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1. CONTACT INFORMATION

English Russian Vishenka Nursery 020 8960 2725/ 0787 0444 3285 clubs@lpebl.com
Nursery Supervisor: Tatiana Henderson – Stewart
Acting Manager: Luchiya Vanyatynska
Designated Safeguarding Lead: Tatiana Henderson – Stewart, Luchiya Vanyatynska
SENco: Tatiana Henderson – Stewart
Proprietor designated for Safeguarding: Anne Henderson-Stewart
Bi-borough Safer Organisation Manager and Local Authority Designated Officer Aqualma Daniel Email: aqualma.daniel@rbkc.gov.uk Telephone: 07870481712 For LADO consultation and referrals please contact the **Duty Child Protection Adviser** for Kensington and Chelsea Telephone: 020 7361 3013 Email: kclado.enquiries@rbkc.gov.uk
Bi-Borough Child Exploitation Lead – advice / guidance Sarah Stalker – Family Support and child protection adviser (Mon-Tue-Wed only) Telephone: 020 7598 4640 / 07971 322 482 Email: sarah.stalker@rbkc.gov.uk
Bi-Borough Family support and child protection adviser Sharon Aggor Telephone: 07929 822 2840 Email: Sharon.aggor@rbkc.gov.uk
Bi-Borough Prevent Contact the local team on: Telephone: 020 8753 5727 Email: prevent@lbhf.gov.uk
Bi-Borough Safeguarding Lead for Nurseries and Education Elaine Campbell – Bi-Borough Safeguarding Lead Nurseries and Education Telephone: 07712 236 508 Email: elaine.campbell@rbkc.gov.uk
DBS Customer Services: PO Box 3961 Wootton Bassett SN4 4HF Telephone: 0300 0200 190
Local Police dial 999 - 101 Ladbroke Road Notting Hill W11 3PL Non-Emergency Police dial 101
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Useful Safeguarding Contacts for Professionals | lscp (rbkc.gov.uk)Disclosure and Barring Service (DBS) |

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2. ACRONYMS

DBS - Disclosure and Barring Service; a new organization, amalgamating the CRB (Criminal Records Bureau) and the ISA (Independent Safeguarding Authority)
LADO - Local Authority Designated Officer (sometimes referred to as LA designated person)
LSCP – London (also Local) Safeguarding Children Partnership
DSL – Designated Safeguarding Lead (in Nursery)

EYFS 2025 Update: The role previously titled 'Lead Practitioner' is now defined as 'Designated Safeguarding Lead (DSL)'.

RBKC - Royal Borough of Kensington and Chelsea
DfE - Department for Education
NSPCC - National Society for the Prevention of Cruelty to Children
WSS – Westminster Social Services

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3. GENERAL STATEMENT

English Russian Vishenka Nursery is a community and all those directly connected (staff, leaders, parents, families and Children) have an essential role to play in making it safe and secure. English Russian Vishenka Nursery recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

At English Russian Vishenka Nursery, we are committed to safeguarding children and young people and we expect everyone who works in our Nursery to share this commitment.

English Russian Vishenka Nursery recognises the importance of providing an ethos and environment within Nursery that will help children to feel safe, secure and respected; encourage them to talk openly about anything that worries them; and enable them to feel confident that they will be listened to.
Adults in our Nursery take all welfare concerns seriously and are alert to the signs of abuse and neglect; and follow our procedures to ensure that children receive effective support, protection and justice.

Our Nursery's core safeguarding principles are:

- That Nursery is an important part of the wider safeguarding system for children.
- It is a whole Nursery responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice (including role requirements) and adhere to our Code of Conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe Nursery culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **EYFS 2025 Update:** At least two written references must be obtained and followed up for all new staff and volunteers before appointment.
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, parents, volunteers, visitors and to Children on and off the Nursery site (including the EYFS) whilst they are the responsibility of the Nursery. A child is defined as an individual up to the age of 18. This policy is posted on the Nursery website and available upon request.

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4. OUR AIMS

Safeguarding children is everyone's business. An effective whole Nursery Child Protection Policy is one that provides clear direction to staff and others about the expected codes of behaviour in dealing with safeguarding issues. It makes explicit the Nursery's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

We recognise that Nursery Assistants are well placed to observe the outward signs of abuse. The Nursery will create a positive ethos amongst the staff so that we can:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the Nursery whom they can approach if they are worried
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCP and take into account the guidance 'Working together to safeguard children (2026) in order to:

- Ensure that we have a designated safeguarding lead (DSL) for child protection who has received **EYFS 2025 Update:** The role previously titled 'Lead Practitioner' is now defined as 'Designated Safeguarding Lead (DSL)'.

appropriate training and support for the role.

EYFS 2025 Update: The role previously titled 'Lead Practitioner' is now defined as 'Designated Safeguarding Lead (DSL)'.

- Ensure that every member of staff and volunteer knows the name of the DSL and their role.
- Ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the DSL
- Develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all written records are kept securely, separate from the main child file, and in a locked location.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed
- Ensure that parents have an understanding of the responsibility placed on the Nursery and staff for child protection.
- Ensure that Children who have been abused are supported in line with the child protection (CP) plan.
- Ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for Children with a CP plan and ten consecutive days for others as soon as possible.
- Ensure that information is passed to relevant bodies, especially when a child moves Nursery
- Ensure that we shall report any Nursery leavers to the Local Authority (see Children Missing

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Education guidance).

- All staff must complete annual safeguarding refresher training, with additional termly updates provided on new risks (including online trends, AI technology misuse, and emerging forms of exploitation).
- Nursery must ensure that safer recruitment checks include enhanced DBS with children's barred list check, online/social media screening, and a risk assessment for applicants with overseas employment.

Key updates 2026:

1. Safeguarding & Child Protection

Working Together to Safeguard Children 2026

Full PDF

Keeping Children Safe in Education 2026

Part One PDF

2. Early Years & Education

EYFS Statutory Framework (effective 1 September 2026)

Group and school-based providers PDF (dated 13 July 2026, effective 1 September 2026)

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5. MAIN TERMINOLOGY

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

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child protection is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See Appendix A of this policy for the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix A defines neglect in more detail.

Children include everyone under the age of 18.

Children in need: A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local safeguarding partners are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work with the procedures in place through the three local safeguarding partners.

All staff in Nursery should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to 'Signs and Symptoms of Abuse and Neglect' ('Keeping Children Safe in Education (2025) Paragraphs 20–29) and 'What to do if you are worried a child is being abused' 2015.

New 2025 addition:

• Staff must also be aware of emerging safeguarding risks including deepfake exploitation, AI-generated indecent images, online financial scams targeting children, and increased risks of grooming via gaming platforms.

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English Russian Vishenka Nursery acknowledges that safeguarding covers more than just child protection and Nurseries are charged with ensuring that the child is looked at holistically and at the centre of decision-making within each area below (but not limited to):

- Bullying (including cyberbullying)
- Children with family members in prison
- Children missing education (CME)
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (County Lines)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment
- Up-skirting
- Youth produced sexual imagery or “Sexting”

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6. ROLES AND RESPONSIBILITIES

Nursery Supervisor: Tatiana Henderson – Stewart**, Acting Manager:** Luchiya Vanyatynska
The Designated Safeguarding Lead: Tatiana Henderson – Stewart, Luchiya Vanyatynska
English Russian Vishenka Nursery

Nursery Supervisor: retains overall responsibility for child protection arrangements.
The designated leaders are responsible for:

- Adhering to the (LSCP) and Nursery procedures with regard to referring a child if there are any concerns about possible abuse and/or neglect and consult with the duty social worker for advice as required.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral (for instance, on a daily informal basis in the Room Record Book).
- Ensuring that all such records are kept confidentially and securely
- Ensuring that an indication of further record-keeping is marked on the child records.
- Ensuring that any child currently the subject of a child protection plan who is absent without explanation for two days is referred to Social Care.
- All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.

The roles of the proprietor

- To ensure that effective safeguarding policies and procedures are in place and implemented, including child protection and code of conduct for staff
- To ensure that the Nursery has appropriate safeguarding responses to children who go missing from education.
- To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff.

EYFS 2025 Update: At least two written references must be obtained and followed up for all new staff and volunteers before appointment.

- To ensure that the DSL has undergone regular inter-agency training.
- To provide sufficient resources to enable appropriate training to be given to all staff at regular intervals.
- To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Board (LSCP) and more specifically RBKC LSCP requirements and are reviewed annually; to utilise the expertise and experience of staff when shaping safeguarding policies.
- To ensure that the Nursery has procedures for dealing with allegations of abuse against members of staff that comply with the LSCP.
- To ensure that the Nursery has procedures for dealing with peer-on-peer abuse that comply with the LSCP.
- To ensure that Children are taught how to keep themselves and others safe.
- To ensure that if any IT systems are used by children, these will have word search filters installed to

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guard against the risk of any inappropriate internet activity; and that staff and Children are appropriately trained in e-safety; to provide parents with the information they need to keep their children safe at home when using electronic devices. Note that English Russian Vishenka Nursery does not allow access to mobile or computer devices to its Children.

- To ensure that the curriculum provides Children with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and Children and take appropriate action.
- To see that any deficiencies are remedied at once.
- To carry out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on Children' welfare and well-being.
- To ensure that the DSL has sufficient and adequate time to fulfil his/her duties

6.1 The roles of the Nursery Supervisor

- To understand procedures set out by the LSCP and the role of the DSL
- To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in procedures.
- To ensure that all temporary staff and volunteers are made aware of the Nursery's arrangements for safeguarding children.
- To monitor the effectiveness of the policy and procedures.
- To ensure that the DSL receives sufficient support, training, time and resources to carry out his role effectively.
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team.
- To create a safe environment and a caring ethos within the Nursery and so ensure that all Children are kept safe in all circumstances.
- To make parents aware of the Nursery's Safeguarding and Child Protection Policy
- To ensure that Children' safety and welfare is addressed through the curriculum and related policies (Anti-bullying, Behaviour, Equal Opportunities, PSHE, Acceptable use).
- To make 'adequate and appropriate cover arrangements' for the DSL during out of hours periods.

6.2 The roles of the Designated Safeguarding Lead

The DSL is always a senior member of staff and generally the person to whom anyone working in the Nursery is required to report instances of actual or suspected child abuse or neglect. There are three broad areas of responsibility of the Designated Safeguarding Lead.

6.2.1 Managing Referrals

- To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.
- To report concerns under Prevent duties to the local prevent team or the Channel programme.
- To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to

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risk/harm to a child.

- To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (Female Genital Mutilation) appears to have been carried out on girls under the age of 18.
- To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding (including online and digital safety) and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Local Authority Designated Officer (LADO) or the Child Protection adviser. Alternatively, anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- To keep detailed, accurate, secure written records of concerns and referrals.
- To report to the local authority any child who fails to attend Nursery regularly, has been absent, without any explanation 10 consecutive Nursery days.
- To be sufficiently independent, particularly in relation to allegations of abuse against the proprietor(s) and/or members of the proprietor(s)' family.
- To contact the LADO on any matter that the DSL considers cannot properly be dealt with internally.
- To have access to legal advice or legal services.
- To have 'sufficient time, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children

6.2.2 Training

- To keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff; and attend two-yearly refresher training that meets the standards of the LSCP.
- To understand the assessment process for providing early help and intervention
- To have a working knowledge of how local authorities conduct a safeguarding case conference and be able to attend and contribute to these effectively when required to do so.
- To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing safeguarding Investigations.
- To be alert to the specific needs of children in need, those with special educational needs and young carers.
- To obtain access to resources and attend any relevant or refresher training courses.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Nursery may put in place to protect them.
- Ensure each member of staff has access to and understands the Nursery's child protection policy and procedures, especially new and part-time staff.
- To ensure each staff member has received appropriate training to be refreshed at least every 2 years.
- To keep a record of staff attendance at safeguarding training.
- To make staff aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification' criteria under the Childcare Act 2006. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.
- **To include specific reference to the use of mobile phones, cameras, and other electronic devices**

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with imaging and sharing capabilities when dealing with safeguarding issues

- **To insure whistleblowing procedures are clearly communicated to staff**
- To be able to keep detailed, accurate, secure written records of concerns and referrals.
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the Nursery may put in place to protect them.

6.2.3 Raising Awareness

- To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education (2026)' , 'Working Together to Safeguard Children (2026)', LSCP procedures and DfE advice 'What to do if you're worried a child is being abused' (updated 2023)
- To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of 'Keeping Children Safe in Education (2026)'.
- To promote in all staff the attitude concerning safeguarding that 'it could happen here'
- To ensure that all parent volunteers and working in Nursery are aware of the Nursery's Safeguarding Procedures
- To ensure each staff member are aware of and have access to the Nursery's Safeguarding Policy
- To ensure the Nursery's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- To carry out a risk assessment, in line with Prevent guidelines for Children and staff who may be in danger of radicalisation 2026.
- To ensure the Safeguarding Policy is available publicly and parents are aware of the fact that 1) Referrals about suspected abuse or neglect may be made and 2) The Nursery has a role to play in this referral process
- To ask previous Nurseries for details of any safeguarding issues for children new to the Nursery
- Where children leave the Nursery to ensure their child protection file is copied for any new Nursery as soon as possible but transferred separately from the main child file, ensuring secure transit and confirmation of receipt should be obtained.

New 2025 addition:

- • All safeguarding policies and procedures will explicitly cover online safety risks related to AI tools, social media, and emerging digital platforms. Staff will be trained to identify these risks.
- • Nursery must implement a digital safeguarding log to track all concerns and interventions securely, following GDPR-compliant procedures.

6.3 The roles of the Nursery Assistants

- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the DSL
- To be familiar with 'Keeping Children Safe in Education (2026)' and sign that it has been read and understood
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between Children
- To help Children understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of Nursery life

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- To foster a culture of trust between adults who work at the Nursery and children who attend it
- To undertake training to identify and be alert to possible causes or symptoms of abuse
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build Children' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be alert of persistent absenteeism of any Children and report concerns to the DSL should it be felt there may be safeguarding concerns
- To be aware of and act upon the mandatory duty to report cases of FGM to the police
- To be open, accepting and ready to listen to a child and to follow the procedures outlined in this policy in the event of a disclosure.

New 2025 addition:

• Nursery Assistants will also be trained to identify risks of sexual harassment, peer-on-peer abuse, and online grooming including AI-generated content and sexting incidents.

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7. DUTY OF CARE

Ensure that the Nursery proprietors/ responsible person take responsibility for overseeing the Child Protection Policies and Procedures and that they are reviewed annually. **The responsible person is the Nursery Supervisor.**

- Ensure we have a designated senior person for safeguarding who has received appropriate training and support in this role. **The Responsible are Safeguarding leads and the Nursery Supervisor**
- Ensure every member of staff (including temporary and supply staff and volunteers) knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the Nursery and staff for child protection by setting out its obligations in the Nursery prospectus.
- Parents/carers should assist the Nursery in maintaining records, by providing the Nursery with multiple **(at least 2) emergency contacts** for the child, and keeping the Nursery updated of any changes.
- **For children with SEND ensure that safeguarding measures and practices are tailored to meet their additional vulnerabilities and needs.**
- In the case of an unexplained absence, the Nursery will follow standard procedures as set out in the Nursery Rules, by contacting parents/guardians as soon as possible on the same day. If no response is received, further action may be taken.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix C Reporting a Safeguarding concern form)
- **Ensure a system is in place for tracking and addressing patterns of persistent absenteeism, especially for vulnerable children, and report concerns to relevant authorities.**
- Ensure all records are kept securely; separate from the main child file.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff are aware of their mandatory duty to report Female Genital Mutilation (FGM) to the local police.
- In accordance with Keeping children safe in education 2026, all staff including DSL will be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.
- The Nursery shall ensure that all staff read and sign to say that they have read at least Keeping children safe in education 2026 guidance.
- The Nursery shall ensure that mechanisms are in place to assist staff to carry out their duties.
- All staff members should be aware of systems within their Nursery which support safeguarding, and these should be explained to them as part of staff induction.
- The DSL and deputy DSL help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with Nursery Assistants and Nursery and college leadership staff. Their role could include ensuring that the Nursery, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high

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aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- This should include: The child protection policy, the staff code of conduct, the role of the Designated Safeguarding Lead,
- Copies of policies and a copy of Part one of Keeping Children safe in education 2026 shall be provided to staff at induction.
- **Introduce a clear escalation process for unresolved safeguarding concerns, ensuring compliances with EYFS.**
- All staff members should receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Parents and carers will be made aware that they can make a referral about any suspected abuse or neglect to the local LADO. The Nursery DSL should be informed.

  New 2025 addition:

  • All staff induction and refresher training must now include updates on digital safeguarding risks, AI-based threats, peer-on-peer abuse, and child sexual exploitation via online platforms.

  • Nursery must maintain a secure digital log for all safeguarding concerns, including disclosures, actions, and referrals, with audit trails.

8. PROCEDURES

Our procedures are in accordance with the following documents:

- Inspecting safeguarding in early years, education and skills (2023)
- Working together to safeguard children 2026
- Keeping children safe in education 2026

Our Nursery procedures for safeguarding children will comply with the Local Safeguarding Children Partnership (LSCP) procedures in accordance with locally agreed interagency procedures and take account of guidance issued by the DfE to establish:

- Duty of Care
- Definitions and symptoms of abuse
- Monitoring and Record keeping
- Disclosure and actions following a disclosure (child)
- Whistleblowing
- Disclosure and actions following a disclosure (adult)
- Safer Recruitment

  New 2025 addition:

  • All procedures now explicitly include guidance on online safety, digital risk management, and AI-generated content threats.

We will ensure that:

- All staff are DBS checked and are told to hold at least an introduction Child protection certificate.

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- We have designated members of staff who undertake regular training every 2 years.
- All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every 2 years.
- **Staff will undertake updated safeguarding training annually, with additional safeguarding updates provided throughout the year.**
- All members of staff know how to respond to a child who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read the Government Guidance Keeping children safe in education 2026 Annex A, Annex B.
- Nursery Safeguarding & Child Protection Policy
- **All procedures will reflect the updated requirements to address online safety concerns, ensuring a clear approach to managing risks associated with technology use for children and staff.**
- Our procedures will be regularly reviewed and updated.
- The induction of new members of staff will include 'safeguarding children' procedures in the Nursery. They will be asked to read the Nursery's child protection policy and Keeping children safe in education 2026 Part 1, Annex A, Annex B part of their induction into the Nursery.
- All staff and governors will be fully updated and trained in Prevent**.**

Other adults in the Nursery will always work under supervision or alongside other members of staff. Where there is a need to work unsupervised (e.g. peripatetic Nursery Assisstant s) the DSL will ensure they are aware of Nursery policy and the named person to whom they should voice concerns.
A statement in the Staff and Parent Handbooks will make clear the Nursery's duties and responsibilities under child protection procedures.

The role of the Nursery in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

8.1 Recognising indicators of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Staff of English Russian Vishenka Nursery are continuously reminded of the importance of reporting and keeping record of any concerns during the year, during induction, inset days, various trainings, including online trainings and quizzes.

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

Staff in Nurseries are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff must be familiar with the types and signs of abuse, described in *What to do if you are*

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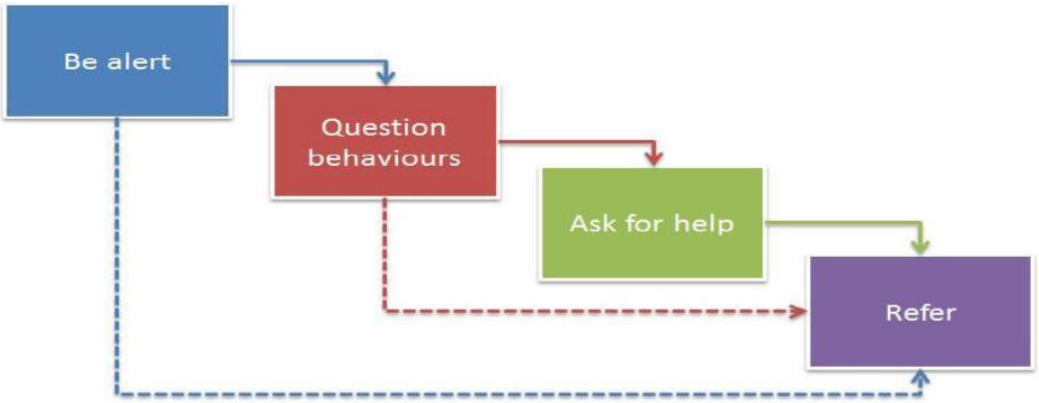
worried a child is being abused-Advice for practitioners *and in* Keeping children safe in education. Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect.
Staff mast also recognised the vulnerable children, including those with disabilities or from minority ethnic backgrounds, may face specific berries to disclosing abuse due to language, culture or communication challenges.

Appendix A of this Policy lists some of the types of abuse with which staff should be familiar.

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- **Be alert** – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- **Question behaviours** – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- **Ask for help** – discuss concerns with the Designated Lead
- **Refer** – make a referral to the LSCP. This would usually be made by the Designated Lead but can be made by any practitioner.



It may not always be appropriate to go through all four stages sequentially. If a child is in imminent danger or is at risk from harm the matter should be referred to children' social care and/or the police.
Staff must also use the safeguarding systems to log concerns electronically where applicable.

8.2 Dealing with a disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

- Listen to the child, take their allegation seriously and reassure them that you will take action to keep them safe.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the child
- Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the child.

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- Report orally to the designated Nursery Assistant as soon as possible but certainly on the same day. If the DSL is not available, report to Designated Safeguarding Lead (DSL , Nursery Manager or Proprietor.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- Make a written note of the discussion as soon as possible and complete "**Reporting a concern form**" at least within 24 hours to give to the Designated Safeguarding Lead. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- Nursery Assistants are not required to investigate further but may be required to support or monitor the child in the future.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the Nursery has not responded appropriately to concerns.
  Staff must utilize any electronic safeguarding systems in place for logging incidents or concerns to ensure accurate recording and secure information sharing.
- **Staff must utilize any electronic safeguarding systems in place for logging incidents or concerns for accurate recording and information sharing.**

The contact details for the LSCP are:
Kensington and Chelsea Duty Line – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)

8.3 Referrals

English Russian Vishenka Nursery will follow the guidelines set out in the document produced by the London Safeguarding Children's Board, alongside other relevant documentation available in the Nursery:

'What to do if you are worried a child is being abused'(2015)
Keeping children safe in education 2026
'Preventing and Tackling Bullying'(2017)

Working together to safeguard children 2026

When deciding whether to make a referral the Nursery Manager or DSL will not make their own decision over what appear to be borderline cases. All doubts and concerns will be discussed with the LADO and the Nursery will not do anything which may jeopardise a police investigation through asking leading questions or attempting to investigate.

Normally, when there are Safeguarding concerns, the DSL will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

- **The DSL must ensure referrals are completed using current multy-agency safeguarding templates.**
- **In case involving Prevent duty, referrals should include direct consultation with local Prevent coordinators or specified police units.**

8.3.1 Physical injury, emotional abuse or neglect

- The DSL will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services.
- Where emergency medical attention is necessary, it will be sought immediately. The DSL should

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inform the doctor of any suspicion of abuse.

- If a referral is being made without the parent's knowledge, and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- **If a child is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the Nursery day, for example, urgent Police intervention should be requested by calling 999.**
- If a child is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a child may be victim of forced marriage, the DSL should be consulted, whom will contact the Social Services and the police if necessary.
- **If a child suspected to be at risk of or has been involved in trafficking, modern slavery, or exploitation, the DSL must contact the National Referral Mechanism (NRM)**
- If a child shows signs of radicalisation and seems to be attracted to extremism the DSL should be consulted, who will contact the Local Prevent team or refer to the Channel programme if necessary.
- **All referrals made now by DSL must now use updated multi-agency templates, unsugaring they reflect interagency safeguarding arrangements.**

8.3.2 Sexual abuse

- The DSL will contact Children's Social Care Services or Police Child Protection Team.
- The DSL will not speak to the parents.
- Under no circumstances should the DSL or any other member of the Nursery, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.
- **The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agency.**

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

8.3.3 Female Genital Mutilation (FGM)

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and Nursery Assistants in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18

and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Note: staff must be alert to signs of FGM, CSE, sexting, domestic violence, forced marriage, faith abuse and radicalisation and discuss their concerns with the DSL as soon as possible.

8.4 Monitoring

In the instance where a concern is reported to the DSL, they will assess the situation and if needed the Bi-Borough Safeguarding Lead will be contacted immediately for an informal consultation. A monitoring procedure will be put in place immediately and action will be taken in accordance with recommendations

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from the Bi-Borough Safeguarding Lead.

Relevant members of staff will be asked to note observations about the child around whom the concerns have arisen by filling a "Report a Concern" form. All other relevant members of staff will be alerted to the monitoring of the child and will be asked to contribute any concerns or observations they deem appropriate. The observations reported will be discussed regularly with the DSL to ensure appropriate action is taken and to report matters to the Bi-Borough Safeguarding Lead, as agreed with them.

If no indicators are found or appear to develop, all information will be stored securely in a locked filing cabinet in the Nursery's office.
If indicators and concerns continue, appropriate action will be taken and recorded. As part of good practice, parents/carers will be advised that their child is to be monitored and involved in the process where suitable.
If a child is on a protection plan, information will be shared with Children's Social Care. In all such cases it is of upmost importance that action by the Nursery is taken in accordance with the Bi-Borough's Safeguarding Lead recommendations and Children's Social Care Team, if involved.

8.5 Prevention

The Nursery will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see Nursery as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

Our Nursery will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the Nursery whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS website: https://www.gov.uk/government/organisations/disclosure-and-barring-service)
- All staff are asked to disclose any reason that may affect their suitability to work with children at interview and sign a "staff suitability form" annually.
- Ensure those responsible for recruitment e.g. Proprietor/Nursery Manager have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
- Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with Children and parents and follow the codes of conduct in the Working Practice for Adults who work with Children and Young People in Education (May 2019) and Addendum (April 2020)
  Guidance for Safer Working Practice
- Whilst Nurseries and colleges are not the employer of supply Nursery Assistants, they should

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ensure allegations are dealt with properly. 'In no circumstances should a Nursery decide to cease to use a supply Nursery Assistant due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome'.

8.6 Dealing with allegations of abuse against staff

We understand that on occasions Children may make allegations against a member of staff however, staff should also take care not to place themselves in a vulnerable position with a child where an allegation can be made.
If such an allegation is made, the member of staff receiving the allegation will immediately inform the Nursery Manager or the LADO where there is an allegation against the Nursery Manager.

If any allegation of abuse is made against a member of staff, the LSCP procedures will be followed, and we shall have regard to the guidelines on practice and procedure given in Keeping children safe in education 2026 Part 4

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

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

Low level abuse

- 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 sexualised, intimidating or offensive language

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a Nursery Assistant or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Refer to Appendix B for further details.

Nurseries have a legal duty to refer to the DBS anyone who:

- has harmed, or poses a risk of harm, to a child or vulnerable adult;
- where the harm test is satisfied in respect of that individual;
- where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence;
- and that the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

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The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.

Where a Nursery Assistant's employer, including an agency, dismisses or ceases to use the services of a Nursery Assistant because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

8.7 Dealing with allegations of abuse against another child

If an allegation of abuse is made about another child it should be reported directly to the DSL who will consult with the Duty Social Work service for the borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines as applicable.

This includes peer-on-peer abuse: any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships.

The expectation regarding acceptable behaviour towards other Children is made clear through the Nursery's internal rules, reinforced by the anti-bullying policy, PSHCE lessons, the behaviour and discipline policy, as well as incidental form periods and assemblies.

Where a child (or member of staff or volunteer) makes an allegation about the behaviour of a child or Children against another child, and this is deemed to be – or could be deemed to be abuse, the allegation must be reported to the DSL.
The relevant guidelines outlined within this policy will be adhered to. Most situations would be covered by the anti-bullying policy and so the member of staff should write down the incident exactly as reported and liaise with member of the Management Team who will work with the DSL, following the anti-bullying policy procedures. The bully and victim will be dealt with separately in the first instance.

8.8 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Policy on Whistle Blowing). All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Nursery safeguarding regime and know that such concerns will be taken seriously by SLT.
Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
• General guidance can be found https://www.gov.uk/whistleblowing
• The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their Nursery.
-Whistle-blowers are protected by law under the Public Interest Disclosure Act 1998, ensuring they are

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not treated unfairly or lose their job as a result of raising a concern.
- Concerns can be reported directly to Ofsted, which has an online whistleblowing form for safeguarding and child protection issues.
Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: http://help@nspcc.org.uk

8.9 Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual Nursery head in the authority looking after the child.

8.10 Children with special educational needs and disabilities

The Nursery acknowledges that children with Special Educational Needs and Disabilities (SEND) may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse and neglect. Indications of abuse will be reported as for other Children. The Head will identify Children with particular communication needs and **ensure training is provided to staff to enhance their understanding of the specific safeguarding challenges related to SEND children**

The proprietor will ensure their overarching safeguarding and child protection policies reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
• children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs
• communication barriers and difficulties in overcoming these barriers.
- **Limited access to external reporting systems due to their dependency on caregivers or educators**
- **Increase risk of isolation due to their physical or cognitive needs**

8.11 The child's wishes

Where there is a safeguarding concern the proprietor and Nursery leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback, such as talk with DSL or deputy DSL **in private** and explain to the child why the information might need to be shared with someone else.

The proprietor should ensure that staff members do not agree confidentiality and always act in the best interests of the child

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8.12 Children missing education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Nursery staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. See Appendix A for procedures for recording and reporting absences.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. **Staff should immediately escalate any concerns related to unexplained absences to the DSL, who will assess the need for referral**. Further information about children at risk of missing education can be found in the Children missing education 2025).

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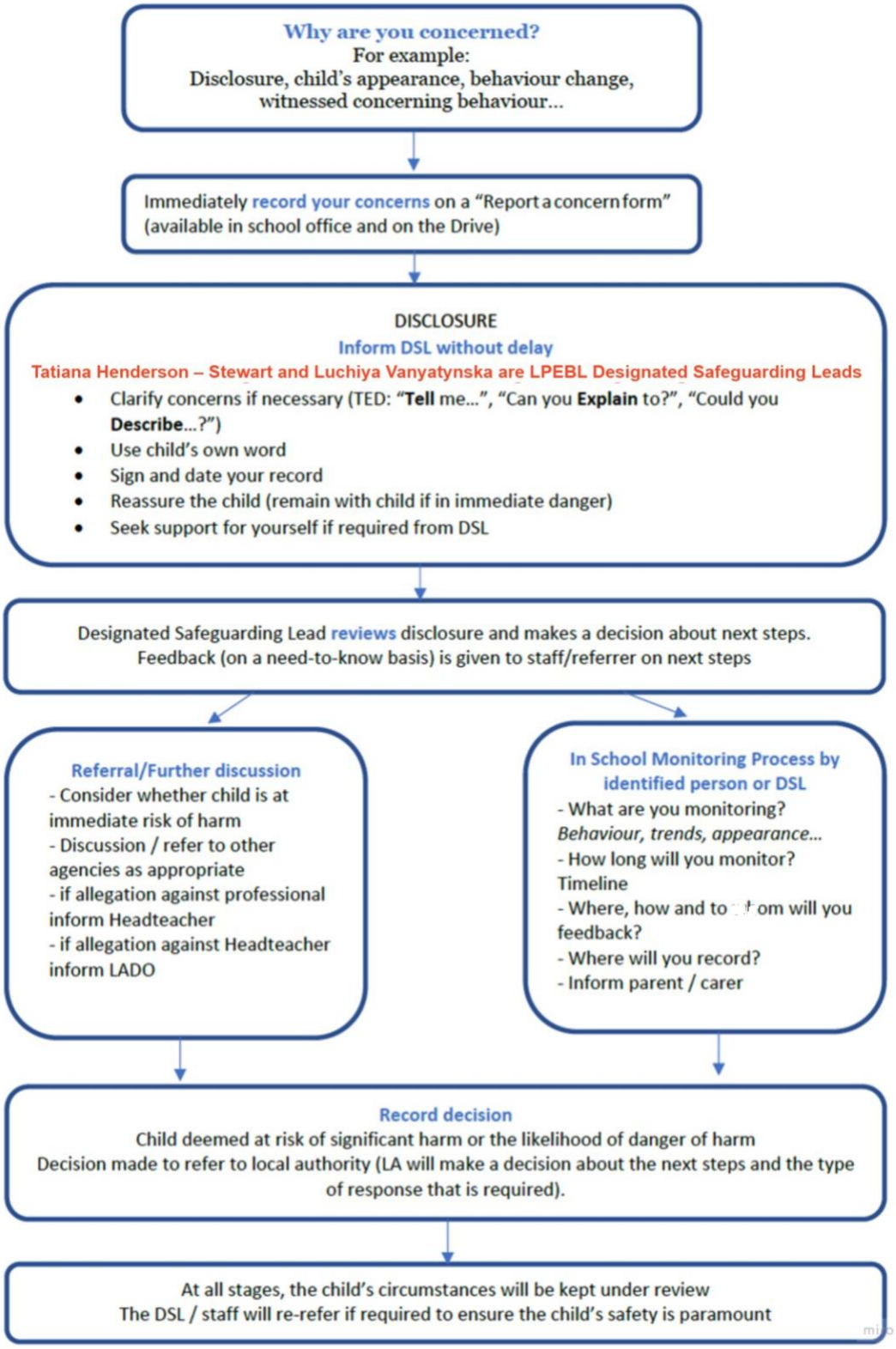
8.13 What to do if I have a safeguarding concern flowchart



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9. Safety and security in Nursery

Entry to Nursery premises is controlled by secure gates, locked doors, constant staff supervision. Authorized visitors are signed in and out of the premises. Unidentified visitors are refused entry by staff and immediately reported to the **Nursery Manager**.

The presence of intruders and suspicious strangers loitering near the Nursery will be reported to the Police and the Local Authority so that other Nurseries can be alerted.

No internal doors to rooms are locked while Children are present except certain occasions when getting ready for activities requiring scissors or other sharp objects.

All teaching rooms have clear glass panels in the doors to supervise practitioners with children. Doors of rooms are open during 1-1 sessions.

Members of staff who work with children on a one-to-one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a child may see their individual lesson time as a private opportunity to make a disclosure. See Appendix A.

10. Extended Nursery and off-site arrangement

Where extended Nursery activities are provided by and managed by the Nursery, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our Children attend off-site activities, including day and residential trips and work-related activities, we will check that effective safeguarding arrangements are in place.

It is the responsibility of the proprietor to vet the organisations wishing to use the Nursery premises outside Nursery hours to ensure that he is not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities.

11. First Aid and medical plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and significant injuries will be shared with parents at the earliest opportunity. Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

First aiders:

***English Russian Nursery Vishenka*: Tatiana Henderson – Stewart, Luchiya Vanyatynska**

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12. Contractors

Building contractors who work on the Nursery site will be made aware of **safeguarding policies**.. Long-term contractors who work in the Nursery during term-time will be asked to provide their consent for **DBS checks** to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, **Health and Safety risk assessments** will include the potential for contractors and their employees to have direct access to Children in non-teaching times.

13. Confidentiality and information sharing

Refer to DfE guidance Information sharing, Advice to practitioners, 2026.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in Nursery.

- All staff in Nursery, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Staff/volunteers should note that neither the GDPR nor the Data Protection Act 2018 prevent and limit the sharing of information. It does, however, provide a framework to ensure that personal information about a living individual is shared appropriately.

14. Online safety

14.1 Generalities

English Russian Vishenka Nursery operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the Nursery:

- Where children are named, only their first names are given
- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed (see policy on mobile phone and camera use)

By observing these points, the Nursery ensures that visitors to the website cannot link images of children to names of children.
When choosing photographs for the website, the Nursery is mindful of the way children may appear in them and will not include images that are in any way inappropriate.

The Nursery follows a policy of seeking parents' permission before using images which show children on

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the website. No other private information about children is ever published on the website such as surnames or contact details.

The Nursery requires all parents using cameras to undertake that images are for private use only and are not shared in public arenas such as social network sites.

In the Early Years, parents and carers are reminded that any photography or videos of the children on personal devices are discouraged. They are reminded at Early Years events. If they still wish to photograph their child in a Nursery event, then they are reminded that these photos are not to be shared on social media.

English Russian Vishenka Nursery is a screen-free Nursery and children do not have access to the internet during Nursery hours.

Our internet safety policy is a separate document that recognises the need to have strategies to protect children in the digital world.
All staff must complete annual online safety training, including guidance on social media, cyberbullying, and safe use of personal devices in the Nursery.

14.2 Remote learning

Where national or local restrictions require the whole Nursery to close, English Russian Vishenka Nursery will teach remotely using the Google platform.
All parents at the Nursery digitally sign a consent form. They undertake not to disclose the access password of their child's blog in order to comply with Data Protection regulations and work together towards the protection of all the Children in the Nursery. At the beginning of the Nursery year, Parents are provided with a code to access their child's Google room.
For live teaching sessions, English Russian Vishenka Nursery uses the platform Zoom with a unique password for each lesson.

In the case of the Nursery being closed due to a compulsory full or partial closure, the Nursery will follow the protocols outlined to ensure that our high level of vigilance and surveillance continues to safeguard our Children.
All remote sessions will be recorded and stored securely for safeguarding purposes, accessible only to the DSL and relevant senior staff.

15. Monitoring and evaluation

Our Safeguarding Policy and procedures will be monitored and evaluated by:

- Proprietor termly visits to the Nursery
- SLT 'drop-ins' and discussions with children and staff
- Child surveys and questionnaires
- Scrutiny of attendance and behaviour data
- Scrutiny of range of risk assessments
- Scrutiny of minutes of staff meetings, records of concerns and safeguarding records
- Logs of bullying/racist/behaviour incidents for SLT and proprietor to monitor

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- Termly reviews of procedures aimed at safeguarding children in various circumstances
- Review of parental concerns and parent questionnaires
- Annual full safeguarding audits by the proprietor

16. Legal framework and references

This policy has been informed by and complies with:

- DfE statutory guidance 'Keeping Children Safe in Education (2026),
- DfE advice 'The Prevent Duty 2024' from The Counter-Terrorism and Security Act (2015)
- DfE 'What to do if you're worried a child is being abused' (March 2015)
- DfE guidance 'Working Together to Safeguard Children 2026'
- DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (2020)
- Children missing education 2025
- UKCCIS Sexting in Nurseries and colleges: responding to incidents and safeguarding young people , August 2016
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2022.

See also: **Anti-bullying Policy, Behaviour Policy, Complaints Policy, E-Safety/Acceptable use Policy, Whistleblowing Policy, Safe Recruitment Policy, Code of Conduct for Staff, First Aid, Health and Safety and EYFS-specific policies and procedures, PSHCE policy, Prevent Risk Assessment Action Plan and Prevent Risk Assessment.**

Review date: 22 September 2027

Signatures

Nursery Manager:

DSLs:

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17. APPENDIX A

17.1 Definitions and types of abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse. They are defined in the DfE Statutory Guidance 'Keeping Children Safe in Education' 2026 as follows:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All Nursery staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children. The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.
There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's wellbeing.

- Harm is defined as the ill treatment or impairment of health and development.
- Development means physical, intellectual, emotional, social or behavioural development.
- Ill treatment includes sexual abuse and forms of ill treatment that are not physical.
- Health includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.
There are four main categories of abuse – **physical, neglect, sexual and emotional**.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

Other Types of abuse:
In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Child Sexual Exploitation (CSE): CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing Nursery or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children

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under the age of 18. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a child of this Nursery, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Domestic Abuse : Domestic abuse represents one quarter of all violent crime.
How does it affect children?
Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.
What are the signs to look out for?
Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.
What should I do if I suspect a family is affected by domestic abuse?
Contact the National Domestic Abuse Helpline: 0808 2000 247.
In an emergency dial 999.

Female Genital Mutilation (FGM): Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to Nursery. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

All staff at English Russian Vishenka Nursery is expected to complete the course "Female Genital Mutilation Awareness" on the Educare platform.

Radicalisation and extremism: The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Nurseries can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

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Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be engaged with an extremist group, cause or ideology include:
• spending increasing time in the company of other suspected extremists
• changing their style of dress or personal appearance to accord with the group
• their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
• loss of interest in other friends and activities not associated with the extremist ideology, group or cause
• possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
• attempts to recruit others to the group/cause/ideology
• or communications with others that suggest identification with a group/cause/ideology

Example indicators that an individual has an intention to use violence or other illegal means include:
• clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
• using insulting or derogatory names or labels for another group
• speaking about the imminence of harm from the other group and the importance of action now
• expressing attitudes that justify offending on behalf of the group, cause or ideology
• condoning or supporting violence or harm towards others or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:
• having a history of violence
• being criminally versatile and using criminal networks to support extremist goals
• having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
• having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Peer-on-Peer Abuse: All staff should recognise that children are capable of abusing their peers. Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

17.2 Signs of abuse

Signs of physical abuse
• Multiple bruising or bruises and scratches (especially on the head and face)
• Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
• Bruises around the neck and behind the ears – the most common abusive injuries are to the head

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• Bruises on the back, chest, buttocks, or on the inside of the thighs
• Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
• Bite marks
• Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
• Scalds with upward splash marks or tide marks
• Untreated injuries
• Recurrent injuries or burns
• Bald patches.

In the social context of the Nursery, it is normal to ask about a noticeable injury.
The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:
• the explanation given does not match the injury
• the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
• no explanation is forthcoming
• the child (or the parent/carer) is secretive or evasive
• the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:
• is reluctant to have parents/carers contacted
• runs away or shows fear of going home
• is aggressive towards themselves or others
• flinches when approached or touched
• is reluctant to undress to change clothing for sport
• wears long sleeves during hot weather
• is unnaturally compliant in the presence of parents/carers.
• has a fear of medical help or attention
• admits to a punishment that appears excessive.

Signs of emotional abuse
Developmental issues
• Delays in physical, mental and emotional development
• Poor Nursery performance
• Speech disorders, particularly sudden disorders or changes.

Behaviour
• Acceptance of punishment which appears excessive
• Over-reaction to mistakes
• Continual self-deprecation (I'm stupid, ugly, worthless etc)
• Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
• Self-mutilation
• Suicide attempts
• Drug/solvent abuse
• Running away
• Compulsive stealing, scavenging
• Acting out

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- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at Nursery, leaving late

Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Signs of sexual abuse
Physical observations
- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in Nursery performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at Nursery, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures

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- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Signs of neglect

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from Nursery or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Personal space

"Personal space" is the private area of control inside an imaginary line or boundary that defines each person as separate. Ideally, that boundary helps us stay in charge of our own personal space. It helps keep out the things that make us uncomfortable - unsafe and unwanted feelings, words, images, and physical contact. Solid social rules strengthen the boundary. Behaviours that routinely disrespect or ignore boundaries make children vulnerable to abuse.

17.3 Additional concerns

17.3.1 Working with children one-to-one

Working with children in one-to-one situations requires additional safeguards to be in place. Adults working in one-to-one settings are more vulnerable to unfounded or malicious allegations being made against them. One-to-one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Nursery Assistants also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles from Guidance for Safer Working Practice for Adults who work with Children and Young People

The welfare of the child is paramount

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- It is the responsibility of all adults to safeguard and promote 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 children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.
- **Adults should ensure that any digital communication with children in one-to-one settings is professional and logged, and that personal devices are not used for private contact.**

Working arrangements

- It is the policy of this Nursery that one-to-one teaching is often in the best interest of the child.
- A Nursery Assistant must carefully consider the needs and circumstances of the child when in one -to-one situations
- It is advisable to leave the door of the room open when working in a one -to-one situation. In cases where privacy is required, it is essential that the Nursery Assistant and child are visible through a window at all times. **If visibility is not possible, another staff member should be informed of the session.**
- Parents/guardian of children who are to be involved in one-to-one teaching will be informed and their consent sought in writing. A copy of timetable will be given to the HT/DH.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager. **Staff should also be provided with a mobile phone and check in/out procedures should be followed.**

Confidentiality

- Nursery Assistants have a duty to report any concerns regarding a child's welfare
- Nursery Assistants must be aware of the contents of the Safeguarding Children Policy and the name of the DSL
- If a child discloses any information about abuse, the Nursery Assistant must not ask leading questions or promise confidentiality

Staff should also ensure that disclosure is recorded as soon as possible and securely stored in line with GDPR.

- All concerns must be recorded, dated and signed

17.3.2 Physical contact

Parents can feel confident that careful procedures are in place to ensure all staff and volunteers are suitable to work with children. Nursery Assistants are permitted to use reasonable force to control or restrain Children in certain circumstances, including dealing with disruptive behaviour, as per the Nursery's behaviour and discipline policy and physical restraint policy. This should be taken into account if the allegation is about physical contact. Physical intervention is allowable when averting immediate danger of personal injury.

Physical contact for the purpose of punishment is never allowed.

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; members of staff need to use professional judgement of all types, according to age, gender and stage.

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Staff should receive training in safe handling and restraint techniques, and all incidents must be recorded and reviewed by the DSL or manager

17.3.3 Children Missing Education (CME)

At English Russian Vishenka Nursery we acknowledge the requirement to have an admission register and an attendance register. All Children are placed on both registers. We place Children on the admission register at the beginning of the first day on which the Nursery has agreed, or been notified, that the child will attend the Nursery. If a child fails to attend on the agreed or notified date, we contact parents immediately.

English Russian Vishenka Nursery uses an attendance paper folder and file on a designated computer to record admission and attendance completed daily by Nursery Assistants and signed by manager in every room and every day in both branches.
Attendance records are reviewed weekly to identify patterns of absence and potential safeguarding concerns.

It is important that the admission register is accurate and kept up to date. We regularly encourage parents to inform them of any changes whenever they occur. This can assist the Nursery and local authority when making enquiries to locate children missing education.

English Russian Vishenka Nursery monitors attendance and address it when it is poor or irregular. It is our duty to inform the local authority of any child who fails to attend Nursery regularly or has been absent without the Nursery's permission for a continuous period of 10 Nursery days or more.

Where a parent notifies Vishenka nursery that a child will live at another address, we are required to record in the admission register:

- the full name of the parent with whom the child will live
- the new address
- the date from when it is expected the child will live at this address.

Where a parent of a child notifies Vishenka nursery that the child is registered at another Nursery or will be attending a different Nursery in future, The Nursery records in the admission register:

- the name of the new Nursery; and
- the date on which the child first attended or is due to start attending that Nursery.

Staff should also follow up with the new setting to ensure a smooth transition and confirm attendance to prevent CME.

18. APPENDIX B

18.1 Dealing with allegation of abuse against staff

This guidance relates to members of staff who are currently working in any Nursery regardless of whether the Nursery is where the alleged abuse took place. Allegations against a Nursery assistant who is no longer

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teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head unless the Head is the one against whom the allegation is made. An allegation against the Proprietor, the HT or DSL should be reported to the LADO. An allegation against the HT should also be reported to the MASH team.

Many cases may not warrant the consideration of either a police investigation or enquiries by the LSCP. In these cases, local arrangements should be followed to resolve cases without delay. However, some rare allegations will be so serious they require immediate intervention by the LSCP, in which case the following guidelines are followed:

1) The HT should consult the DSL in the first instance to discuss the nature context and extent of the allegation and agree on a course of action.
2) The DSL should then contact the local authority Safeguarding Children Referral and provide written details of the allegation, signed and dated, from the person who received the allegation (not the child).
3) The DSL should record any information about dates, times, locations and names of potential witnesses.
4) An initial assessment of an allegation should be made by the duty officer and the DSL to judge whether there is need for immediate action to protect the child, the
allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the Nursery's disciplinary procedures.
5) The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.
6) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCP procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware). The case manager will inform the accused person about the allegation.
7) If the allegation is not false or unfounded and there is cause to suspect a child is suffering, or likely to suffer significant harm, a strategy meeting will be convened
8) Nursery Assistants are permitted to use reasonable force to control or restrain Children in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
9) The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.

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10) In cases where other interagency involvement is not required, the LADO will discuss with the DSL and Head what steps to take. The HT may decide to take no further action, to dismiss the person or not to use that person's services in the future.
11) Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.
12) The HT and DSL will make the decision whether or not to suspend, given the risk to the child and where the allegations warrant investigation by police, as advised by the LADO.
13) Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.
14) If the allegation is substantiated, the person is dismissed or the Nursery no longer uses his/her services, then the LADO will discuss with the Nursery whether a referral should be made to the DBS
15) If the person is considered unsuitable to work with children, a report will be made to the Disclosure and Barring Service (DBS) within one month of their leaving the Nursery.
16) If an allegation is not substantiated and the person returns to work, the Nursery will support that person through offering for example, a phased return or a mentor.
17) Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references **Staff involved in allegations will also be offered counselling support or access to occupational health to support wellbeing.**

Part 4 of KCSIE should be read carefully and followed should cases arise, including as to managing the exit arrangements.

18.2 Procedures for dealing with allegation made by or against a parent

1) An allegation of abuse made by or against a parent should be reported immediately to the Head and Child Protection Officer – or his deputy.
2) The Head or Child Protection Officer should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation.
3) In case which may appear to be borderline, the Head should not make a judgement about referral but consult with the local authority designated officer (LADO) the initial assessment of an allegation. This may be done tentatively without giving names in the first instance.
4) With advice, the Head will judge the need for immediate action to protect the child.
5) The Head should record any information about dates, times, locations and names of potential witnesses, but not attempt to investigate, being sure not to jeopardise a potential police investigation by, for example, asking leading questions.
6) In case of serious harm, the police should be informed from the outset.
7) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCP procedures will be followed.
8) The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).
9) The Head will inform the accused about the allegation, after consulting the LADO.
All records relating to parent allegations will be stored securely in line with GDPR,

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and staff should avoid direct confrontation with the parent until advised

18.3 Partnership with parents

The Nursery works closely with parents but their privacy and that of their children should be respected at all times. However, the priority remains the needs of the child and effective liaison is crucial for this. It should be recognised that families from different backgrounds and cultures have differing approaches to child-rearing and these differences should be acknowledged and respected, provided they do not place a child at risk, as defined in this policy.

Wherever possible staff should work with parents and share information with them. Local authority intervention is primarily to identify needs and ways of providing support to families. Permission for sharing information with outside agencies should be sought unless a child is thought to be at risk of harm. In these cases, the DSL should seek advice from the LADO or make a child protection referral.
Staff should also maintain regular, documented communication with parents about welfare concerns while safeguarding confidentiality.

Should concerns or disclosures related to a parent occur outside Nursery, parents are advised to contact the LADO (see above) or the NSPCC; these agencies will contact the Nursery in due course.

18.4 Guidance on peer-on-peer abuse

All staff should recognise that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery)
- upskirting, (which is a criminal offence) which typically involves taking a photo underneath someone's clothing with the intention of causing embarrassment, humiliation, distress, alarm or for the purposes of sexual gratification;
- initiation/hazing type violence and rituals.

All staff should be clear as to English Russian Vishenka Nursery's policy and procedures with regards to peer-on-peer abuse, outlined below.

Procedures to minimise the risk of peer-on-peer abuse:

- Educating staff: 'peer on peer abuse' is included in safeguarding induction and annual training
- Educating children: ensuring that children have an age-appropriate understanding about peer-on-peer abuse via:
  - PSHE sessions (including bullying)
  - Assemblies
  - Anti-Bullying Week – understanding possible causes and the Nurseries zero tolerance attitude towards bullying

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• Being willing to have an open dialogue with parents about experiences or concerns over peer-on-peer abuse

As part of this education, staff at English Russian Vishenka Nursery will challenge the attitudes that underlie such abuse (both inside and outside the room). This includes an understanding that peer-on-peer abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The Nursery also recognise, as outlined in KCSIE, the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.
Staff will also model respectful behaviour and encourage empathy, ensuring children understand the impact of their actions.

How allegations of peer-on-peer abuse will be recorded, investigated and dealt with:

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline **cases the DSL should consider consulting** with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the relevant Child Services, in accordance with the LSCP's procedures, immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the relevant local authority and agree on a course of action, which may include:

A. Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B or C should ordinary apply. However, where support from local agencies is not suitable, the Nursery may handle allegations/concerns internally. In these cases, the Nursery may engage and seek advice from external specialists (either in the private and/or voluntary sector) or use internal support.
B. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.
C. Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. Depending on the circumstance, the Police may be involved e.g. section 47

In all of the scenarios, the Nursery, along with the relevant agencies or specialists will support both the child who has experienced the abuse, ensuring that further abuse does not take place as well as helping children overcome any difficulties arising from the original situation.

19. APPENDIX C

19.1 Recording a Safeguarding Concern form

Reporting a Safeguarding concern form can be found in the Nursery office.

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Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Safeguarding Officer (Mireille Sagne or Alla Hart) if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said. Time & date of incident:
Was there an injury? Yes / No Did you see it? Yes / No
Describe the injury:
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No
Was anyone else with you? Who?
Has this happened before? Did you report the previous incident?
Who are you passing this information to? Name: Position:
Your signature:

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Date:	Time form completed:

Time form received by DSL:

Action taken by DSL:

Referred to ?

Date: Time

Parents informed ? YES / NO (if no state why?)

Outcome of action taken by DSL:

Follow up action by DSL:

Feedback given to person reporting the concerns:

Signed by DSL: Date:

Full Name:

Checklist for DSL:
✓Concern described in sufficient detail?
✓Distinguished between fact, opinion and hearsay?
✓Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
✓Jargon free?
✓Free from discrimination/stereotyping or assumptions?
✓Concern recorded and passed to DSL in a timely manner?

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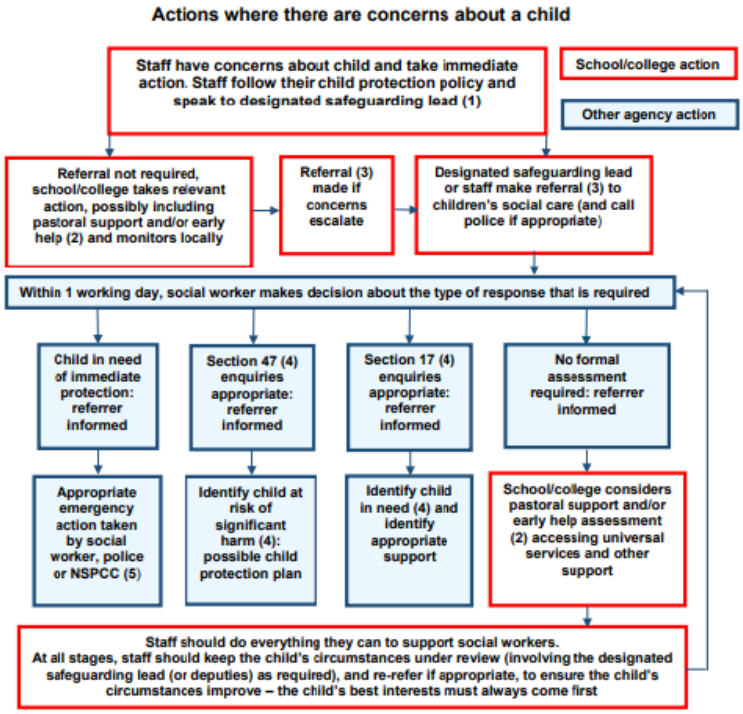
19.2 Response Diagram in the instance of a disclosure



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

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20. APPENDIX E – Relevant links

National resources
Abuse
Bullying and cyberbullying
Children missing education
Child sexual exploitation (CSE)
Criminal exploitation of children and vulnerable adults county lines
Domestic abuse
Female genital mutilation (FGM)
Forced marriage
Mental health and behaviour in Nursery
The prevent duty
Nursery attendance
National Society for the Prevention of Cruelty to Children

Local resources
Local Safeguarding Children Partnership for RBKC
RBKC Social Services Department
RBKC Family and Children's services
Multi-Agency Safeguarding Hub (MASH)

Last pages with Signatures

Safeguarding issue

Room leader last page
……
Deputy manager
Manager
Nursery supervisor/ director
Registered person

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