Newburn Manor Nursery School



Monkchester Road Nursery



Ashfield Nursery School

Newcastle Nursery Schools' Federation

Safeguarding and Child Protection Policy

September 2026

To be reviewed September 2027

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KEY SCHOOL CONTACT DETAILS	
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Designated safeguarding lead (DSL) and deputy designated safeguarding leads across Federation	Designated safeguarding leads Janet Howson and Frances Burtle – Acting Headteachers Monkchester 0191 265 4579 Ashfield 0191 273 5587 Newburn 0191 277 4180 **Monkchester Tel- 0191 265 4579** Name Maria Conner Title / role in school -Assistant Head of school Email: maria.conner@monkchesterroad.newcastle.sch.uk Name Sandra Terry Title / role in school: Play group Manager Email: Sandra.terry@monkchesterroad.newcastle.sch.uk Name Louise Grant Title/role in school – School Business Manager Email admin@monkchesterroad.newcastle.sch.uk **Ashfield Tel 0191 273 5587** Name: Holly Porter Title / role in school – Teacher Email:admin@ashfield.newcastle.sch.uk Name: Gemma Watson 2 year old lead, Ashfield Email: admin@ashfield.newcastle.sch.uk **Newburn 0191 277 4180** Caroline Barnard Title / role in school- Teacher, Newburn caroline.barnard@newburnmanor-nur.newcastle.sch.uk

	Samantha Walton Title – Finance and Admin, Newburn admin@newburnmanor-nur.newcastle.sch.uk
Governors/Trustees – for safeguarding	**Chair of governors** Name: Darren Kidger Telephone: Please call school direct for a number Email: Darren.kidger@newcastle.gov.uk
	Link safeguarding governor Name Julie Foggin Telephone: Please call school direct for a number Email: Julie.foggin@newcastle.gov.uk

KEY EXTERNAL CONTACT DETAILS	
Local authority designated officer (LADO)	Name: Melanie Scott Tel: 0191 2774636 Email: melanie.scott@newcastle.gov.uk
Children's social care	Initial Response Service (Children's Social Care) – 0191 2772500 Emergency Duty Team – 0191 278 7878 Police – 101 (in an emergency always dial 999) NSPCC Helpline – 0808 800 5000
Multi-agency safeguarding hub	Initial Response Service (Children's Social Care) – 0191 2772500 Emergency Duty Team – 0191 2787878
Police/law and order	Emergency: 999 Non-emergency: 101 Prevent team - Tel : 101 Email: specialbranch@northumbria.pnn.police.uk Prevent - please refer to local safeguarding partnership arrangements prevent@yourlocalauthority.gov.uk. Anti-Terrorist Hotline on 0800 789 321
NSPCC whistleblowing helpline (Mon-Fri 8am-8pm)	Address: Weston House, 42 Curtain Road, London EC2A 3NH Helpline: 0800 028 0285
Disclosure and barring service (DBS)	Address: PO Box 3961, Royal Wootton Bassett, SN4 4HF customerservices@dbs.gov

	Tel: 03000 200 190
Teacher regulation agency (TRA)	Address: Cheylesmore House, 5 Quinton Rd, Coventry CV1 2WT misconduct.teacher@education.gov.uk Tel. Teacher misconduct: 0207 593 5393
OFSTED	whistleblowing@ofsted.gov.uk Whistleblowing hotline: 0300 1233 155 (8am -6pm Mon-Fri)
Independent Schools Inspectorate	concerns@isi.net Tel: 0207 6000 100

This is a Core Model Safeguarding Policy that forms part of the induction for all staff, students and volunteers. It is a requirement that all members of staff, students and volunteers have access to this policy and sign a declaration to say that they have read, understood its contents and agree to follow.

Purpose and Aims

The Early years foundation stage (EYFS) statutory framework - GOV.UK 2026, sets out the standards for learning development, assessment and the safeguarding and welfare requirements which all Early Year's providers must meet in order to ensure the children in their care learn and develop well and are kept healthy and safe.

To meet this requirement, we will ensure that all our staff are trained to understand the setting's safeguarding policy and procedures and that they have up to date knowledge of safeguarding issues which will enable them to identify the signs and symptoms of possible abuse.

This policy applies to all staff, including paid staff, governors, volunteers, sessional workers, agency staff, one-off visitors, students or anyone working on behalf of the setting.

The aim of our safeguarding policy at Newcastle Nursery Schools' Federation is to provide all staff (including agency/temporary workers) governors, visitors, volunteers, with a framework which will support them to safeguard and promote the welfare of all children in the setting.

New staff, volunteers, including long term supply staff, will receive a safeguarding induction on the following:

- the setting's child protection and safeguarding policy
- the setting's staff code of conduct
- the identity and role of the DSL and all Deputy DSLs
- the setting's policy on managing children's behaviour
- the setting's safeguarding response to children who are absent and stop attending the setting without notice.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as

- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework
- Providing help and support to meet the needs of children as soon as problems emerge

Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

NB Children includes everyone up to the age of 18 years of age

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

POLICY STATEMENT

Safeguarding and promoting the welfare of children is of paramount importance and is everyone's responsibility.

It is the responsibility of *every* member of staff, volunteer and regular visitor to our setting to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this setting. This includes the responsibility to provide a safe environment in which children can learn and promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed.

We recognise that staff at our setting play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

Our setting will establish and maintain an ethos where children feel secure, have a sense of belonging, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff in our setting if they are worried or concerned about something.

All staff will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know that an adult will have to share and follow procedures with any information they have chosen to disclose.

Throughout our curriculum we will provide age appropriate activities and opportunities for children to develop the skills they need to identify risks and stay safe, including online. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2026) and local multi-agency safeguarding partner procedures.

This policy is reviewed and updated annually (as a minimum) and is available on the settings website or from the office.

This policy applies to all staff, children, parents, governors, volunteers and visitors.

Setting Specific Safeguarding policies

At Newcastle Nursery Schools' Federation we recognise that safeguarding children is not just about protecting children from deliberate harm, but also includes things such as child safety, anti-bullying, racial abuse harassment, visits out into the community, personal care, use of mobile phones, internet safety, first aid etc. In consideration of this the safeguarding policy should be read in conjunction with our settings specific policies, procedures and other protocol:

- Behaviour Policy and Principles.
- Physical Restraint and Positive Handling
- Anti-bullying
- Data protection and Confidentiality policy
- Attendance
- Online safety policy
- Mobile Phone and technology Policy
- Acceptable Use Policy
- Health and Safety
- Equality policy
- Lost child & non collection
- Managing Medicines
- Lock down policy
- SEND policy
- Paediatric First Aid
- Whistle Blowing
- Managing low level concerns
- Information Sharing
- Complaints and Concerns procedure
- Safer sleep policy
- Smoking & Vaping policy
- Safer eating policy

- Code of conduct
- Risk assessments

Legislative & Guidance Framework

Under Section 11 of the Children Act 2004, all maintained nursery schools are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under Section 40 of the Childcare Act 2006, maintained nursery schools, must comply with the welfare requirements of the Early Years Foundation Stage.

This Safeguarding policy and procedure has been developed in accordance with the principles established by the Children Act 1989; and is in line with the following statutory and departmental guidance:

- Statutory framework for the Early Years Foundation Stage – setting the standards for learning, development and care for children from birth to five (September 2026). Section 3 – The safeguarding and welfare requirements Early years foundation stage (EYFS) statutory framework – GOV.UK (www.gov.uk)
- Working Together to Safeguard Children 2026 Working together to safeguard children – GOV.UK (www.gov.uk)
- What To Do If You Are Worried A Child Is Being Abused – Advice for Practitioners 2015 Child abuse concerns: guide for practitioners – GOV.UK (www.gov.uk)
- Inspecting safeguarding in early years, education and skills settings Inspecting safeguarding in early years, education and skills – GOV.UK (www.gov.uk)
- The Education Inspection Framework (EIF) Education inspection framework – GOV.UK (www.gov.uk)
- Early Years Inspection Toolkit, operating guide 2026 Early years inspection: toolkit, operating guide and information - GOV.UK
- Keeping Children Safe in Education 2026 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Prevent Duty guidance for England and Wales 2024 Prevent duty guidance – GOV.UK (www.gov.uk)
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers 2019 Safeguarding children and protecting professionals in early years settings: online safety considerations for managers – GOV.UK (www.gov.uk)
- "Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers" 2024 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Statutory guidance SEND code of practice: 0 to 25 years https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://www.lullabytrust.org.uk/baby-safety/safer-sleep-information/
- https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep
- https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

Responsibility of governing bodies

The overall responsibility for the compliance with statutory safeguarding requirements lies collectively with the Governing Body. In such case Julie Foggin is nominated as having the lead responsibility for safeguarding. The governing body are responsible for ensuring that there is appropriate challenge, up to date policies and

procedures are in place for action to be taken in a timely manner to safeguard and promote the welfare of the children.

ThGoverning body will ensure all staff undergo safeguarding and child protection training including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction.

Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors,

including economic and social circumstances and ethnicity, which can impact children and families' lives.

Working Together to Safeguard Children 2026

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Further information about the different kinds of abuse can be found in the appendices.

At Newcastle Nursery Schools' Federation, we acknowledge staff are in a unique position to observe any changes in a child's behaviour or appearance which could alert us to safeguarding concerns about their well-being. This is especially important in children who are unable to communicate through spoken language e.g. very young children and children with SEND.

We are therefore guided by the following key principles:

- All children have the right to be safe and should be protected from all forms of abuse and neglect.
- All staff will reassure victims of abuse that they are being taken seriously and will be supported.

- Staff will ensure that children and/or young people are never made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- Safeguarding children is *everyone's responsibility.*
- It is better to help children as early as possible before issues escalate and become more damaging.
- Children and families are best supported and protected when there is a coordinated response from all agencies involved.

As part of our ongoing commitment to safeguarding children we will ensure that this policy is readily available for staff, external professionals, parents/carers, volunteers, governors, to access via our website. Where English is not the parent's first language, support and consideration will be given to access the information.

We will ensure all staff are supported to read, understand, and put the policy into practice. This will include our responsibilities in relation to the EYFS. For staff where English is not their first language, our policies will be made available in additional formats to ensure all staff are fully aware of their safeguarding responsibilities.

We will ensure staff access safeguarding and child protection training annually and receive support and supervision.

Obligatory practice for ALL staff

At Newcastle Nursery Schools' Federation we recognise that we as individuals:

- Are responsible for safeguarding
- Must be able to identify the signs and symptoms of abuse
- Must be able to identify concerns (Early/Family Help/Child in Need/Child Protection/Allegations Against staff)
- Are aware that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
- Understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour, and positive mental health
- Understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour, and education
- Understand that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments
- Must be familiar with internal reporting procedures and processes (reporting safeguarding concerns to DSLs immediately)
- Must refer concerns to Children's Social Care in the absence of Designated Safeguarding Leads (DSL)
- Must ensure that all safeguarding concerns are shared promptly with DSLs
- Must be able to challenge professional safeguarding decisions internally/externally with other agencies
- Must refer/escalate a case if we disagree with the DSL not to refer, with respect and transparency
- Must be able to whistle blow when required
- We are also aware as individuals regardless of where we work within our setting that we are responsible for reading and reviewing the safeguarding policies of Newcastle Nursery Schools'Federation.

Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require universal services and community based early help or the targeted early help level of Family Help.
This could include:

- Any child with additional needs including children with Special Educational Needs/Disabled children (SEND)
- Children facing housing issues such as temporary accommodation, frequent moves and homelessness
- Those living in families with chaotic lifestyles
- Families or children with increased stress, parental mental ill health and/or drug and alcohol misuse
- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care
- Asylum seekers/refugees
- Those vulnerable to discrimination on the basis of a protected characteristic
- Children living in households with domestic abuse
- Children at risk of so called 'honour'-based abuse including FGM and forced marriage
- Children with communication difficulties
- Children without adequate parenting/supervision which could lead to abuse, risk-related behaviour and exploitation.
- Children at risk of being radicalised into terrorism

A child who is:

- Showing signs of being drawn into anti-social and/or criminal behaviour/involved in gangs
- Frequently missing from school
- At risk of being radicalised
- At risk of being exploited (criminal/sexual)
- Showing signs of neglect and abuse
- At risk of modern slavery/trafficking

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

Staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination and the impact this may have. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered, reported and recorded within safeguarding practice where appropriate.

Staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

Community based Early Help assessment

Staff will be alert to the need of supporting pupils through universal services and community based early help and the targeted early help level of Family Help if required. This will occur as soon as a problem emerges at any

point in a child's life. If an early help assessment is appropriate, the DSL (or deputy) 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 and, in some cases, where education is the fundamental factor, act as the lead practitioner.

Early help assessments should be kept under review and referred to children's social care for assessment if the child's situation does not appear to be improving or is getting worse.

The DSL will follow the assessment process for the child's residing local authority to ensure provision of family help and children's social care services. This will include following local criteria for action and local authority children's social care referral arrangements.

Statutory children's social care assessments and services

Concerns about a child's welfare will be referred to the local authority children's social care by the DSL. **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately.**
Referrals will follow the local authority referral process.

The DSL should be aware of the requirement for children to have an appropriate adult while a child is being questioned by the police. The appropriate adult will "support, advise and assist" the young person, and also "observe whether police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform the officer of the rank of inspector or above if they consider that they are not". Further information can be found in the statutory guidance – PACE Code C 2023.

Where a child in our setting has a Child in Need plan or a Child Protection plan, the school will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need/Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parents before the conference as appropriate. In order to complete such reports, all relevant information will be sought from staff working with the child in our setting. All staff should be prepared to contribute to the report writing process.

Designated Safeguarding Lead (DSL)
The role of the DSL and deputy DSL will be made explicit in both post holders' job descriptions. The Governors if applicable, with Lead responsibility for Safeguarding will ensure that both persons appointed as DSL and Deputy DSL are trained to the same standard. Both the DSL and Deputy DSL will be given the appropriate authority, time, funding, training, resources, and support to provide advice and support to other staff on child protection concerns.

At Newcastle Nursery Schools' Federation the Designated Safeguarding Lead (DSL) who has a specific operational responsibility for implementing the organisation's safeguarding and child protection policies and procedures and if this person is unavailable, to ensure safeguarding matters are dealt with promptly our Deputy DSL will be available to cover the DSL duties.

To safeguard children our Designated Safeguarding Lead and our Deputy DSL(s)will undertake formal DSL training every year. This will equip and provide them both with the knowledge and skills required to carry out the role of the DSL and support staff. In addition, the DSL and the Deputy DSL (s)where possible will attend meetings to enhance their skills and knowledge in relation to the role.

The names of the DSLs will be clearly advertised on the setting's notice board along with a statement explaining the settings procedure "if a child is at risk of harm".

We will encourage any member of staff to contact and/or make a referral to Children's Social Care if they are concerned about a child, if their DSL does not share their views.

Working in partnership with partners and parents

We will work in partnership with all agencies i.e., Local Authority Safeguarding Partners, Local Authority Designated Officer (LADO) service, Early/Family Help, Multi-Agency Safeguarding Hub (MASH), Social Care, Health and the Police to ensure the children's safety and welfare is always paramount.

We will ensure that we provide as much information as possible as part of the referral process.

We will co-operate with the Local Authority Children Services in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

We will consistently monitor all children with concerns, whether a referral has been made or not.

We will also seek to establish effective working relationships with both parents, carers and other colleagues so that we can develop and provide activities and opportunities that will enable and equip the children in our care with the necessary skills that they will need to develop protective behaviours and life skills to keep themselves safe from harm.

As part of our partnership working, we will make available information to parents and carers with regards to the following:

- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children – including information regarding allergens and intolerances
- details of all our safeguarding policies and procedures
- toileting and privacy
- attendance procedures
- safe sleeping arrangements
- procedures to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency
- dangerous dogs

Staffing and Safer Recruitment

We are an equal opportunity employer and are committed to using non-discriminatory procedures in our recruitment process, to ensure all candidates who apply for employment at Newcastle Nursery Schools' Federation are treated fairly and that we recruit people who are suitable to fulfil the requirement of their role.

Staff and Volunteer Safety

- All staff and volunteers undergo appropriate background checks and are recruited in accordance with the setting's Safer Recruitment Policy. Individuals requiring an enhanced DBS check must not commence employment or volunteering until a satisfactory enhanced DBS disclosure has been received.
- Volunteers undertaking regulated activity will be subject to enhanced DBS and barred list checks in accordance with statutory requirements. Any volunteer who teaches, trains, instructs, or supervises children on more than three days in a month, or overnight, is now engaged in regulated activity, even with a staff member supervising.
- We will ensure that there is an enhanced criminal records and barred list check for every person aged 16+, including all volunteers who work directly with children or live/work on the premises, not just unsupervised volunteers or those providing personal care prior to them start work
- Staff must disclose any information which may affect their suitability to work with children, including relevant convictions, cautions, court orders, arrests, charges, investigations or other circumstances that may impact on their suitability

To recruit we pay regards to the Keeping children safe in education statutory guidance and the Early years foundation stage (EYFS) statutory framework – GOV.UK (www.gov.uk) and DBS checks for childminders and childcare workers - GOV.UK

To prevent unsuitable people working with children in our setting we have put in place a robust Safer Recruitment procedure.

All individuals working in any capacity at Newcastle Nursery Schools' Federation will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and Early Years Foundation Stage statutory framework. We will ensure that agencies and third parties who supply staff (temporary) to us provide us with written verification that they have made the appropriate level of safeguarding checks in respect of the individuals, prior to them engaging in working in our setting. We will also ensure that any agency worker presenting for work is confirmed as the same person for whom the relevant checks have been made. We will also ensure that supply staff have engaged in recent safeguarding training at the appropriate level.

In recruiting staff, to safeguard and promote the welfare of children effectively, we will ensure that every job description and person specification contains a clear statement about the safeguarding responsibilities of the post holder.

To recruit staff, we will ensure that at least one member of every interview panel has completed safer recruitment training and:

- All candidates will be subjected to qualification and identity checks
- An enhanced DBS certificate which includes barred list information check will be undertaken for all candidates
- All records will be kept which relate to the employment of staff and volunteers, thus demonstrating that checks have been undertaken, including the date and number of the enhanced child barring DBS and are held on our secure single central record.
- We will obtain a minimum of at least two references for all potential new staff and volunteers before they are recruited.

- We will not accept indirect references e.g. to whom it may concern
- We will not rely on applicants to obtain their reference
- We will ensure any references are from the applicant's current employer, training provider or educational setting and have been completed by a senior person with appropriate authority
- We will not accept references from a family member
- We will obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- We will secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children)
- If the applicant has never worked with children, for example they may be a student or apprentice then we will ensure a reference is from their current employer, training provider or educational setting
- We will ensure electronic references originate from a legitimate source
- We will contact referees to clarify content where information is vague or insufficient information is provided
- We will compare the information on the application form with that in the reference and take up any discrepancies with the applicant
- We will establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed
- All new staff are required to produce documentation that confirms they have the right to work in the UK
- All staff and or volunteers will be fully inducted into the setting with regards to understanding the safeguarding policy and procedures of the setting and will be trained to identify signs and symptoms of possible abuse.
- We will inform shortlisted candidates that online searches will be done as part of due diligence checks
- We will keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in their personnel file

Reference Requests

We will provide references for previous employees upon request in a timely manner. When asked to provide references we will ensure that the information confirms whether we are satisfied with the applicant's suitability to work with children and will provide evidence to support this using factual information. We will also provide any information in relation to substantiated safeguarding concerns/allegations that meet the harm threshold. We will not include any information about concerns/allegations which are unsubstantiated, unfounded, false or malicious.

All Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children-whether received before, at the point of recruitment or during employment with the setting.

For staff including volunteers who work in our childcare provision or who are directly concerned with the management of such provision (trustees, management committee members), we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. **Where we contract services or activities via an external body, we will ensure that appropriate safeguarding policies and procedures are in place**.

Qualifications

All early year's practitioners hold a full and relevant qualification at level 2 or above. All teachers including the head teacher hold qualified teacher status.

The ratio requirements below apply to the total number of staff available to work directly with children exceptionally, and where the quality of care and safety and security of children is maintained, we may make some changes to the ratios.

For children aged two:
• There must be at least one member of staff for every five children.

• At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

• At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over in registered early years provision, at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children:
• There must be at least one member of staff for every 13 children.

• At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status is not working directly with children:
• There must be at least one member of staff for every eight children.

• At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

• At least half of all other staff must hold an approved level 2 qualification.

Staff, volunteers, student induction, training & development

The DSL will ensure that all new members of staff, volunteers and students are given an induction into the setting that will include the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the behaviour policy of the setting
- Issue and explain the staff code of conduct
- Issue and explain the whistle blowing/low level concern policy
- Explain the importance of record keeping and the system used to record information
- Explain the role of the DSL and share the identities of the DSL and all DDSLs
- Child protection and safeguarding training (including online safety) (within 1 month of starting)
- All new members of staff, volunteers and students are expected to read the above-mentioned documents and to sign to say they have read, understood and agree to follow.

Safeguarding training

We will ensure that all practitioners are trained in line with the criteria set out in Annex C. We will ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. All staff will read What to do if you're worried a child is being abused: Advice for practitioners.

The DSL will provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required. The DSL will attend a training course consistent with the criteria set out in Annex C. This training will be renewed every year.

We will keep a record of training for each member of staff.

Training and skills

We will ensure that practitioners know how to plan for, and what to do to support children's learning, development, safety, and happiness in settings. We will ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. We will support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Staff code of conduct

All staff, volunteers and students are responsible for safeguarding and promoting the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with the children. These adults who work with children are responsible for their own actions and behaviour and should avoid any type of conduct which would lead any reasonable person to question their motivation and intentions.

As an organisation we will ensure that all concerns about adults working at our setting are dealt with promptly and appropriately. This will include responding to low level concerns which do not meet the harm threshold as set out in this policy in the section below - managing allegations.

A 'Low level concern' is defined in Keeping Children Safe in Education (KCSIE) as a concern that causes '*unease or nagging doubt- that an adult working in or on behalf of the '*setting*' that may have acted in a way that:*

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

At Newcastle Nursery Schools' Federation all staff will work and be seen to work, in an open and transparent way. We will ensure that this professional standard is applied to all children and families regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

At Newcastle Nursery Schools' Federation our staff will: -

- Be approachable and friendly, while still being objective and professional and not blurring relationship boundaries.
- Offer advice and support to parents/carers in a respectful way, including initiating possibly difficult discussions, directing parents to other relevant services and making appropriate referrals.
- Share the safeguarding policy with parents/carers and how the information will be shared with professionals.
- Focus on the care and development of each individual child, not making comparisons with other children or breaching confidentiality.

The use of reasonable force

There are limited circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up an altercation or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. Advice on how to make this assessment is provided in the Restrictive interventions, including use of reasonable force in school's guidance.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, staff should, in considering the risks carefully, recognise the additional vulnerability of these groups.

See Physical Restraint and Positive Handling Policy.

Staff taking medication/other substances

Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners will only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

Smoking and vaping

We will not allow smoking or vaping in or on the premises at any time.

Mobile phones, Smart watches/glasses, Photography and technology in the nursery

We acknowledge that many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances will staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting. The setting has its own devices which can be used for the above, for

example cameras, mobile phones, tablets and the arrangements for the use of these by both staff, parents and visitors. Whilst images are regularly used for very positive purposes, adults are aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Staff will remain sensitive to any pupil who appears uncomfortable and recognise the potential for misinterpretation.

Making and using images of children requires parents/carer's written consent. Images will not be displayed on websites, in publications or in a public place without such written consent. Children will not be pressured into having their photograph taken if they are refusing.

For the protection of children, staff will:

▪ adhere to their establishment's policy

▪ only publish images of pupils where they and their parent/carer have given explicit written consent to do so

• only take images where the child is happy for them to do so

▪ only retain images when there is a clear and agreed purpose for doing so

▪ store images in an appropriate secure place in the setting

▪ ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose

▪ be able to justify images of children in their possession

▪ avoid making images in one to one situations

This means that staff should not:

▪ take images of children for their personal use

▪ display or distribute images of children unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)

▪ take images of children using personal equipment

▪ take images of children in a state of undress or semi-undress

▪ take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care

▪ make audio recordings of a child's disclosure

▪ take images of children which could be considered as indecent or sexual © Safer Recruitment Consortium 2022 24 when using images for publicity purposes that the following guidance should be followed:

• if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)

• if the child is named, avoid using their image

• the setting will establish whether the image will be retained for further use, where and for how long images will be securely stored and used only by those authorised to do

Allegations against staff, volunteers and supply staff

Should an allegation be made that an adult in a position of trust within our setting (member of staff, supply staff or volunteer) 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.

(Keeping Children Safe in Education - KCSIE)

Any/all of the above concerns will be brought to the immediate attention of the DSL. The DSL will discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, with a view to the LADO making an evaluation and giving guidance. This may result in a strategy discussion depending on the nature of the allegation being made.

In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Chair of Governors. The Governors will discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, with a view to the LADO making an evaluation and giving guidance. This may result in a strategy discussion depending on the nature of the allegation being made.

Should the allegation be made against a supply member of staff, in line with Keeping Children Safe in Education we will in all circumstances, seek advice/guidance from the LADO and the relevant Human Resources representative(s) around the threshold for suspension of the employee, and advise the employing agency a LADO referral has been made.

Should there be any conduct issues with an agency member of staff, which may not reach the threshold for safeguarding, we will contact the employing agency.

Along with this the agency for the supply worker will be fully involved and expected to co-operate in any enquiries made by the LADO, police and/or children's social services. We as a setting, where directed to do so by the LADO, police and/or children's social services, will support any safeguarding investigation by collecting the facts when an allegation is made.

In all cases, any allegation made will be referred to the LADO immediately and followed up in writing within 1 working day. As part of the allegation management process the DSL will consider the safeguarding arrangements for the child to ensure they are safeguarded from the alleged abuser, together with:

- Contact the parents or carers of the child if advised to do so by the LADO
- Consider the rights of the staff member for a fair and equal process of investigation
- Inform Ofsted of allegation within 14 days of the allegation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary

- Ensure any decision made in any strategy meeting is acted upon.

NB All early years' providers must report to Ofsted of "any significant" event which is likely to affect the suitability of the early year's provider or any person who cares for, or is in regular contact with children/on the premises to look after children.

https://www.gov.uk/guidance/childcare-significant-events-to-notify-ofsted-about#examples-of-significant-events

Dealing with Allegations/concerns that do not meet the Threshold-Low Level Concerns

A low-level concern is any concern that an adult has acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

• does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include staff/volunteers:

• being over friendly with children

• having favourites

• taking photographs of children on their mobile phone

• engaging with a child one-to-one in a secluded area or behind a closed door

• using inappropriate sexualized, intimidating, or offensive language

In the event of a 'low level concern' the DSL will gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the DSL determines that the harm test has not been met the DSL will ensure that there is a clear record of the incident.

A record of any actions taken (including whether any HR advice had been sought and actioned) to address the concern raised will be kept confidential, stored securely and comply with the Data Protection Act and the UK GDPR.

We will adhere to the records, retention and storage guidelines when recording information in relation to staff concerns.

Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Raising a concern is known as "blowing the whistle" and is a vital process for identifying risks to people's safety. Sharing information or talking through a concern can be the first step to helping an organisation identify problems and improve their practices.

The wrongdoing you disclose must be in the best interests of our families, children, staff and users of the setting.

Remember as a whistle blower you are protected by law. As a result of whistle blowing, you should not be treated unfairly or lose your job because you have 'blown the whistle'.

Adapted from the NSPCC https://www.nspcc.org.uk

You can raise your concern at any time about a current incident or in relation to something that happened in the past or you believe will happen in the near future. All staff at Newcastle Nursery Schools' Federation are aware that they have a duty to raise concerns about the attitude or actions of colleagues via the settings whistleblowing and complaints policies and that they have a right to seek appropriate advice from the following.

Ofsted telephone number call our whistleblowing hotline on 0300 1233155 (8am to 6pm, Monday to Friday) email whistleblowing@ofsted.gov.uk write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

NSPCC Contact the Whistleblowing Advice Line
Call 0800 028 0285 or Email help@nspcc.org.uk

For further information on whistleblowing visit Whistleblowing for employees: What is a whistleblower - GOV.UK

DBS Referrals

We as an employer of practitioners and volunteers in regulated activity will make a referral to the DBS when the conditions for doing so have been met.

We have a legal duty to refer any person engaged to work in regulated activity at Newcastle Nursery Schools' Federation where an allegation has been substantiated, irrespective of whether another body has made a referral to the DBS in relation to the same person; we acknowledge that failure to do so is an offence.

A DBS referral can and will take place at any time during the Allegations/Disciplinary process and will take place at the earliest stage possible. Circumstances may arise in which we consider that we should make a referral in the best interests of safeguarding children or vulnerable adults even if we have not removed the person from working in regulated activity; this could include acting on the advice of the police or a safeguarding professional, or in situations where we don't have enough evidence to dismiss or remove a person from working with vulnerable groups. Making DBS referrals where the referral conditions are not met, will be done in consideration of relevant employment and data protection laws.

When employing supply staff, both Newcastle Nursery Schools' Federation and the agency have a responsibility to refer as above. If an allegation is made against the DSL of our setting, the matter should be brought to the attention of the Deputy DSL or the chair of governors.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Further information and guidance on making DBS referrals can be found on the link below:
https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#should-i-make-a-referral-when-an-allegation-is-first-made-or-when-i-temporarily-suspend-someone

Key Person system

At Newcastle Nursery Schools' Federation we acknowledge the contribution to safeguarding the Key Person role can make, in ensuring that all children in the setting feel safe, secure and assured that they will be listened to, and appropriate action taken should they feel or become unsafe. To ensure this, every child at the setting will be allocated a key person on joining the setting.

The setting will make every attempt to deploy the Key Persons so that they are with their Key children as much as possible.

The head teacher of the setting will ensure that all staff are effectively deployed throughout the day to meet the statutory requirements of the Statutory Framework for the Early Year's Foundation Stage and meet the needs of all children and ensure their safety.

Should there be times that we become short of staff, first we will rearrange the grouping of the children with a view to seeing if we can still safely meet the children's needs and the minimum ratios. Where this is not possible, we will enlist the services of vetted childcare agency staff. In doing so we will ensure that all agency staff prior to working with the children will be inducted into the settings policies and procedures and that they will work closely with another senior member of staff to provide consistent care for the children

Supervision of staff

To ensure staff are supported and developed to effectively carry out their role in protecting and safeguarding children in their care the settings practice is led by the head teacher. This practitioner has the responsibility for ensuring that procedures are in place for all staff to receive regular formal supervision, (termly) that will provide staff with an opportunity to review their performance, practice and development in working with the children and their families.

The supervision staff access will provide a safe platform for information to be exchanged and opportunities to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- discuss any personal issues that may affect the role
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness
- identify suitable training

EYFS, - Regular support, advice, training and supervision for the head teacher will be provided by *the chair of governors.*

Paediatric First Aid

We will ensure that at least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A EYFS. PFA training will be renewed every three years and be relevant for people caring for young children and babies. We will take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

The criteria for effective Paediatric First Aid (PFA) training can be found in the statutory framework for the early years foundation stage.

- Early years choking hazards poster and table – Foundation Years.
- Preparing food safely for young children (video) - Early Start Nutrition

Medicines

Within the setting and as part of our day to day practice we promote good health, including the oral health, of the children.

We have policy, and procedures, for administering medicines to children. It includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date.

Staff receive training if the administration of medicine requires medical or technical knowledge. Medicines will not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist.

Medicine will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child.

Food and drink

Where children are provided with meals, snacks, and drinks, these will be healthy, balanced and nutritious. To understand how to meet this requirement, we have regard to the 'Early Years Foundation Stage nutrition guidance'. Fresh drinking water is always available and accessible to children.

We will ensure that we take all necessary steps to keep children safe and well. Before a child is admitted to the setting, we will obtain information about any special dietary requirements, preferences, and food allergies/intolerances that the child has, and any special health requirements. We will ensure that all staff involved in the preparing and handling of food has received training in food hygiene.

EYFS

https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety

Safer eating

Whilst children are eating there will always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in EYFS.

At each mealtime and snack time the key person is responsible for checking that the food being provided meets all the requirements for each child. We will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information will be kept up to date by the provider and shared with all staff.

All staff receive regular allergy awareness and emergency response training (at least annually) through Allergy School (High Speed Training) in allergy awareness, recognition of allergic symptoms, avoidance of allergens, and emergency procedures (including use of adrenaline auto-injectors).

- We will refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk). Early years foundation stage nutrition – GOV.UK
- Foods to avoid giving babies and young children - NHS
- What to feed young children - NHS

We will prepare food in a way to prevent choking and refer to the following guidance on food safety for young children: Food safety - Help for early years' providers - GOV.UK (education.gov.uk) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years' providers.

Young children will be seated safely in an appropriately sized low chair while eating. Where possible there will be a designated eating space where distractions are minimised. Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important that we are alert to when a child may be starting to choke. We will have a member of staff who sits facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

When a child experiences a choking incident that requires intervention, we will record details of where and how the child choked and ensure parents and/or carers are made aware. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action will be taken to address any identified concerns.

Food and drink facilities

There is an area in the setting that is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. We have suitable facilities for the hygienic preparation of food for children.

We are confident that those responsible for preparing and handling food are competent to do so. All staff involved in preparing and handling food receive training in food hygiene.

Food poisoning

We are legally obliged to notify Ofsted, of any food poisoning affecting two or more children cared for on the premises. This must be done as soon as is reasonably practicable, but, in any event, within 14 days of the incident. A registered provider who, without reasonable excuse, does not meet this requirement commits an offence.

Supporting and understanding children's behaviour

We accept responsibility for supporting, understanding, and managing children's behaviour in an appropriate way. We will never give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone working in the premises where care is provided. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We will keep a record of any occasion where physical intervention is used, this will include the names of the child, the staff members who administered the intervention, and any witnesses. The parents and/or carers must be informed on the same day, or as soon as reasonably practicable and this will be followed up in writing with the parents and/or carers.

Special Educational Needs and Disabilities including Medical Conditions

We have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). We have an identified member of staff who is the Special Educational Needs Co-ordinator (SENCO). We have regard for the early years' section of the 0-25 SEND Code of Practice.

Children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children with SEND are significantly more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers.

Staff will support these children in expressing any concerns they may have and will be particularly vigilant to any signs or symptoms of abuse. The DSL and SENDCO will work together when dealing with reports of abuse involving children with SEND.

A child having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk. In the event of a clinical incident taking place in a school the responsible healthcare professional, in conjunction with the DSL, should consider whether any safeguarding duty has been triggered and whether any further action is required based on the nature of the incident.

Mental Health Concerns

All staff should be aware that 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 or a safeguarding concern. **Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem**. Early years staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection policy, and staff MUST speak to the designated safeguarding lead or a deputy.

We will ensure that our staff understand the support they can provide to pupils who may be experiencing mental health concerns. We recognise that early intervention to identify issues and provide effective support is crucial. The setting's role in supporting and promoting mental health and wellbeing can be summarised as:

Prevention: We will seek to create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of all children, and equipping children to be resilient so that they

can manage the normal stress of life effectively. This will include teaching children about emotional wellbeing through the curriculum and reinforcing this teaching through early years' activities and ethos;

Identification: We will support staff and children to recognise emerging issues as early and accurately as possible.

Early support: We will support and help children to access evidence based early support and interventions wherever possible and seek access to specialist support for those children who require such interventions.
We aim to work in partnership with pupils, parents/carers and establish effective relationships with external agencies to provide swift access or referrals to specialist support and treatment.

The NHS Every Mind Matters website also contains helpful information and advice about looking after a child's mental health:
https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/

Safety of premises

We ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with requirements of health and safety legislation, including fire safety and hygiene requirements. We take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency.

We have:

- An emergency evacuation procedure
- A lockdown plan
- An invacuation plan
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. We ensure that fire exits are clearly identifiable, and fire doors free of obstruction and easily opened from the inside

We record all information regarding any incidents involving the above.

Indoor space requirements

The premises and equipment are organised in a way that meets the needs of children. We meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision:

• Children under two years: 3.5m2 per child.

• Two-year-olds: 2.5m2 per child.

• Children aged three to five years: 2.3m2 per child.

Where the space standards are applied, we cannot increase the number of children on roll because they additionally use an outside area.

Outdoor access

We will provide access to an outdoor play area. We will follow the legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

Banned Dogs

In accordance with the EYFS statutory framework, no dog prohibited under the Dangerous Dogs Act 1991 (including XL Bully dogs) will be present on the premises at any time regardless of the owner having an exemption certificate.

Sleeping arrangements

Sleeping children will be frequently checked to ensure that they are safe (every 10 minutes and not left to sleep longer than one hour). We will ensure that bedding is in good condition and suited to the age of the child.

Toilets and intimate hygiene

We will ensure:

• There is an adequate number of toilets and hand basins available - there should usually be separate toilet facilities for adults.

• There are suitable hygienic changing facilities for changing any children who are in nappies.

• Children's privacy and dignity is considered and balanced with safeguarding and support needs when changing nappies and toileting.

Confidentiality and safeguarding

We will ensure:

• There is an area where staff may talk to parents and/or carers confidentially.

• There is an area for staff to take breaks away from areas being used by children.

• Children are only released into the care of individuals of whom the parent has explicitly notified the provider.

• Children do not leave the premises unsupervised.

We will take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

Insurance

We will ensure that we have appropriate insurance (e.g. public liability insurance) to cover all premises which covers each premises that we provide childcare from.

Safety on outings

We will ensure that children are kept safe while on outings. We will assess potential risks or hazards for the children and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment will include consideration of staff to child ratios.

We will ensure that vehicles transporting children, and the driver of those vehicles, are adequately insured and qualified to drive. We will ensure that there is a member of staff with paediatric first aid training who accompanies the children on outings.

Risk assessment

We will ensure that we take all reasonable steps to make sure staff and children in our care are not exposed to risks and we will demonstrate how we manage risks. We will determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers or inspectors. Risk assessments will identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Record keeping

We will maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted, as appropriate). This is to ensure our setting is safe and efficiently managed, and the needs of all children are met. We will enable a regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting).

Confidential information and records about staff and children will be held securely and only accessible and available to those who have a right or professional need to see them.

We accept our responsibilities under the Data Protection legislation and, where relevant, the Freedom of Information Act 2000. We will ensure that all staff understand the need to protect the privacy of the children in their care, as well as the legal requirements that exist, to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers will be given access to all records about their child on request (Subject Access Request), provided that no relevant exemptions apply to their disclosure under the Data Protection Act. Records relating to individual children will be retained for a reasonable period of time after the child has left the provision. When a child transfers to a new setting we will securely transfer the original child protection and safeguarding records to the child's next educational setting or school as soon as possible, while retaining a secure administrative record or log of the transfer in accordance with our data retention policy.

English language skills

We will ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, to be able to:

- Keep records in English
- Liaise with other agencies in English
- Summon emergency help
- Understand instructions. For example, about the safety of medicines or food hygiene

Keeping Children Safe in Education requires governing bodies to ensure that children are taught about safeguarding, including online safety, as part of providing a 'broad and balanced curriculum.' The EYFS states providers may find it helpful to read 'Safeguarding children and protecting professionals in early years settings :online safety considerations'.

To ensure the safety of the children in the setting we operate a no mobile phone usage in the setting for parents' /carers, visitors and staff. To enforce this policy staff phones are kept in the office and are signed in and out of the office. Staff must not use smart watches to receive calls; check messages; take or look at photographs; or check emails whilst in the nursery or whilst on local trips/outings as this creates distraction and potential dangers. Ensure it is worn in 'flight mode' or Bluetooth is disconnected, this will ensure there is no internet connectivity to access notifications or Wi-Fi. Staff must be vigilant of others checking their watches and remind them of the nursery policy and procedures and inform a member of the senior team immediately. Where ongoing technology advances Nursery reserves the rights to request the removal of a Smart Watch or other personal technology whilst at work.

In terms of visitors to the setting they will be asked to leave their mobile phone in the office whilst on the premises. Should they need to make a phone call they can do this either in the Nursery Office or another area where there are no children as directed by the head teacher or DSL. Visitors will be reminded that smart watches must not be used whilst on the premises.

Visitors

To ensure the safety of the children in the setting we have procedures in place for recording the details of visitors and the purpose of their visit to our setting. The setting's security procedures ensure that the possibility of unauthorised persons having access to the children is minimised.

External visitors; contractors

Prior to any work commencing a copy of the setting's safeguarding policy and procedures will be made available to all external visitors and/or contractors when visiting the setting and prior to any works commencing to ensure that they are conversant with the arrangements for safeguarding in our setting.

Under no circumstances will visitors/contractors be allowed unsupervised access to the children. Visitors/ contractors will always be supervised whilst on the nursery premises, especially when in the areas the children use. In addition to these arrangements, we ask that parents do not open or hold the door for other persons to gain access to the building without being vetted by staff.

Child absences

We follow up on absences in a timely manner, following our attendance procedures. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, we will attempt to contact the child's parents and/or carers and alternative emergency contacts. We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

We have an attendance policy that we share with parents and/or carers. This includes expectations for reporting child absences and the actions we will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

Protecting children and preventing harm

Our overarching safeguarding responsibilities

- We have clear standards of behaviour for staff/volunteers, children and parents.
- We promote good health, effective management of medical conditions (including the management of medication (***EYFS)*** and the development of self-care in children.
- Sleeping children are checked frequently to ensure that they are safe (***EYFS).***
- We liaise and work together with other support services and those agencies involved in safeguarding children.
- We manage children's behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- We monitor all children who have been identified as having welfare or safeguarding concerns and provide appropriate support.
- We release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised.
- We maintain records that document safeguarding concerns over time, including low-level worries about a child that together may paint a picture of concern.
- We ensure that our policies and procedures relating to safeguarding and wellbeing are updated annually.
- We ensure that all staff understand the additional safeguarding vulnerabilities for certain groups of children and how to address them

Defining Abuse – Signs & Symptoms

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

These four categories of abuse and the possible indicators are detailed in the Department of Health 'Working Together to Safeguard Children'. It should be noted that those listed are not a definitive list, though children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse.

It is important that all staff working at Newcastle Nursery Schools' Federation are aware of the indicators of abuse and that they should always **consult when concerned.**

Type of Abuse	**Possible Indicators**

Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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 food, clothing and shelter; ● protect a child from physical and emotional harm or danger; ● ensure adequate supervision; ● ensure access to appropriate medical care or treatment.	Obvious signs of lack of care including: Problems with personal hygiene; Constant hunger; Inadequate clothing; Emaciation; Lateness or non-attendance at the setting; Poor relationship with peers; Untreated medical problems; Compulsive stealing and scavenging; Rocking, hair twisting, thumb sucking; Running away; Low self-esteem.
Physical Abuse May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child e.g. FGM, Breast ironing. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child	Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.
Sexual Abuse Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.	Sudden changes in behaviour Displays of affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour – e.g. thumb sucking, acting like a baby Unexplained gifts or money Depression and withdrawal Wetting/soiling day or night Fear of undressing
Emotional Abuse	Rejection Isolation

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.	child being blamed for actions of adults child being used as carer for younger siblings affection and basic emotional care giving/warmth, persistently absent or withheld.

Specific Safeguarding Issues

Private Fostering

A private fostering arrangement is one that is made privately (without any 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. Both birth parents, private foster carers and persons who are seeking to arrange for a child to be privately fostered are required by law to notify Children's Services of the arrangement.

Should we become aware that a child is being privately fostered we will notify Children's Services immediately.

Female Genital Mutilation (FGM)

We at Newcastle Nursery Schools' Federation have a legal duty to protect all children in our care under the Working Together to Safeguard Children agenda. This duty extends to protecting young girls and women from FGM, an illegal and extremely harmful practice and a form of abuse. All staff in our setting have received training to increase their awareness of the practice and harm FGM causes.

We recognise that children are at higher risk of FGM if this has already been carried out on their mother, sister or a member of their extended family. In consideration of this we will always maintain a culture of vigilance.

Should a child in our care show any signs and symptoms of FGM or we have good reason to believe that the child is at risk of FGM, we will refer the child to children's social care. However, should we think a child is in immediate danger we will contact the police on 999

https://www.gov.uk/government/collections/female-genital-mutilation

Prevent

The Safeguarding and Welfare Requirements, Child Protection (EYFS) states 'Providers must be alert to any issues for concern in a child's life at home or elsewhere. meeting this requirement providers must have and implement a policy, and procedures, to safeguard children'. As part of the arrangements to safeguard the children we are committed to the Prevent Duty to help protect children from radicalisation and extremism under section 26 of the Counterterrorism and Security Act 2015. To do this we will:

- Understand our own role and responsibility on how to protect children from extremism
- Promote and embed fundamental British Values in the setting through the activities and policies of the setting

- Ensure that staff have up to date training that provides them with the knowledge on how to identify children at risk.
- Monitor children's attendance and follow up absences

Link to Prevent on line training https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html Local Authority contact details (Prevent Education).

Domestic Abuse

We are an Operation Encompass school, working in partnership with our local police force.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional abuse

For children seeing, hearing or knowing of a parent/carer being abused is a traumatic experience and can have long-term damaging emotional and psychological effects. Wherever Domestic Abuse is suspected in a home where a child is resident, we at Newcastle Nursery Schools' Federation will refer this information to children's social care. We will also offer support and signpost parents to external agencies, if appropriate, so parents/carers are supported.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects
https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Safe Lives: young people and domestic abuse
https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf

Guidance Domestic abuse: how to get help - https://www.gov.uk/guidance/domestic-abuse-how-to-get-help

https://www.gov.uk/government/publications/domestic-abuse-act-2021

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSLs will refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

CONTEXTUAL SAFEGUARDING

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

Monkchester Road Nursery School Contextual Safeguarding	
Geographical factors	**Schools Response**
• At Monkchester the school is situated near a main road • At Monkchester the school sits on the edge of a large public car park • Monkchester is situated on the side of a recreation ground – used lots by dog owners	• Road Safety is built into the curriculum • During educational visits children are taught how to cross the road and car park safely • The school has a play road and balance/pedal bikes and children are taught how to ride safely and wear a helmet • Reminders to parents and children are given both as parents and drivers. • Annual visit from 'Tumbles and Grumbles' who deliver the course 'Little Rescuers' to teach the children about Health and Safety at an Early Years level. • Children have a visit from a specialist advisor who teaches children about dog safety and how to handle/approach dogs safely.
Social and economic factors	**Schools Response**
• At Monkchester we have 80-85% free school meals and very high levels of	

deprivation within the community. 90% or more of our families live in areas with the lowest Idacci levels in the city and nationally. • Many of our families have complex needs due to socio-economic factors. • High Levels of worklessness persist within the local community and many of our families are impacted by this. • We often have a proportion of families involved with social care for a variety of reasons. • A growing number of our families are asylum seekers, refugees and students from the commonwealth and have limited or no access to public funds.	• At Monkchester due to age of children we work alongside families closely to support their social and economic needs. • Our assistant head teacher is highly experienced and very well trained to support families in need e.g. helping parents to apply for personal grants from local charities. • Our strong local networks support our families at risk or suffering from financial difficulties that may impact on children's health, homelife and well-being. • Close links with the Community Family Hub allow us to offer high levels of support to families needing help. • We work closely with families seeking asylum, refugees and students from the commonwealth who need help settling into the local area.
Peer Group factors	**Schools Response**
• Pupils have older siblings who may be influential to younger family members.	• Our curriculum teaches pupils at an age appropriate level about keeping themselves safe, we teach children to say 'Stop, I don't like that' and hold up their hand as a means of dealing with any kind of behaviours they don't like
Home factors	**Schools Response**
• Many of our children regularly have access to online games, phones, tv that aren't age appropriate. • From time to time, our young children may be affected by local gangs of teenagers who are involved in anti-social behaviour or involved with police/crime. Sometimes, the teenagers mentioned above may be their older siblings. • As above sometimes, children may see older siblings playing video games and using online sites that are not appropriate for younger children to see. • We are aware of the increase in mental health issues within our community. • We know some of our families smoke cigarettes, vapes and use cannabis. • In the local area the highest crime factors are Anti-social behaviour (101), Violence and sexual offences (57), Shoplifting (16) and Criminal Damage (12). Our children may witness some of these crimes. These	• Staff work with parents to make them aware of the impact that inappropriate media can have on young children. • Information on the website provides guidance for parents using online technology with their children. • E-safety rules are taught to children at an age appropriate level • Staff work with parents to make them aware of the impact that inappropriate media can have on young children. • Information on the website provides guidance for parents using online technology with their children. • E-safety rules are taught to children at an age appropriate level • We work with parents if they have older teenage children including attending other school's review meetings and EHPs etc if the issues may impact on younger children in the family. • We identify the children in school who have older, teenage siblings and make a point of asking about them during our parent meetings and during parents' discussions. This gives parents the opportunity to share/raise any issues with us about their older children too – as they may impact on the younger children in the family. • Support parents/carers and direct them to services to support their mental health and wellbeing. • We have a no smoking /vaping policy on the school's grounds and within the building. • We inform parents about the dangers pf passive smoking/vaping and cannabis use around young children and

figures are from Northumbria police website for Jan 2026 • We are aware that many of our children live in households experiencing domestic abuse	raising awareness of how it can impact on a child's health and wellbeing in the short and long term. • We monitor children's behaviour/health and wellbeing and talk to parents individually if we have any concerns. • Ensure children have good relationships with staff and are able to talk about their worries. • We are an Operation Encompass school working in partnership with the local police force, this means that we can be informed of any incidents to support children and their families. • We identify British Values in our planning which supports positive relationships and respect for others.

Ashfield Nursery School Contextual Safeguarding	
Geographical factors	**Schools Response**
• Ashfield is situated on a busy main road and bus route • Nursery situated next door to a drug rehabilitation centre • Parents/Carers often park in the bike lane or on the road next to the lane. • Motorbikes and bikes riding around the area on paths, grass. No helmets and wearing balaclavas • Knife crime has increased in the area. (antisocial behaviour issues on Jubilee Estate)	• Road safety person (city) comes into Nursery and talks to the children about being safe on the road, children actively involved in the session. • In group/circle times staff teach children about holding hands with parent. • Garden check daily for drug paraphernalia and other items. • Vigilance with members of the public under the influence of alcohol/drugs. • Reminder in letters and Class Dojo about parking. Liaise with Local Authority who are able to come and patrol the area around the busy times. • Talk to children about staying safe holding parent hand when walking to Nursery. Contact Community Police if this becomes a constant issue. • Working with Pastoral lead in St Pauls and Hawthorn and community organisers to look at safe spaces to play for children. • Staff have had National College training looking at knife crime. Staff keep aware of local issues and understand they may need to support children in what they may have seen or heard. Home visits not completed this year due to heightened risk in the area.
Social and economic factors	**Schools Response**
• Deprivation is high in the area. • English as an additional language • Refugees moved into the area.	• Staff signpost to other services, use of Early Help, and services such as West End Women and Girls, health visitors. • Staff trained to look for signs of neglect, domestic violence and drug/alcohol use. • Spare clothing shared with families if needed. • Staff use strategies to support and translate, other parents, bi-lingual staff, translation services, Class Dojo. Understanding of individual cultures.
Peer Group factors	**Schools Response**
• Ensuring children feel safe in school	• Discussions in circle times and groups about staying safe and who to go to if they don't feel safe.
Home factors	**Schools Response**

• Lots of our children are connected to the internet at home and have access to games, tv, tablets and phones. • Parents may have difficulty with behaviours at home • We are aware of the increase in mental health issues within our community. • We know some of our families smoke cigarettes, vapes and use cannabis. • In the local area the highest crime factors are Violence and sexual offences (45), Anti-social behaviour (41), Public order (10) and Shoplifting (10). Our children may witness some of these crimes. These figures are from Northumbria police website for Jan 2026	• Information shared with Parents about keeping children safe online. • Information shared with parents about inappropriate online viewing – as and when e.g. Huggy Wuggy • Staff share strategies and ideas for behaviour issues with parents • Support parents/carers and direct them to services to support their mental health and wellbeing. • We have a no smoking /vaping policy on the school's grounds and within the building. • We inform parents about the dangers pf passive smoking/vaping and cannabis use around young children and raising awareness of how it can impact on a child's health and wellbeing in the short and long term. • We monitor children's behaviour/health and wellbeing and talk to parents individually if we have any concerns. • Ensure children have good relationships with staff and are able to talk about their worries.

Newburn Manor School Contextual Safeguarding	
Geographical factors	**Schools Response**
• Parking is an issue around the nursery as we are also next to the Primary School. • Newburn sits on the edge of a large field which can be used by motorbikes as well as the path. Also lots of dog walkers. • We are not far from the River Tyne	• Road Safety is built into the curriculum • During educational visits children are taught how to cross the road and car park safely. • Children have an annual visit from the 'Blue Cross' who teach the children about dog safety and how to handle/approach dogs safely. • Children told about staying with adults and water safety – at their level of development – particularly in the hot weather.
Social and economic factors	**Schools Response**
• Some families live in areas of deprivation	• Staff support families and signpost them to different services e.g. food banks, housing, health. Staff may refer families to be supported by an Early Help Plan.
Peer Group factors	**Schools Response**
• Ensuring the behaviour policy is used in practice • Ensure children feel safe in school	• Children are taught across the year about 'kind hands'. The behaviour policy supports positive praise and conflict resolution – staff spend time talking to children about how we behave in nursery. Often our puppets 'Dosse and Kwame' are used in role play to act out anything we need to talk to the children about.

	• For younger children we role play with adults some behaviour issues e.g. snatching and turn taking.
Home factors	**Schools Response**
• Many of our children have access to online games, phones, TV that aren't age appropriate. • School aware that domestic incidents and toxic relationships can happen in any family. • We are aware of the increase in mental health issues within our community. • We know some of our families smoke cigarettes, vapes and use cannabis. • In the local area the highest crime factors are Anti-social behaviour (43), Violence and Sexual offences (33), Criminal Damage and Arson (7) and Public order (7). Our children may witness some of these crimes. These figures are from Northumbria police website for Jan 2026	• Staff have discussions with individual parents to make them aware of the impact that inappropriate media can have on young children. • E-safety rules are taught to children at an age appropriate level. School organises an e-safety talk for Parents of young children to give tips for keeping children safe online. • Staff are trained to look out for signs of domestic violence and toxic relationships • Support parents/carers and direct them to services to support their mental health and wellbeing. • We have a no smoking /vaping policy on the school's grounds and within the building. • We inform parents about the dangers pf passive smoking/vaping and cannabis use around young children and raising awareness of how it can impact on a child's health and wellbeing in the short and long term. • We monitor children's behaviour/health and wellbeing and talk to parents individually if we have any concerns.

Referrals

Following local safeguarding arrangements referrals should be made when necessary for the following:

- Early Help (parental consent needed)
- Child in Need
- Child Protection

It is good practice to notify children's social care by phone to discuss the case prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to make arrangements to come and see the child that same day in the setting if deemed necessary.

In our setting the DSL ordinarily takes responsibility for the referral process, in consultation with staff who know the child. Still, there are circumstances where another member of staff must refer without delay:

- If for some reason, the DSL is not available, the referral should be made without delay by the deputy DSL, manager or another member of staff.
- If you disagree with your DSL's decision not to refer a case to children's social care, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so. Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible?

Holding children in the setting after a referral

Sometimes social workers and police will want to see a child on the day of referral to ensure that they are safe to go home. In such cases, they will ask the setting to keep the child in setting until the visit has taken place. Because it can take time to organise the visit with an available social worker and police officer, sometimes families will be asked to wait at the setting before a child is released to them, and they may be asked not to see their child during this time. This can be stressful and uncomfortable for both the setting and families and sometimes all are kept at the setting until late in the evening. We will prepare families for the length of time this process may take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Although settings do not have legal powers to remove or detain children, Police and the Courts do have such powers, and it is at their request that the setting are holding the child. For this reason, families will be strongly advised to cooperate in order to ensure children/young people are effectively safeguarded.

Dealing with disclosures made by children

Should a child make a disclosure of abuse as with all Child Protection concerns, we will act on the information immediately. If staff are concerned that a child may be at risk or is suffering abuse, they will report the concern immediately to the DSL or in their absence to the deputy DSL.

If a child makes a disclosure or an allegation of abuse against an adult or another child or young person, it is important that staff:

- Stay calm and listen carefully
- Reassure them that they have done the right thing in telling you
- Seek context to the concern but **do not investigate or ask leading questions**
- Let them know that you will need to tell someone else
- Do not promise to keep what they have told you a secret
- Inform the Designated Safeguarding Officer as soon as possible
- Make a written record of the allegation, disclosure, or incident which you must sign, date, and record your position following the settings recording procedures

We are aware that parents/carers are normally the first point of contact should a concern arise regarding their child. If a suspicion of abuse is recorded, we will inform parents/carers at the same time the report is made. The only exception to this taking place is where informing the parents/carers will place the child at further risk. This will usually be the case where the parent/carer or family member is the potential abuser or where a child may be endangered by this disclosure. In these cases, the investigating police officers will inform parents.

In any case the setting will continue to welcome and work professionally with the child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents/carers and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child. Where language barriers exist, the setting will work with other professionals, to ensure clear communication mechanisms are put in place.

What to do if you're worried a child is being abused: advice for practitioners

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

The voice of the child

At Newcastle Nursery Schools' Federation we will ensure that our approach to safeguarding children in our care is always child centred. This means we will always consider what is in the best interests of the child. Along with this we will try to understand the lived experience of the child in each family, setting or neighbourhood, so that we can give the child a voice in their own safeguarding to ensure that their voice is understood and incorporated into all plans to support and protect them.

Information Sharing

We at Newcastle Nursery Schools' Federation view information sharing as an essential part of our arrangements to safeguard the children in our care. As part of this we acknowledge that there may be concerns about a child or family which could be considered low- level, in such cases we will share information as necessary to protect the child. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Any information shared will be done on a need-to-know basis to aid the effective assessment and identifying of children at risk. As practitioners we are clear about when we should share information and be alert to the signs and triggers of child abuse, should there be a suspicion, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information shared will be in line with guidance from the local authority and police**.**

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Information about the child

As an early year's provider we will ensure that we record information for each child in our care as follows:

- full name; date of birth
- name address of every parent and/or carer who is known to us (and information about any other person who has parental responsibility for the child)
- parent(s) and/or carer(s) the child normally lives with
- and hold at least two emergency contact details for parents and/or carers

Harmful sexual behaviour (HSB) child-on-child abuse

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse. (KCSIE).

We are aware that child on child abuse does take place amongst young children. This may take the form of bullying, physically hurting another child, emotional abuse and or sexual abuse. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. Where the abuse is of a sexual nature, we will report this form of abuse in the same way as we do for adults abusing children and will take advice from children's social care, to access support for both the victim and the perpetrator, as they too could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Should the abuse be other than sexual we will use the setting's policy on managing behaviour.

As part of safeguarding children in our setting we will ensure that our designated safeguarding lead and deputy safeguarding lead are trained in recognising HSB.

Risk assessment

When there has been a report of HSB, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. The risk and needs assessment for a report of HSB will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- any/all the other children, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident and any action required to make the location safer. (KCSIE)

Supporting children with online safety

At Newcastle Nursery Schools' Federation we will ensure that our approach is child-centred, considering always what is in the best interest of the child. We will safeguard children both preventatively and responsively and ensure that we deliver a broad and balanced curriculum response to online safety that will enable children and parents/carers to learn about the risks of new technologies and social media and to use these responsibly both at the setting and at home.

To safeguard children from potentially harmful and inappropriate online material we will ensure that our ICT equipment at our setting has filtering controls.

Our settings policy includes details of how the setting's internet is filtered and monitored and how we teach children to stay safe online whether they are at the setting or at home.

As a setting we recognise information technology provides endless learning opportunities for children. We also acknowledge that not all encounters with information technology are positive and as such can be harmful to the safety and the wellbeing of the children. For this reason, when using information technology programmes and equipment we will:

- Check all apps, websites, and search results before using them with children

- Always ensure children are supervised when accessing the internet
- Ensure safety modes and filters are applied to computers/tablets
- Role model safe behaviour and privacy awareness
- Talk to children about internet safety
- Ask permission before taking a child's picture even if parental consent has been given
- Check privacy settings to make sure personal data is not being shared inadvertently or inappropriately
- Offer parents and carer's advice and guidance and support in identifying risks that may be present to children on-line

To ensure that the children in our care are always protected we will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will be to consider and evaluate the risks posed to the children whilst participating in online activities.

https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk . The helpline provides expert advice and support for school and college staff with regards to online safety issues

https://www.thinkuknow.co.uk/ from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/internet-safety

APPENDIX A: SAFEGUARDING INDUCTION SHEET (FOR NEW OR SUPPLY STAFF, VISITORS AND VOLUNTEERS)

We all have a statutory duty to safeguard and promote the welfare of children, and at our setting we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our designated safeguarding lead (DSL) or deputy.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated safeguarding leads detailed below and provide them with a written record of your concern.

A copy of the form to complete is attached to this and others can be obtained from the school office. **Please ensure you complete all sections as described.**

If you are unable to locate one of the designated safeguarding leads, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the head teacher. If an allegation is made about the head teacher you should pass this information to the chair of the governing board. Alternatively, you can contact the local authority designated officer on Tel: (0191 2787878) NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via email: help@nspcc.org.uk.

The people you should talk to in school are:

Designated safeguarding lead (DSL):	
Location of office:	
Contact number:	
Deputy designated safeguarding lead:	
Location of office:	
Contact number:	
Chair of governing board	
Contact number:	

At Newcastle Nursery Schools' Federation we strive to safeguard and promote the welfare of all of our children.

APPENDIX B: ROLE AND RESPONSIBILITY OF THE DSL

Being the operational person with delegated lead responsibility for safeguarding in the setting

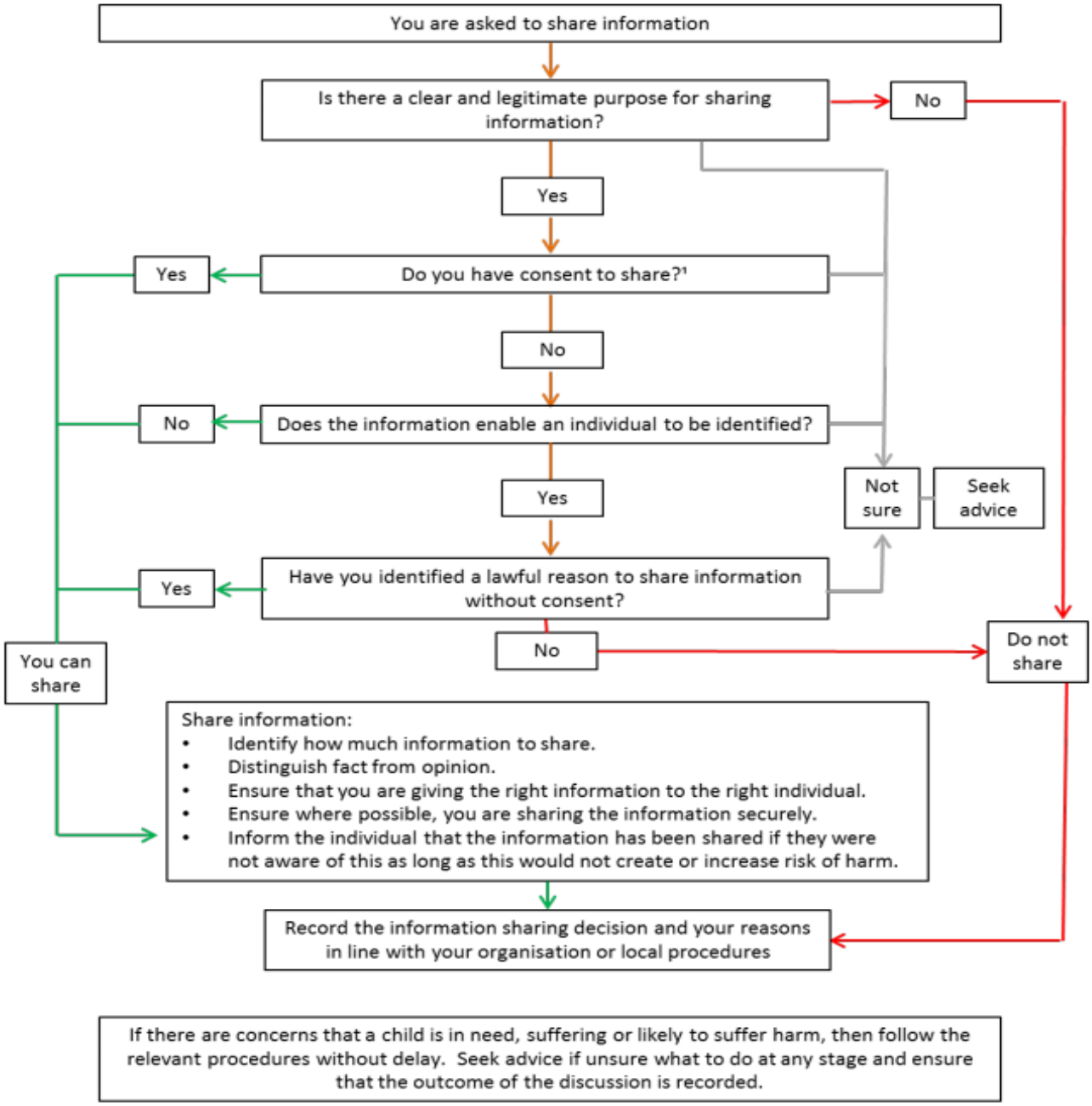
Inducting staff about emergency procedures, safeguarding, child protection and health and safety arrangements including risk assessments for the settings activities ***EYFS***

Providing support advice, training to both staff students, volunteers and guidance to all on an ongoing basis with regards to specific safeguarding issues

Liaising with **Governors/Trustees/Managing Directors at the setting,** local Statutory children's service agencies, and all other agencies concerned with the protection of children, including social services, police and health colleagues.

- Referring cases of suspected abuse to children's social care and police as appropriate.
- Referring cases to the Channel programme where there is a radicalisation concern as appropriate.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.
- Keeping detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main child's file and stored securely***. EYFS***
- Ensures that, when a child leaves the setting that all child protection records are passed to the new setting (separately from the child's main file ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed.
- Ensuring the secure transfer of child protection files where the child leaves the setting to attend another provider/school.
- Representing the setting at inter-agency meetings, strategy discussions, child protection conferences and core groups; along with providing and/or supporting other staff to do so – and to contribute to the assessment of children.
- Managing and monitoring the setting's role in early help, child in need and child protection plans.

Flowchart of when and how to share information



If in doubt about sharing, see: Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018.

Insert setting logo here

ANNEX D: EXAMPLE CAUSE FOR CONCERN FORM

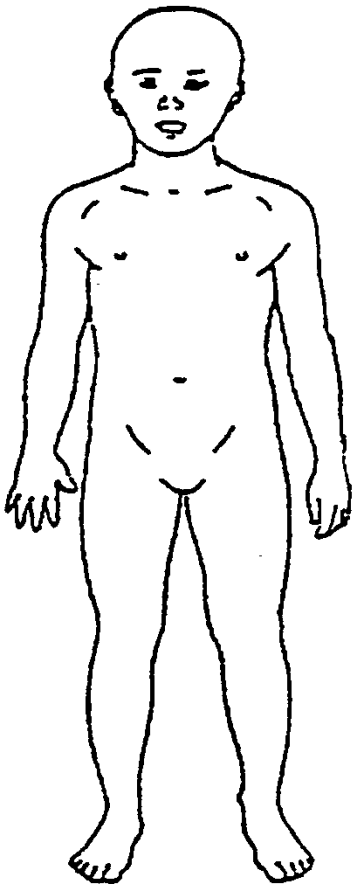
Full Name of Child:		**DOB:**
Time of concern:	**Date of concern:**	**Place of concern:**
Concern/Incident:		
Detailed Account: (Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead/deputy) **Staff Actions:** (Bullet point any actions already taken and any future actions to be completed)		

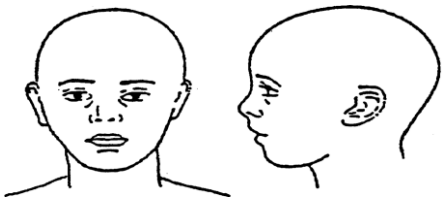
Member of Staff completing form	**Role/Title**

Please provide a copy to the designated safeguarding lead

ANNEX E: BODY MAP

Child's Full Name	DOB	Date





Description of injury/additional notes:		
Professional's Name	**Professional's Designation**	**Contact Number**