are made aware of this in the Acceptable Use Policy.

8. AUP in practice: Procedures and Protocols

The Schools strives to embed e-Safety in all areas of our curriculum and key online safeguarding messages are reinforced wherever possible when ICT is used. The principles and procedures outlined above are embedded into our Curriculum in the following ways:

8.1 The Curriculum

- Key online safeguarding messages are reinforced wherever ICT is used with staff and where appropriate in the learning experiences offered to our children.
- The Schools follows the Early Years Foundation Stage and the curriculum guidance for 'Technology' as outlined in the Development Matters Framework document.
- When using ICT if appropriate there are opportunities for informal discussions with the children about online risks and personal protection strategies.
- Parents and staff are signposted to national and local organisations for further support and advice relating to e-safety issues, such as Child line and CEOP (Childhood Exploitation and Online Protection Schools)
- Staff will focus on the four C's when using ICT for education purposes with children; **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, homophobia, fake news, racism, misogyny, self-harm, suicide, anti-



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Semitism, radicalisation and extremism; **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal, financial or other purposes; **conduct of their colleagues:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

8.2 Use of email

- The Schools provides some staff with a professional email account to use for all Schools related business, including communications with children, parents and carers. This allows for email content to be monitored and protects staff from the risk of allegations, malicious emails or inappropriate contact with children and their families.
- Staff members are advised not to engage in any personal communications (i.e. via Hotmail or Yahoo accounts) with current or former children/parents. If this should occur they should follow the rules outlined in the AUP and not publish defamatory and/or false materials about the Camrose Early Years Schools, children, colleagues or other partners.
- All emails should be professional in tone and checked carefully before sending, just as an official Schools letter would be.
- Staff should inform their line manager or the e-Safety Lead if they receive an offensive or inappropriate email via the Schools system.
- It is the responsibility of each account holder to keep their password secure and to report any suspected breaches of password security to the e-Safety Lead or Head.
- Account holders must never share their password with another user, or allow access to their email account without the express permission of the e-safety Lead or the Head.

8.3 Managing remote access



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As technology continues to develop, schools and their staff are increasingly taking advantage of opportunities for off-site access and email using remote access facilities. For data security and safeguarding purposes, it is crucial that staff are aware of the following restrictions on use:

- Equipment such as laptops should always be packed, stored and secured when offsite e.g. not left in a car overnight.
- Only equipment with the appropriate level of security should be using for remote access (i.e. encryption, passwords on any devices where sensitive data is stored or accessed)
- Log-on IDs and PINs should be confidential and use information that cannot be easily guessed (e.g. date of birth, telephone number, number patterns) These should also be changed regular and good practice,

8.4 Internet Access and Age-Appropriate Filtering

	Camrose	Parklands	Croyland	Highfield
Broadband Provider	Schools Broadband	Schools Broadband	Schools Broadband	Schools Broadband
Service Provider	Talk Straight	Talk Straight	Talk Straight	Talk Straight
Filtering systems	Open Hive and Fortinet	Netsweeper	Netsweeper	Netsweeper
IT technician-company	EasiPC	EasiPC	EasiPC	EasiPC



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Filtering levels are managed and monitored on behalf of the Schools which ensures that filtered access at the highest levels for all members of staff and children. In addition to the above, the following safeguards are also in place:

- Anti-virus and anti-spyware software is used on all network and standalone PCs of laptops and is updated on a regular basis.
- A firewall ensures that information about children and young people cannot be accessed by unauthorised users.
- The expectations for the online conduct of staff is addressed above staff are required to preview any websites before use, including those which are recommended to, or by, parents

9. Use of Schools and Personal ICT equipment

A log of all ICT equipment (including serial numbers), is maintained by the Admin Teams. With respect to the ICT equipment owned, or used by the Schools:

- Personal or sensitive data is not stored on Schools devices (e.g. laptops, iPads, PC or USB Memory Sticks) unless encryption software is in place. This is true also of any photographs or videos of children.
- All such material should be stored either on the Schools network or on an encrypted device and deleted when no longer required.
- Time locking screensavers are in place on all devices in Schools to prevent unauthorised access, particularly on devices which store personal or sensitive data.
- Personal ICT equipment, such as laptops or memory sticks, must not be connected to the Schools network without explicit consent from the Network Manager and a thorough virus check.

9.1 Mobile/Smart Phones

Staff/Visitor use:

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely in their lockers or drawers during working hours or when on outings (This includes visitors, volunteers and students).



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- Mobile phones must only be used in the private offices and the staff room the Schools (unless authorised by the Head).
- During Schools outings nominated staff will have access to a Schools mobile/personal phone which can be used for emergency contact purposes.
- It is the responsibility of the adult to ensure that there is no illegal or inappropriate content stored on their device when brought onto Schools grounds.
- Personal mobile phones should never be used to contact children, young people or their families, nor should they be used to take videos or photographs of the children. Schools issued devices **only** should be used in these situations.

9.2 Laptops/Hand-held devices (e.g. iPads/tablets)

- Staff must ensure that all sensitive Schools data is stored on the network (shared drive) and not solely on the laptop or device, unless the device is encrypted. In the event of loss or theft, failure to safeguard sensitive data could result in a serious security breach and subsequent fine. Password protection alone is not sufficient.
- Staff are aware that all activities carried out on Schools devices and systems, both within and outside of the Schools environment, will be monitored in accordance with this policy.

10. Photographs and Videos

Digital photographs and videos are an important part of the learning experience for our children. We recognise our responsibility to ensure that our children learn about the safe and appropriate use of digital imagery, and that our staff model good practice. To this end, there are strict policies and procedures for staff, children and parents about the use of digital imagery within the Schools.

- Written consent will be obtained from parents or carers before photographs or videos of young people are taken or used within the Schools environment, including the Schools website or associated marketing material
- Staff are not permitted to use personal devices, such as cameras, video equipment or camera phones, to take photographs or videos of children.



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- Permission will be sought from any child or staff member before an image or video is taken and the purpose of the activity and intended use of the image will be made clear.
- Images will never show children in inappropriate clothing.
- Digitised images will be deleted from devices immediately after they have been used. Unused photographs will be destroyed (shredded) or returned directly to parents.
- Staff will ensure that parents/visitors do not use mobile phones or other hand-held devices in the Schools.
- Parents are requested not to use their mobile devices or any photographic equipment on Schools premises.

11. Parent/Carer Involvement

As part of the Schools commitment to developing e-Safety awareness amongst children and young people, every effort is made to engage parents and carers in the process.

- All parents/carers will be made aware of our 'Technology Rules' (see Appendix 2).
- E-Safety information will be provided to carers to help raise awareness of key internet safety issues and how to keep their children safe on the internet.

12. Use of Social Networking Sites

Staff and parents are advised against the misuse of network sites such as Facebook to share confidential or potentially negative or abusive comments regarding the Schools, a member of staff, parent or child. This is referenced in the Schools code of conduct.



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Appendix 1

- E-safety incident log
- E-safety incident flow chart



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e-safety and misuse of technology incident log

All misuse of technology and online safety incidents must be recorded on the form below.

The e-safety Lead and or the Designated Lead for Safeguarding will be responsible for monitoring incidents regularly and reporting any concerns to the Governing Body or appropriate agencies.

Date/ Time	Name of child/practitioner/ adult	Nature of incident intentional/ unintentional/ unknown	Details of incident	Action taken by whom/when/why	Who has been informed and how has the incident been recorded
---------------	---	--	---------------------	-------------------------------	--



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Signed:

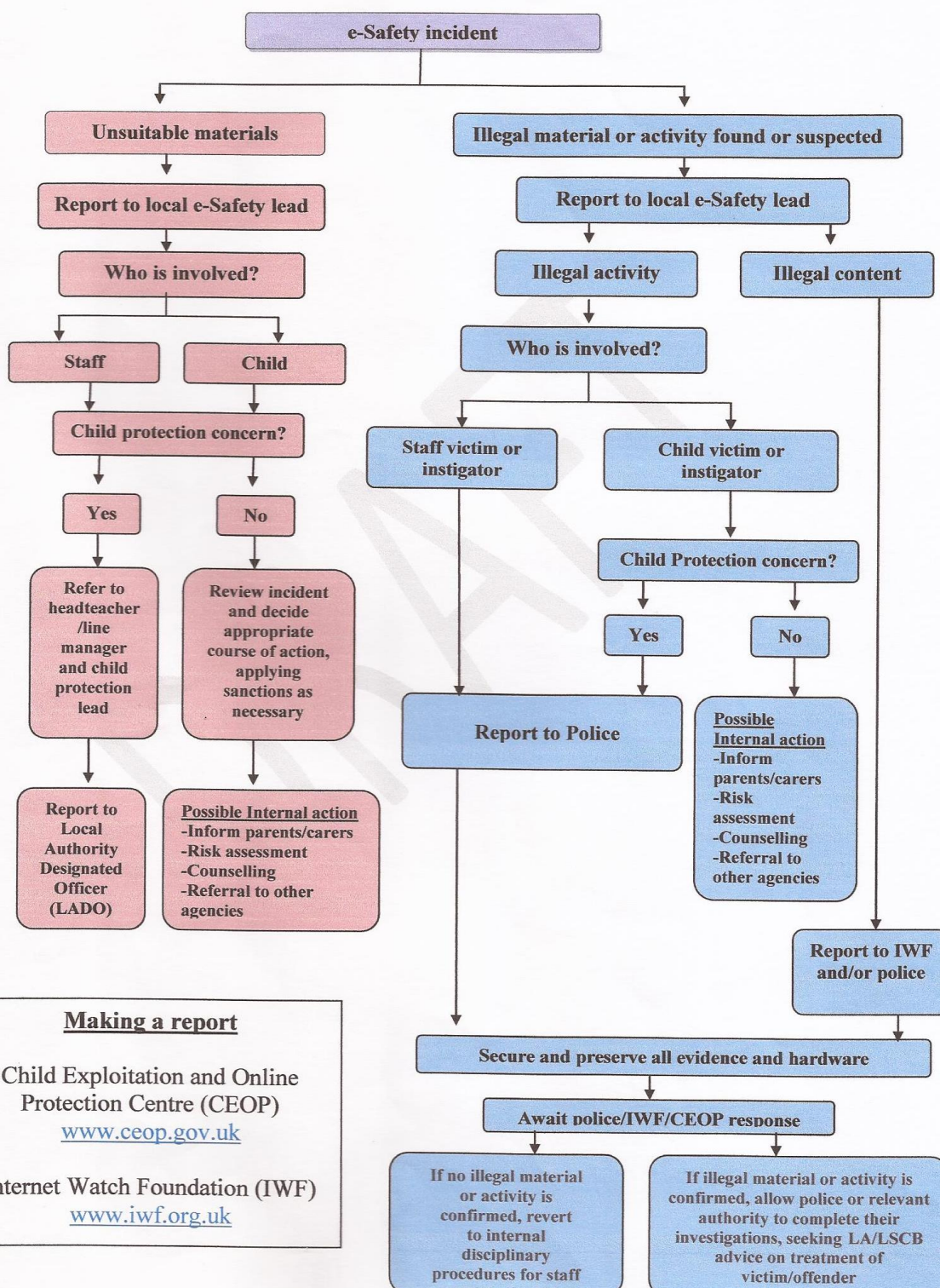
Date:

Executive Headteacher:

Chair of Governors:



Northamptonshire LSCB e-Safety incident flowchart



Making a report

Child Exploitation and Online
Protection Centre (CEOP)
www.ceop.gov.uk

Internet Watch Foundation (IWF)
www.iwf.org.uk



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Appendix 2

- Acceptable usage and use of digital technology rules for staff and visitors
- Acceptable usage rules for children, parents and visitors



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To ensure that all adults within the Schools are aware of their responsibilities when using any on-line technologies, such as the internet or email, they are asked to sign these Acceptable Use Rules. Adults must provide an example to children and young people for the safe and responsible use of on-line technologies which will educate, inform, protect and ensure that they feel safeguarded from any potential allegations or inadvertent misuse themselves.

Foundations for Children Nursery Schools Federation 'Acceptable Use Rules' for Staff, Governors and Visitors

These rules apply to all on-line use and to anything that may be downloaded/accessed or printed.

- I have read and understand the Online/E-safety policy document
- I understand there are procedures/sanctions in place to ensure safe online practices
- I know that I should only use the school equipment in an appropriate manner and only for professional purposes.
- I know that images should not be inappropriate or reveal any personal information of children and young people if uploading to the internet.
- I have read the procedures for incidents of misuse so that I can deal effectively with any problems that may arise.
- I will report accidental misuse and any incidents of concern for children's or young people's safety to the Designated Safeguarding Lead or e-safety Lead in accordance with procedures listed in the Acceptable Use Policy.
- I will record/report incidents of cyber-bullying, reporting to the Designated Lead for Safeguarding or in accordance with procedures listed in the Acceptable Use Policy.
- I know who my Designated Safeguarding Lead and e-safety leads are.
- I know that I am putting myself at risk of misinterpretation or potential allegation should I contact children or parents via personal technologies, including my personal e-mail and should always use the Schools email and phones.
- I know that I should not be using the Schools' devices and system for personal use.
- I will only install hardware and software I have been given permission for.
- I will ensure that I use encrypted devices when transferring data or personal images
- I will ensure that I follow the Data Protection Act (1998) and have checked I know what this involves.
- I accept that the use of any technology designed to avoid or bypass Schools' filtering systems is forbidden.



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- I will ensure that I keep my password secure and not disclose any security information unless to appropriate personnel. If I feel someone inappropriate requests my password I will check with the e-Safety Lead.
- I have been given a copy of the Acceptable Use Policy in order to refer to e-Safety issues and produces that I should follow.
- I will adhere to copyright and intellectual property rights.
- I have received regular e-Safety information to highlight the risks to my own and the children's online safety.
- I know who to go to if I have any further questions.
- I am aware of the professional risks of using social networking sites and the Schools' and Local Authority's perspectives on these. I know that if I use these sites I do so at my own risk as their usage is not condoned.

I have read, understood and agree with these rules as I know that by following them I have a better understanding of e-Safety and my responsibilities to safeguard children and young people when using on-line technologies. I also understand that if I fail to comply with policies and protocols that I could be faced with disciplinary procedures.

Name (printed).....

Signed.....

Date.....



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To ensure that our staff are fully aware of their responsibilities with respect to the use of digital images. They are asked to sign the following acceptable use agreement.

Foundations for Children Nursery Schools Federation Acceptable Use Agreement: Digital Images

Digital images refer to both still and moving digital photographs

- I have read and understand the Federation's use of ICT equipment sections in the e-Safety/Acceptable Use Policy document.
- I understand that all photographs taken of the children and families associated with the Schools and those taken outside on visits, are the property of the Schools.
- All digital images will be taken with Schools equipment. I understand that I may not use personal equipment to take images.
- Photographs will be stored on the Schools' computers for one academic year, unless taken specifically for marketing purposes and used for the School's website. After this time they will be deleted.
- I understand and agree that the Schools may monitor my technology use to ensure the safe use of digital images of the children and families associated with the Schools.
- I agree to comply with parental wishes in respect of the use of digital images of their children and families.
- I understand and agree that any photographs of children to be used in the Schools' promotional materials on the websites will not include names of the children.
- I agree to ensure that the pictures taken show respect, care and sensitivity towards the individual i.e. children will be dressed appropriately
- I understand that I am responsible for ensuring that the equipment assigned to / being used by me is fit for purpose and that such devices are secure/locked away when not being used.

I have read, understood and agree with these rules

Signed.....

Date.....

Name(printed).....

School:.....



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E-Safety for Parents/Carers/Children

The safety and security of our children will always be one of our highest priorities. As such we would ask that you as parents /visitors support us by.....

- Not using personal devices (e.g. cameras –pads/tablets etc.) in the Schools’.
- Being aware of the impact that misuse and inappropriate use of social networking sites such as Facebook and Twitter can have on our community.
- Having some knowledge of our Technology/ ICT policy and e-safety policy which can be found on our website or in our policies folder.

The children will have the opportunity to use ICT when they are at nursery and will be encouraged and supported to use it appropriately and safely by promising to...

- only use the internet when a grown-up is with them.
- use websites/apps that a grown up in Nursery or parent has chosen for them.
- ask a grown up for help
- be encouraged to walk away from the computer and find a grown up to help if they feel worried or unsafe.
- stay online by being encouraged to not talk about themselves when using the internet.

More details can be found in our e-safety policy and a copy of our Acceptable Usage Rules are on display in the Schools and online. You are welcome to have a copy of these so please ask a member of staff. Further information and advice can also be found at

www.thinkuknow.co.uk



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Our Internet Rules

- We will only use the internet/apps together with a grown up.
- If we feel worried we will walk away from the computer and find a grown-up to help.
- We will try to stay safe by not talking about ourselves when we use the computer and find a grown up to help.
- We will try to stay safe by not talking about ourselves when we use the internet.
- We will always ask a grown up if we need help.



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Appendix I: Whistle Blowing

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1. Introduction

Foundations for Children Nursery Schools Federation wants all employees to be confident that their concerns will be taken seriously and that they will be protected from unfair treatment if they raise a concern.

The Federation is committed to the highest standards of openness, probity and accountability. It encourages an open dialogue between staff, management and governors to ensure concerns are resolved at the earliest opportunity.

It is important to the Federation that any wrongdoing within the Federation is reported and properly dealt with. The Federation recognises that employees are valuable eyes and ears within the school and therefore encourages all individuals with concerns to come forward and voice these.

If an individual has concerns about anything happening within the Federation school, they should read this policy. This policy sets out the way in which individuals may raise concerns and how they will be dealt with.

The Public Interest Disclosure Act 1998 protects workers who make 'protected disclosures' from dismissal or from being subject to a detriment.

2. Scope

This policy applies to all employees, workers, agency staff and contractors working for the Federation who wish to raise a concern.



3. Definitions

The term 'individual' used throughout this document means any Federation school employee, worker, agency staff, or contractor who is considering raising, or has raised, a concern.

The term 'Appropriate Person' used throughout this document means a person internal to the employer to whom concerns may be raised and through whom appropriate investigations and action will be taken. Those persons are described in 6.2.

A Protected Disclosure is one made in the public interest where the individual has a reasonable belief that:

- a criminal offence;
- a breach of legal obligation;
- a miscarriage of justice;
- an act creating risk to health and safety;
- an act causing damage to the environment; or

concealment of any of the above; is being, has been, or is likely to be, committed.

4. Responsibilities

The Chair of Governors has overall responsibility for:

- the maintenance and operation of this policy
- maintaining a record of concerns raised and the outcomes, and
- reporting as necessary to the Governing Body, and/or the Employer

All Federation school employees, workers, agency staff, contractors and governors have a responsibility to:

- properly adhere to this policy, and
- raise any concerns they have in accordance with this policy.



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5. Principles

If an individual is unsure whether or not to use this policy, or wants independent advice at any stage, they can contact Protect which is an independent charity. They can give free, confidential and practical advice at any stage on whether and how to raise a concern about danger or wrongdoing at work.

Protect:

Whistleblowing Advice line: 020 3117 2520

Complete and on-line form using this link [Contact Our Advisors](#)

Advice may also be sought from the Executive Headteacher, Chair of Governors, or the individual's Trade Union or Professional Association.

5.2 Safeguards to protect individuals from unfair treatment

The Federation encourages individuals to come forward with genuine concerns in the knowledge that they will be taken seriously. The Federation recognises that the decision to report a concern can be a difficult one to make.

No individual will be victimised, harassed, or treated unfairly for raising a genuine concern under this policy. This means that the continued employment and opportunities for future promotion or training of the worker will not be prejudiced because he/she has raised a genuine concern.

The Federation will not tolerate, and will treat as a disciplinary offence:

- any harassment or victimisation of an individual who has raised a concern under this policy, or
- any attempt to prevent an individual from raising a concern under this policy.

5.3 Confidentiality

Every effort will be made to protect the confidentiality of the individual raising the concern if that is their wish. However, it must be appreciated that the investigation process may



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reveal the source of the information, and statements made by the individual may be required as evidence. Information about the disclosure and the identity of the individual who has made the disclosure will only be shared with those who need to know for the purposes of investigating and resolving the matter.

5.4 Anonymous disclosures

The Federation encourages individuals to put their name to allegations made. Concerns expressed anonymously are much less powerful as the ability of the Federation to gather crucial information from that individual is not possible.

However, such complaints will be considered at the discretion of the Federation. In exercising this discretion, the factors to be taken account of will include:

- the seriousness of the issue raised,
- the credibility of the concern,
- the likelihood of being able to confirm that the allegation is from attributable sources, and
- the ability to trace the source of unfounded or malicious allegations.

5.5 Untrue allegations

If an allegation is made but is not confirmed/ upheld by the investigation, no action will be taken against the individual raising the concern and they will continue to have protection from unfair treatment.

5.6 Malicious allegations

If an individual makes an allegation which is found to be malicious, vexatious, or made for personal gain, this will be considered as a disciplinary offence, potentially amount to gross misconduct, and will be handled appropriately.



6. Procedure

6.1 When to raise a concern

Individuals are encouraged to raise their concerns at the earliest opportunity. The earlier concerns are expressed, the easier it is to take action and the more effective that action is likely to be.

6.2 Who to raise the concern with

Raising concerns with the Appropriate Person internally

The school encourages individuals to raise concerns internally with an Appropriate Person. The following are considered by the school to be Appropriate Persons:

- the Executive Headteacher
- the Chair of Governors, or
- a member of the Senior Leadership Team

If the employee does not feel able to raise the concerns internally, it is recommended that they take advice from Protect. The individual may then consider reporting the concern externally – see 6.6 below for more information.

6.3 How to raise a concern internally

Concerns should be raised in writing, where possible, setting out the background and history of the concern, giving as much information as possible including names, dates and places, and the reason the individual is concerned about the situation.

Individuals who do not feel able to put their concerns in writing can telephone or ask to meet with the Appropriate Person.

Individuals may ask their trade union to raise a Protected Disclosure on their behalf.

6.4 The school's approach when a concern is raised

Initial Steps

The action taken by the Federation will depend on the nature of the concern. The matters raised may, for example:



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- be investigated internally,
- be referred to the Police, or other appropriate body
- be referred to an External Auditor, or
- form the subject of an independent inquiry

Some concerns may be resolved by agreed action without the need for further investigation.

The Appropriate Person receiving the concern will determine:

- whether an investigation is appropriate, and, if so,
- what the scope of the investigation will be,
- who will undertake it,
- what third parties may need to be involved and
- what form the investigation should take. Concerns or allegations which fall within the scope of specific procedures (for example, child protection) will normally be referred for consideration under those procedures.

Within 14 calendar days of receiving the concern, the Appropriate Person will write to the individual who raised the concern (if known), and will:

- acknowledge the concern
- indicate how the matter will be dealt with,
- tell the individual whether further investigations will take place, and
 - if not, why not, or
 - if so, who is investigating and what the individual can expect to happen next,
- give an estimate of how long it is likely to take to provide a final response, and
- tell the individual about any relevant internal or external support mechanisms.

Internal Investigation

The investigator will conduct a proportionate investigation, taking any of the following steps, as appropriate to the circumstances:

- interviews of any potential witnesses, including the individual who has raised the concern,
- interviews of anyone accused of any wrongdoing,
- requests for written information or any other evidence from any relevant person,



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- reviews of any relevant documentation and evidence, and/or
- contact with any appropriate third party.

The amount of contact between the investigator considering the issue and the person who has raised the concern will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. Individuals should not expect a running commentary on the investigation and must be mindful that some matters may be confidential.

When any meeting is arranged with the individual, they will be given the right to be accompanied by a trade union or professional association representative or a work colleague who is not involved in the area of work to which the concern relates. Individuals may not be accompanied by an external person.

Records

The investigator will keep appropriate records of work and actions taken throughout an internal investigation.

Conclusion of the Investigation

The investigator will consider how best to report their findings and what (if any) corrective action they propose is taken. This may include some form of disciplinary action or third-party referral.

The Appropriate Person will review the investigator's reported findings and will determine what action will be taken.

The Federation accepts that individuals need to be assured that the matter has been properly addressed. Therefore, the Appropriate Person will provide them with a summary response to their disclosure, sharing an overview of what steps have been taken to investigate. Individuals should not expect to be given a copy of an investigator's findings. Outcomes and actions will only be shared if this is appropriate in the circumstances. Specifically, any disciplinary steps for other workers cannot be shared with the individual for confidentiality reasons.



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6.5 Where the individual continues to have serious concerns

This policy provides individuals with appropriate avenues to raise concerns, and the Federation hopes that individuals will be satisfied that the school has responded appropriately to those concerns.

However, if the individual has serious concerns after the Federation's internal procedures are complete, they should seek to resolve this with the Appropriate Person.

If the individual continues to have serious concerns, they are reminded they may take advice from Public Concern at Work who can provide independent advice about whether and how to raise concerns externally.

6.6 Raising concerns externally

If it is potentially a criminal matter individuals should raise it with the police.

The school expects individuals to have fully considered and exhausted all internal options under this policy before making an external disclosure.

There are a number of bodies which have been prescribed by the Secretary of State for the purpose of receiving disclosures; details of these bodies can be found at:

www.gov.uk/whistleblowing

Or:

[Whistleblowing: list of prescribed people and bodies - GOV.UK](#)

If making a disclosure to one of these prescribed bodies, the individual must:

- be making a Protected Disclosure (see Definitions)
- reasonably believe that the allegations of wrongdoing are substantially true, and
- ensure that they do not disclose confidential information which is unrelated to the issue being raised.



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Appendix J: Physical Contact

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1. Statement

We are committed to the best quality and highest standards of safeguarding for children. Our Policy should be read with regard to the following

- Safeguarding Policy
- Behaviour and Relationship Policy
- Inclusion Policy
- Health and Safety Policy
- Team Teach Guidance

We care for very young children and there will be times when staff are required to have close physical contact with a child. It is also important for the children to feel safe, secured and loved in their environment. We understand that children can react differently to physical contact and we respect this. Staff have received training in safeguarding and child protection.

Our staff are aware of sensitivities associated with any form of physical contact with children. This policy offers advice and guidance on physical contact other than the direct use of force. It was started for the first time in November 2007 by DCSF that, '*no school should have a policy of no physical contact*'. There are circumstances in which physical contact is necessary in order to meet the emotional, safety and care needs of our children. Research has established that physical contact is important in developing relationships, providing reassurance and neurological development. **The paramount consideration is welfare of the child.** This policy is intended to safeguard the welfare of the child and protect staff by describing the circumstances in which physical contact may be necessary, and how we can act safely and preserve the child's dignity.

There are 5 guiding principles;

- The welfare of the child comes first and takes precedence
- We comfort children who are in need of comfort
- We care for children who cannot care for themselves
- We hold children to keep them and others safe
- We endeavour to maintain dignity for children and staff



2. Aims and Objectives

- To ensure safeguarding of children is paramount at all times
- To create, maintain and monitor a physically and emotionally secure environment for children and adults
- To ensure that all physical touch is reasonable, proportionate and necessary
- To ensure that all children in distress receive appropriate comfort including physical touch if appropriate
- To ensure that any touch is conducted in view of at least one other member of staff and that staff are made aware of their own personal risk assessment when working with children
- To ensure any allegation or complaint is dealt with in line with our complaints policy, child protection policy and procedures, with due regard for the law and its processes
- To ensure children are aware of their rights to refuse the offer of touch as a physical response to distress and ensure staff use appropriate touch in line with the child's own wishes and feelings of security
- We wish to help children feel wanted and valued at all times in school

Many of our children either do not understand, or are still learning to understand the appropriateness of physical contact. Children look to us for approval and are testing out responses all the time.

It is often appropriate for children to be given some physical contact and comfort, but this must always be offered with the following caution;

- Always ensure there are other adults or children around
- Never show favour to individual children
- Cuddles are given where children are upset or ask for one. Staff members should always ask a child if they would like a cuddle
- Never kiss a child and do not encourage children to kiss adults other than their parents
- A child can sit on an adult's knee for a short time and for a specific reason such as following an injury or help them to settle. If a child may need to sit on a member of



staff's knee for longer term support, this must be written into the child's Care Plan and or agreed with parents in line with the child's needs

- Tickling is not appropriate. However, some children are supported using an intensive interactive approach which may include a significant amount of physical contact. This will be agreed with the parents and written in the child's Support Assisted Plan (SAP)
- Where children require help with changing or toileting, the dignity of the child must be maintained at all times and the health and safety policy followed. Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out
- Physical closeness is important to all children but particularly very young children and babies. It should always be the child who instigates any sort of physical contact such as cuddles

****Exceptions would be made in a physical intervention using only Team Teach approaches with trained staff.**

3. Children's response to touch

Staff must always be aware that all children interpret and react to touch in different ways. Some children are over-demonstrative and try to demand a great deal of affection and physical contact, whilst others shy away from or have a dislike of physical contact. We must never assume that a child will accept a touch that is meant as a friendly gesture.

There may be children in our care who have backgrounds where there has been inappropriate physical contact, or even emotional, physical or sexual abuse. These children will be confused about adult-child contact and will need very sensitive support and care. Wherever there is physical contact, this must be seriously considered.

Where children make impulsive emotional approaches such as *'I love you'*, never reject or let down, but always respond positively by such as, *'That must mean you like me a lot and I like you as well. I am especially pleased with you when you are a kind friend or play at nursery...'*



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If this type of approach becomes inappropriate or regular, seek advice from a senior member of staff.

4. Emergency Procedures for Physical Intervention

Teachers and practitioners have a 'duty of care' to all children. If a child is becoming a danger to him/herself or others, we cannot do nothing. Obviously our first line of approach will be verbal, using a variety of de-escalation techniques, interventions and instructions. Where these have not worked, there may be the need to intervene physically to stop someone putting themselves or others in danger. Examples of these could be;

- A child running towards a busy road
- An angry child about to hurt someone or themselves
- A child jumping/falling from a height

Where this might happen, the intervention must be using minimal force, and only enough to stop the incident. Regard must be made to the Education Act 1996 (Circular 10/98). The child(ren) must be made aware of what is going to happen if the situation does not stop.

If a child is injured e.g. falling from a climbing frame, from a bike, always get down to the child's level and offer care and support. When the child is ready help them walk. If you feel the child is unable to walk seek help from another member of staff.

If a child will not come down from a climbing frame, encourage them down. Wait until they exit the climbing frame and encourage them to walk taking their hand.

Only in exceptional circumstances should a child be lifted and, in those situations, you would make the child aware of what is happening. This should also be the case with very young children and babies. Communication with the child about what you are going to do and asking permissions, such as helping to wipe their nose, or changing a top. This supports the child's development and as well as developing personal identity and safety.

In an escalation or dangerous situation, reasonable, calm and considered response could be;



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- Blocking a child's path
- Holding, pushing or pulling away from the incident
- Leading by the arm
- Guiding the child away (Team Teach – two staff members holding the child under each arm/holding the wrist and lifting)

Such an incident must be reported fully in writing to the Deputy Head/Head Teacher at the first opportunity, preferably the same day and never more than 24 hours after the incident.

The record of the incident is to be logged on the Physical Contact sheet located in the child protection file and an incident slip is to be completed and signed by parents.



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Team Teach Guidance (for staff and parents)

The federation has a Physical Contact Policy which highlights clearly the aims and objectives for the schools. The policy makes reference to the 'Team Teach' approach. This guidance has been written to support both staff and parents.

Only staff trained in the pre-emptive and positive handling strategy techniques of Team Teach will use physical intervention techniques with children when necessary (see Appendix 1 for current list). However, there are some situations where those without training have the right to use a reasonable degree of force, namely;

- In an emergency, for example, if a child was in immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene
- Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so

Further details of the Team Teach approach can be found on the Team Teach website www.team-teach.co.uk this system is endorsed by the Local Authority.

The term positive handling includes a wide range of supportive strategies for managing children's challenging and or unwanted behaviour. The term 'physical restraint' is used when minimal force is used to overcome active resistance. The physical contact policy and this guidance supports children to reduce the risk to themselves, other children and adults.

Prior to any use of physical intervention staff should take effective action to reduce the risk by; Staff will, where possible, initially always;

- Employ de-escalation strategies and calming measures before positive handling intervention is used



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De-escalation strategies and calming measures may include the following

- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. touching the child's arm and leading him/her away from the danger, gently stroking the child's shoulder)
- Put distance between the child and others – move others to a safe place
- Calmly remove anything that could be used as a weapon, objects or furniture
- To prevent a child continuing to pose harm in a dangerous situation, advise others to leave, but remain with the child yourself
- Keep talking calmly to the child, explain what is happening and why, how it can stop and what will happen next
- Use first aid procedures in the event of injury or physical distress when safe to do so
- Showing care and concern by acknowledging unwanted behaviour and suggest alternative strategies using negotiation and reasoning appropriate to the child's age and developmental stage
- Using positive guidance to escort children to somewhere calmer and less pressured
- Ensure colleagues know what is happening and call for help if needed

Team Teach

The Team Teach approach is used when there is no realistic alternative. Staff are expected to conduct a risk assessment and choose the safest alternative. It is important to stress that this approach is an act of care and control, not punishment.

If it is decided that positive handling intervention is necessary then staff will;

- Issue a verbal warning of an intervention to intervene physically - see child's positive handling plan
- Try to summon additional support before intervening. Such support may simply be present as an observer, or may be ready to give additional physical support as necessary
- Aim for side by side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- Aim for no gap between the adult's and child's body, where they are side by side. This minimises the risk of impact and damage
- Aim to keep the adult's back as straight as possible



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- Beware in particular of head positioning to avoid head butts from the child
- Hold children by 'long' bones, i.e. avoid grasping at joints where pain and damage are most likely
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach
- Avoid lifting children
- Keep talking to the child (e.g. *'when you stop kicking me, I will release my hold'*). Unless it is judged that continuing communications is likely to make the situation worse - see positive handling plan
- Don't expect the child to apologise or show remorse as many young children do not understand the difference between accidental and deliberate hurt
- Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible
- In very extreme circumstances two members of staff might be necessary to ensure the safety of all involved

Supporting and Reviewing

It can be distressing to be involved in a positive handling intervention, whether as the person carrying out the intervention, the child being held or someone observing or hearing about what has happened.

After a positive handling intervention, support is given to the child so that they can understand why they were managed in this way – see positive handling plan. Where appropriate, staff may have the same sort of conversations with other children who observed what happened. In all cases, staff should wait until the child has calmed down enough to be able to talk productively and understand this conversation. If necessary, an independent member of staff will check for injury and provide appropriate first aid. Support will also be given to the adults who were involved, either actively or as observers. The adults will be given the chance to talk through what has happened with the most appropriate person from the staff team.

Recording

- All incidents of challenging and unwanted behaviour should be recorded
- All serious incidents or incidents involving restraint will be recorded on the appropriate form



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All incidents are brought to the attention of a member of the senior management team. The Head Teacher will ensure that each incident is reviewed and instigate further action if required.

All incidents of physical intervention are to be recorded on the 'Physical Contact' log which can be found at the back of the safeguarding shared concerns file.

Parents

Where there is a concern about a child, parents will be invited to meet and discuss and to contribute to a risk assessment and a Positive Handling Plan (Appendix 2). Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following any use of physical restraint.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.



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Appendix 1

Staff qualified to use Team Teach

Name of staff member	Course name	Date
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Dissemination of team teach training

Name of staff member	Date	Name of trainer
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Appendix 2

Risk Assessment

Date

Anticipated risk

Strategy to use

Effectiveness



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Positive Handling Plan – calming a dysregulated child

Child's Name:

Date of Birth:

Date plan started:

Date plan discontinued:

Effective strategies previously used

Strategies not recommended



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Physical techniques used effectively

Physical techniques used which proved ineffective or problematic



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Appendix 3

Physical contact log

Date of incident

Time of incident

Name(s) of staff of involved

Name(s) of children involved

Name(s) of other staff/children who were present



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Brief description of the incident

(Please be objective and factual, outlining how the incident began and progressed, details of the child's behaviour, what was said by each of the parties, steps taken to defuse/calm the situation, degree of contact used, how applied and for how long). Please continue on a separate sheet if necessary.

Reason that physical contact was necessary



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Child's response and outcome of the incident

Details of any injury suffered by the child, another child, or member of staff, or damage to any property

Notified SMT (*please name*):

Parents notified – agreed next steps: Date and outcome:

Please record within 24 hours of the incident occurring

Signed:

Dated:



Appendix K: Safer Recruitment

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1.Introduction

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Foundations for Children Nursery Schools Federation is committed to safeguarding and promoting the welfare of all children in its care. As an employer, the school expects all staff and volunteers to share this commitment.

2.Aims and Objectives

The aims of the Safer Recruitment policy are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

The aims of the School's recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- to ensure that all job applicants are considered equally and consistently
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age
- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education – March 2023 (KCSIE), the Prevent Duty Guidance for England and Wales 2023 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS);
- to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy. The School has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process should ensure the identification of the person best suited to the job at the school based on the applicant's abilities,



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qualification, experience and merit as measured against the job description and person specification.

The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance (including KCSIE 2024 and Prevent Duty Guidance) and Inspecting Safeguarding in the Early Years, Education and Skills, Ofsted 2015. If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant they must declare it as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision-making process. The school aims to operate this procedure consistently and thoroughly while obtaining, collating, analysing and evaluating information from and about applicants applying for job vacancies at the Nursery Schools.

3. Roles and Responsibilities

It is the responsibility of the governing body to:

- Ensure the school has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements
- Monitor the school's compliance with them
- It is the responsibility of the Head teacher, Bursar and other Managers involved in recruitment to:
- Ensure that the school operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school
- To monitor contractors' and agencies' compliance with this document
- Promote welfare of children and young people at every stage of the procedure
- The governing body has delegated responsibility to the Headteacher (teaching staff) and Bursar (support staff) to lead in all appointments. School governors may be involved in staff appointments but the final decision will rest with the Head teacher



4. Definition of Regulated Activity and Frequency

Any position undertaken at, or on behalf of the School will amount to "regulated activity" if it is carried out:

- frequently, meaning once a week or more; or
- satisfies the "period condition", meaning four times or more in a 30-day period; and
- provides the opportunity for contact with children

Roles which are carried out on an unpaid/voluntary basis will only amount to regulated activity if, in addition to the above, they are carried out on an unsupervised basis. The School is not permitted to check the Children's Barred List unless an individual will be engaging in "regulated activity". The School is required to carry out an enhanced DBS check for all staff, supply, volunteers, staff and governors who will be engaging in regulated activity. However, the School can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e. roles which would amount to regulated activity if carried out more frequently.

5. Recruitment and Selection Procedure

Advertising

To ensure equality of opportunity, the school will advertise all vacant posts to encourage as wide a field of applicant as possible, normally this entails an external advertisement. Any advertisement will make clear the school's commitment to safeguarding and promoting the welfare of children. All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act (DPA).

Application Forms

The Local Authority application form is used and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history). Applicants submitting an incomplete application form will not be shortlisted.



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The application form will include the applicant's declaration regarding convictions and working with children, and will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. CVs will not be accepted. It is unlawful for the School to employ anyone who is barred from working with children. It is a criminal offence for any person who is barred from working with children to apply for a position at the School. All applicants will be made aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and referral to the police and/or the DBS.

Job Descriptions and Person Specifications

A job description is a key document in the recruitment process, and must be finalised prior to taking any other steps in the process. It will clearly and accurately set out the duties and responsibilities of the job role. The person specification is of equal importance and informs the selection decision. It details the skills, experience, abilities and expertise that are required to do the job. The person specification will include a specific reference to suitability to work with children.

References

References for short-listed applicants will be sent for immediately after short-listing. All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School. One of the references must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. The referee should not be a relative. References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children.

Please note that no questions will be asked about health or medical fitness prior to any offer of employment being made.

Any discrepancies or anomalies will be followed up. Direct contact by phone will be undertaken with each referee to verify the reference. The School does not accept open references, testimonials or references from relatives.



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On-line Searches

In addition to references short-listed applicants will have an on-line search, including social media, carried out. This is to help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Short-listed applicants will be advised that online searches, including social media, may be done as part of due diligence checks.

Interviews

There will be a face-to-face interview wherever possible, and a minimum of two interviewers will see the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps which have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria (in line with Safer Recruitment Training).

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process, if it has been disclosed on the application form. At least one member of any interviewing panel will have undertaken safer recruitment training or refresher training as applicable.

All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications. Original documents will only be accepted and photocopies will be taken. Unsuccessful applicant documents will be destroyed 6 months after the recruitment programme.

6. Offer of Appointment and New Employee Process

In accordance with the recommendations set out in KCSIE and the requirements of the Education the School carries out a number of pre-employment checks in respect of all prospective employees.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:



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- the agreement of a mutually acceptable start date and the signing of a contract incorporating the School's standard terms and conditions of employment;
- verification of the applicant's identity (if not previously been verified);
- the receipt of two references (one of which must be from the applicant's most recent employer) which the School considers to be satisfactory;
- for positions which involve "teaching work":
- the School being satisfied that the applicant is not, and has never been, the subject of a sanction, restriction or prohibition issued by the Teaching Regulation Agency (formerly National College for Teaching and Leadership), or any predecessor or successor body, or by a regulator of the teaching profession in any other European Economic Area country which prevents the applicant working at the School or which, in the School's opinion, renders the applicant unsuitable to work at the School; and
- the School being satisfied that the applicant is not, and has never been, the subject of any proceedings before a professional conduct panel or equivalent body in the UK or any other country for any reason which prevents the applicant working at the School or which, in the School's opinion, renders the applicant unsuitable to work at the School;
- confirmation that the applicant is not named on the Children's Barred List;
- verification of the applicant's medical fitness for the role;
- verification of the applicant's right to work in the UK;
- any further checks which are necessary as a result of the applicant having lived or worked outside of the UK; and
- verification of professional qualifications which the School deems a requirement for the post, or which the applicant otherwise cites in support of their application (where not previously verified).

A personal file checklist will be used to track and audit paperwork obtained in accordance with Safer Recruitment Training. The checklist will be retained on personal files.

7.The Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 does not apply to positions which involve working with, or having access to children. Therefore, any convictions and cautions that would normally be considered 'SPENT' must be declared when applying for any position at Foundations for Children Nursery Schools Federation.



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8. DBS (Disclosure and Barring Service) Check (formerly known as CRB Disclosure)

The School applies for an enhanced disclosure from the DBS and a check of the Children's Barred List (now known as an Enhanced Check for Regulated Activity) in respect of all positions at the School which amount to "regulated activity" as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

The purpose of carrying out an Enhanced Check for Regulated Activity is to identify whether an applicant is barred from working with children by inclusion on the Children's Barred List and to obtain other relevant suitability information.

It is the School's policy that the DBS disclosure **must be** obtained before the commencement of employment of **any** new employee.

The School is required to carry out an enhanced DBS check for all staff, supply staff, volunteers and governors who will be engaging in regulated activity. However, the School can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e. roles which would amount to regulated activity if carried out more frequently.

Members of staff at Foundations for Children Nursery Schools Federation are aware of their obligation to inform the Bursar or the head teacher of any cautions or convictions that arise between these checks taking place.

DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence.

9. Secretary of State Prohibition Orders (Teaching & Management roles)

In all cases where an applicant is to undertake a teaching role of any kind, a Prohibition Order check will be made using the Employer Access Online Service. It is anticipated that this will be performed at offer stage. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.



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Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the National College for Teaching and Leadership (NCTL). Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so.

A person who is prohibited is unable to participate, as a governor on any governing body. A check for a section 128 direction will be carried out using the Teacher Services' system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

10. Proof of identity, Right to Work in the UK & Verification of Qualifications and/or professional status

All applicants invited to attend an interview at the school will be required to bring their identification documentation such as passport, birth certificate, driving licence etc. with them as proof of identity/eligibility to work in UK in accordance with the Immigration, Asylum and Nationality Act 2006 and DBS identity checking guidelines. The School does not discriminate on the grounds of age.

Where an applicant claims to have changed their name by deed poll or any other means (e.g. marriage, adoption, statutory declaration) they will be required to provide documentary evidence of the change.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification legally required for the position and claimed in their application form.

11. Medical Fitness

The School is legally required to verify the medical fitness of anyone to be appointed to a post at the School, after an offer of employment has been made but before the appointment can be confirmed.



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All applicants are requested to complete a medical questionnaire and where appropriate a doctor's medical report may be required. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence and considering reasonable adjustments.

12.Overseas checks

The School, in accordance with the UK Visas and Immigration (UKVI) will, if applicable, sponsor new foreign nationals (see Certificate of Sponsorship section).

In addition, applicants who have lived/travelled abroad for more than 3 months will need to obtain a criminal records check from the relevant country. The applicant will not be permitted to commence work until the overseas information has been received and is considered satisfactory by the School.

13.Induction Programme

All new employees will be given an induction programme which will clearly identify the school policies and procedures, including the Child Protection Policy, safeguarding training, the Code of Conduct, and KCSIE, and make clear the expectations which will govern how staff carry out their roles and responsibilities.

14.Single Centralised Register of Members of Staff

In addition to the various staff records kept in school and on individual personnel files, a single centralised record of recruitment and vetting checks is kept.



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This is kept up-to-date and retained by the School Business Manager or Bursar at each Nursery School. The Single Centralised Register will contain details of the following:-

- All employees who are employed to work at the schools;
- all employees who are employed as supply staff to the school whether employed directly or through an agency;
- all others who have been chosen by the school to work in regular contact with children. This will cover volunteers, governors, agency staff

A designated Governor will be responsible for auditing the Single Centralised Register and reporting his/her findings to the full Governing Body during the Summer Term meeting.

15. Record Retention/Data Protection

The School is legally required to undertake the above pre-employment checks. Therefore, if an applicant is successful in their application, the School will retain on their personnel file any relevant information provided as part of the application process. This will include copies of documents used to verify identity, right to work in the UK, medical fitness and qualifications. Medical information may be used to help the School to discharge its obligations as an employer, e.g. so that the School may consider reasonable adjustments if an employee suffers from a disability or to assist with any other workplace issue.

This documentation will be retained by the School for the duration of the successful applicant's employment with the School. All information retained on employees is kept centrally in the admin offices locked in secure cupboards.

The same policy applies to any suitability information obtained about volunteers involved with School activities.

Foundations for Children Nursery Schools Federation will retain all interview notes on all unsuccessful applicants for a period of 6 months, after which time the notes will be confidentially destroyed (i.e. shredded). The 6-month retention period is in accordance with the General Data Protection Regulations (GDPR).



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16.Ongoing Employment

Foundations for Children Nursery Schools Federation recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The school will therefore provide ongoing training and support for all staff, as identified through the Annual Review/appraisal procedure.

17.Contractors and agency staff

Contractors engaged by the School must complete the same checks for their employees that the School is required to complete for its staff. The School requires confirmation that these checks have been completed before employees of the Contractor can commence work at the School. DBS details are recorded on the SCR and a declaration form is completed to ensure all contractors and visitors have read and understood the safeguarding procedures for the school.

Agencies who supply staff to the School must also complete the pre-employment checks which the School would otherwise complete for its staff. Again, the School requires confirmation that these checks have been completed before an individual can commence work at the School.

The School will independently verify the identity of staff supplied by contractors or an agency in and will require the provision of the DBS number before contractors or agency staff can commence work at the School.

18.Visitors

The Prevent Duty Guidance requires the School to have clear protocols for ensuring that any visitors, whether invited by staff or by children, are suitable and appropriately supervised. The School is not permitted to obtain a DBS disclosure or Children's Barred List information on any visiting speaker who does not engage in regulated activity at the School or perform any other regular duties for or on behalf of the School.



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All visitors will be subject to the School's usual visitors signing in protocol Policy. This will include signing in and out at Reception, the wearing of a visitor's badge at all times and being escorted by a fully vetted member of staff between appointments. They will also be expected to sign the declaration form that they have read and understood the Schools Safeguarding procedures and Code of Conduct.

The School will also obtain such formal or informal background information about a visitor as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the School. In doing so, the School will always have regard to the Prevent Duty Guidance and the definition of "extremism" set out in KCSIE which states: *"the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces."*

In fulfilling its Prevent Duty obligations the School does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

19.Volunteers

The School will request an enhanced DBS disclosure and Children's Barred List information on all volunteers undertaking regulated activity with children at or on behalf of the School (the definition of regulated activity set out above will be applied to all volunteers). Under no circumstances will the School permit an unchecked volunteer to have unsupervised contact with children.

It is the School's policy that a new DBS certificate is required for volunteers who will engage in regulated activity but who have not been involved in any activities with the School for three consecutive months or more. Those volunteers who are likely to be involved in activities with the School on a regular basis may be required to sign up to the DBS update service as this permits the School to obtain up to date criminal records information without delay prior to each new activity in which a volunteer participates.



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In addition, the School will seek to obtain such further suitability information about a volunteer as it considers appropriate in the circumstances. This may include (but is not limited to the following):

- formal or informal information provided by staff, parents and other volunteers;
- character references from the volunteer's place of work or any other relevant source; and
- an informal safer recruitment interview.



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Appendix 1

Section 1 - Candidate employment details

Candidate full name	
Organisation employed by	
Organisation address	
Job title	
Main duties	
Dates employed	From to

Section 2 – Safeguarding information

The information in this section should provide facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold.¹ They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.



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Please confirm the candidate's reason for leaving your employment

☐ Resignation

☐ Dismissal

☐ Other

Would you re-employ the candidate at your organisation?

☐ Yes

☐ No

If no, please explain why

Are you aware of any allegations or concerns that have been raised (whether formal or informal) about the candidate that relate to any safeguarding issues?

☐ Yes

☐ No

If yes, please give details

[The information in this section should provide facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.]



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Are you aware of any safeguarding conduct or concerns regarding the candidate that have led to any referrals to the Disclosure and Barring Service (DBS)?

☐ Yes

☐ No

If yes, please give details

Please provide any further information that may help in assessing the candidate's suitability to work with children

Section 3 – Referee details and signature

Referee full name	
Referee job title	
Referee organisation name	
Referee contact details	
Reference completed by	☐ Current employer ☐ Training provider ☐ Education setting



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	☐ Other – please specify:
Signature	By signing on this page I confirm the information provided is a true and honest representation of the candidate named above.
Date	



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Appendix 2

Strictly Private and Confidential

To whom it may concern

Reference request for:

It is the Federations Policy to provide factual information only. I am pleased to confirm the following: