



Little Beeches Nursery

Safeguarding and Child Protection Policy

This policy will be reviewed in full by the Trading Board annually or when there is a change in statutory guidance or legislation.

Policy created: September 2026

Approval date: September 2026

Policy review date: September 2027

Signed on behalf of the Nursery:

Signed by the nominated person:

Signed by the Executive Head teacher:



All children and young people will have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

Provision Details

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Introduction and context

We are committed to safeguarding children and young people and we expect everyone who works at Little Beeches Nursery to share this commitment. Adults at Little Beeches Nursery take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. All adults will always act in the best interest of the child. We are committed to providing an environment that nurtures and transforms the lives of children and young people in our nursery and take seriously our responsibilities to safeguard and promote their welfare. In addition, our nursery undertakes responsibilities to work in partnership with agencies and partners as part of the wider, multi-agency, safeguarding system, in accordance with our nursery individual Safeguarding and Child Protection Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership (SSCP) policies and procedures.

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or local authority children's social care in pursuit of their enquiries in order to protect and safeguard children and young people.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively we ensure our approach is child-centered, always considering what is in the best interests of the child or young person. **Child Protection is part of safeguarding and promoting the welfare of children and is defined in Working Together to Safeguard Children as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.**

Effective safeguarding is anti-discriminatory and anti-racist. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

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

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family.

Our commitment

To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn.
- Our nursery assesses the risks and issues in the wider community when considering the well-being and safety of children and young people.
- Identifying concerns early and providing appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.
- Children and young people are taught about safeguarding, including online, through various teaching and learning opportunities. Children are taught to recognise when they are at risk and how to get help when they need it.

- Victims of harm should never be given the impression that they are creating a problem by reporting abuse, exploitation, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Little Beeches Nursery is committed to maintaining a strong safeguarding culture in which children are listened to, respected and taken seriously. We strive to ensure that every child feels safe, knows how to seek help and understands that concerns will be acted upon promptly. Safeguarding is embedded within all aspects of nursery life, and all adults contribute to creating an environment where children can thrive, learn and develop safely.

Equalities Statement

With regards to safeguarding, we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty.

General duties include:

- Having an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.
- Take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting children and young people with certain protected characteristics in order to meet their specific need.
- Make reasonable adjustments for disabled children and young people.

Details of our specific duties are published under BTCT's equality statement and measurable objectives. This document is available on BTCT website.

Our Safeguarding and Child Protection Policy is available in our nursery and on our website.

Glossary

References to "staff" related to any staff-member, paid or unpaid, who contribute to the care, transportation, activities or education for our children and young people.

SSCP is an abbreviation for the Somerset Safeguarding Children Partnership

Part One

Safeguarding Roles and Responsibilities

Roles and Responsibilities of All Staff

All staff will read and understand Part 1 and Annex A of Keeping Children Safe in Education (2026) in full.

All staff will be aware of the systems in place which support safeguarding, including reading this Safeguarding/Child Protection Policy; the Little Beeches Behaviour Policy; the BTCT Code of Conduct.

All staff will know how to contact the Designated Safeguarding Lead (DSL) and any deputies, Trust Safeguarding Lead, and the named Trustee responsible for safeguarding.

Record concerns appropriately and in a timely manner by using the setting's safeguarding systems

Be aware racism, faith-based prejudice and other discrimination as a harm in its own right, and the impact on a child's welfare, wellbeing and sense of safety.

Recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Staff understand such experiences may affect a child's welfare, wellbeing, mental health,

and willingness to seek help. Staff are alert to the signs and impact of prejudice based harm and ensure that concerns are considered within safeguarding practice where appropriate.

Be involved where appropriate, in the implementation of individual plans

Exercise professional curiosity by respectfully exploring and understanding a child's lived experience, family circumstances and potential risks. Staff should not rely solely on presenting information and should remain professionally inquisitive when information, behaviour, presentation or family circumstances indicate that further understanding may be required to safeguard and promote a child's welfare.

To further safeguard vulnerable children and understand their progress and maintain a culture of high aspirations for this cohort.

Complete all safeguarding training (including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and cyber security).

Any child may benefit from early help, but all nursery staff should be particularly alert to the potential need for early help for a child who:

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

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

The role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL)

Our nursery has a Designated Safeguarding Lead (DSL) who has the status and authority to carry out the duties of the post.

Details of our DSL and Deputy DSL are available on the website, in the nursery reception area and on noticeboards around the nursery.

Duties are further outlined in Keeping Children Safe in Education, (2026, Annex B)

The DSL is a member of the Nursery's Leadership Team and has lead responsibility for safeguarding and child protection, (including Online Safety and understanding the filtering and monitoring systems and processes in place) within the setting.

The DSL works with the headteacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievement at nursery.

Activities include the management of work undertaken by any Deputy DSLs, Safeguarding Officer and Safeguarding Administrators.

Manages early identification of vulnerability of pupils and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.

Manages referrals to local safeguarding partners where pupils with additional needs have been identified. These can include those:

- who need a social worker and may be experiencing abuse, exploitation or neglect.
- requiring mental health support.
- who may benefit from early help.
- where there is a radicalisation concern.
- where a crime may have been committed

The DSL will also:

- Be a key point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- If required, liaise with the Case Manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable pupils with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their progress and attainment and maintain a culture of high aspirations for this cohort.
 - are supported to identify the challenges that children in this group might face.
 - provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.
- Work with the SLT member who has lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Support the Filtering and Monitoring lead in conducting an annual review on filtering and monitoring which is presented to governors.

The Governing Body (Trustees)

Duties are further outlined in Keeping Children Safe in Education (2026, Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements. BTCT Trustee Lead responsible for safeguarding is Carole Chevalley.

- Within our nursery, the appointed Safeguarding Trustee will liaise with the Nursery Manager (DSL) and Head Teacher (DSL) to produce an annual report for governors.
 - Ensure that the Nursery remedies any actions brought to its attention without delay.
 - Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of the nursery's leadership team and ensure that they have the appropriate status, authority, skills and experience within the school to carry out the duties of the post.
- Ensure that they attend SSCP training and that safeguarding learning for the school community is robust and effective.
- Ensure that practitioners, and any other staff have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2026, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against practitioners, who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices including filtering and monitoring.
- Ensure the setting promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibility,
- Receive an annual filtering and monitoring assurance report as part of the schools annual report and review the effectiveness of arrangements

Staff Induction

As part of the mandatory induction process for new employees/volunteers, they will attend an induction briefing with either DSL or DDSL, that will include the Safeguarding and Child Protection Policy, Nursery Behaviour Policy, BTCT code of conduct, DfE Keeping Children Safe in Education. Online safety training will be part of staff induction, to include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. New staff will also complete safeguarding training, Prevent, Domestic Abuse and FGM awareness.

All will complete: Appendix A: Staff Induction Record. Staff induction includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

Safeguarding Training for all Staff

All staff receive annual basic awareness safeguarding refresher training, where possible via face to face, delivered by DSL/DDSL or another Advanced Child Protection trained member of staff. This includes online safety, FGM training to understand their legal duty under the Mandatory Reporting Duty. All staff will complete online training which includes Domestic Abuse and Prevent awareness training. This is to ensure that they can comply with the legal expectations under Prevent Duty.

Throughout the year staff will also receive updates via email bulletins and staff meetings. Staff training includes references to internal whistleblowing policy and guidance for escalating concerns.

Training for Designated Safeguarding Leads and Deputies

In addition to the all-staff training outlined above, the Designated Safeguarding Lead and deputies will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.

The Deputy Manager will be trained to the same level as the DSL. Nursery Manager, Deputy Manager and Headteacher will be Safer Recruitment trained and Operation Encompass awareness trained.

The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

As part of their whole school safeguarding approach our school is encouraged to develop safeguarding specialisms within their teams e.g., SHSV, domestic abuse awareness, etc.

Training for Governors

All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Safer recruitment and safer working practice

Safer Recruitment

Little Beeches Nursery pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education, Part Three' (2026), ensuring we maintain an accurate Single Central Record.

- This includes scrutinising applicants, by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. **An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026.**
- Applicants must provide an application form and Curriculum Vitae will not be accepted as a stand-alone.
- As a setting we will conduct online searches as part of our due diligence checks on short-listed candidates and inform them of this.
- All recruitment materials will include reference to **BTCT's** commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third-party assurances are sought for contractors who are required on site, including identification checks on arrival.
- **Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.**

Little Beeches Nursery cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, the nursery will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

Visitors

All visitors complete a signing in/out process, wear a settings ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in the setting.

Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. **Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.**

If the visit is unscheduled and the visitor is unknown to the nursery, settings will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

Site Safety

Risk assessments are undertaken and maintained in accordance with the BTCT's health and safety policy. BTCT Trading Ltd ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers)

Where the setting's premises are hired or rented to another organisation, BTCT Trading Ltd will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements for the provider to liaise with the setting on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

Off-site visits

Our settings carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Part Two – Reporting concerns

It is not the staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Clear procedures for reporting any concerns are given to all staff and volunteers and visitors. This is done as part of the staff induction, training or on a safeguarding leaflet as they sign in at our nursery reception. This policy is made available on the nursery website.

All staff are alert to potential indicators of abuse, neglect, and exploitation, and listen carefully to what a child says, how they behave, and observe how they communicate if non-verbal (due to age, special needs and/or disabilities, or if unwilling to communicate).

All staff will try to understand the child's personal experiences and observe and record any concerns.

All staff communicate in a way that is appropriate to the child's age and level of understanding and use evidence-based practice tools for engaging with children, including those with special educational needs and disabilities.

All concerns should be reported in writing. Concerns should always be completed as soon as possible, on the same day. Trust staff visiting Little Beeches Nursery should not email the DSL, they should contact the DSL before leaving the site. Staff should never wait until the next day to report a concern.

Staff will follow the reporting procedures in their nursery policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if the situation is an emergency and the DSL/DDSL or another Level 3 member of staff and headteacher are all unavailable.

If it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to Somerset Direct 0300 123 2224 or Emergency Duty Team 0300 123 23 27 or Police.

When a child tells me about abuse, they have suffered, what must I remember?

- Find a calm, quiet place to talk
- Do not communicate shock, anger or embarrassment.
- Reassure the child, tell them you are pleased that they are speaking to you.

- Let the child lead the conversation
- Never promise confidentiality, assure them that you will try to help but let the child know that you may have to tell other people to do this, say who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information Use TED 'Tell Me, explain to me, describe to me' questioning.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you, tell them they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

Information Sharing

Our nursery is committed to having due regard to relevant data protection principles which allow for sharing and withholding personal information as provided in the Data Protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the nursery are aware that:

'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.

Staff will be open and honest, where practicable and safe to do so will explain what information is being shared, who the information is being shared with and the reason why they are sharing the information.

Practitioners will seek consent to share data where possible in line with [Information sharing for safeguarding practitioners](#)

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- By doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- Or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when our nursery will not provide students' personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). If in doubt we will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Child protection and safeguarding records will be maintained securely, separately from educational records where appropriate, and retained in accordance with data protection legislation, safeguarding requirements and the Trust's records retention arrangements. Access to such records will be restricted to staff who require the information in order to safeguard and promote a child's welfare.

Identifying and Monitoring the Needs of Vulnerable Pupils

The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.

Information about vulnerable pupils is shared with practitioners and nursery leaders to promote educational outcomes.

Pupils who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.

Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Use of Reasonable Force

Reasonable Force refers to the physical contact to restrain and control children using no more force than is needed. Control means either passive physical contact or active physical contact.

The use of Reasonable Force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

Our nursery will follow guidance in BTCT Positive Handling and Use of Physical Intervention Policy available on [BTCT Polices](#)

Team Teach Training is available via Inclusion Team at BTCT. Good practice would be to ensure these processes are reviewed on a regular basis.

The use of Reasonable Force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance outlined below :[Reasonable Force Guidance](#)

There is robust recording of any incident where positive handling or restraint has been used. Incidents should be recorded on My Concern or CPOMs or cause for concern form. Further review of the incident is carried out to reflect on how the incident could be avoided. This will involve staff, the child and their family.

Part Three

Types of abuse/signs/specific safeguarding issues

Abuse and neglect (definitions)

All staff should be aware of indicators of abuse, exploitation and neglect so that they are able to identify cases of children who may need help or protection.

If staff are unsure, they should always speak to the Designated Safeguarding Lead (or deputy). All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the nursery and/or can occur between children outside of these environments.

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms, and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Our responsibilities are:

- to understand what each category of abuse is
- to understand how this abuse can impact on the welfare and development of our children.
- to take appropriate action when we have concerns that a child or young person might be at risk of or already experiencing abuse, exploitation or neglect.

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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

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. This can include verbal abuse such as persistent criticism, belittling or name-calling. 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 from 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, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity. The Centre of expertise on child sexual abuse has useful resources and training Home | CSA Centre.

Safeguarding in specific circumstances:

In addition to the above there are other areas of safeguarding that we must have due regard to Part One and Annex B of Keeping Children Safe in Education highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance.

Children and the court system may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing, and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

Children with family members in prison are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support provisions can be found on the [Nicco](#) website

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

County Lines is the term used to describe gangs and organized criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the County Lines network.

Domestic abuse:

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The impact will vary from child to child and will be dependent on the extent of the abuse, the length of time it goes on and the age of the child. The younger the child when the abuse starts the longer lasting the impact. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Effects on children:

Fear, low self-esteem, anger, distrust and anxiety

Bedwetting, nightmares and sleep deprivation

Being bullied or becoming bullies

Being physically hurt

Feels isolated and withdraws

- Self-harms, misusing drugs and alcohol
- Emotionally torn between their parents
- Does poorly at school, cannot concentrate or is disruptive
- Depression and eating disorders

Our staff will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

Additional e-learning training for staff, on Domestic Abuse and Modern Slavery is available [here](#)

We acknowledge the [Domestic Abuse Act, 2021](#) and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

Our nursery receives a notification (PSN)) from Avon and Somerset Police where there has been an incident in a household involving a child at our school. We have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any Safeguarding concerns into Children's Services. All Police Safeguarding Notification (PSN) will be recorded as new concerns on and children's safeguarding records.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

Further advice and guidance accessed via the [NSPCC](#), [Refuge](#) and [Safelives](#) spotlight on young people and domestic abuse.

The National Domestic Abuse helpline can be called free of charge 0808 2000 247

Further resources relating to violence against women and girls (VAWG) can be accessed [here](#)

Somerset Domestic Abuse Service:

Phone: 0800 694 9999 option 2

Email: SIDAS@somerset.gov.uk

Website: <https://somersetdomesticabuse.org.uk/>

Homelessness or being at risk of being made homeless is a significant risk for children or young people. The DSL should refer to the local housing authority at the earliest opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, communities and local government have published joint statutory guidance on the provision of accommodation for 16- and 17-year old's who may be homeless or require accommodation. A series of fact sheets can be accessed [here](#).

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

under the age of 16 years (under 18, if disabled)

by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)

with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately met.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote the achievement of positive educational outcomes.

Safeguarding children with medical conditions

An incident relating to the management of a child or young person's medical condition (including allergies) would not, in itself, warrant a referral to local safeguarding partners. However, we will make a referral to statutory services where an incident indicates the child may be at increased risk of neglect, abuse or exploitation connected to their medical

condition – for example, where relevant medical information is not provided to the setting, or a child is repeatedly sent without essential medication.

Further information: DfE statutory guidance Supporting pupils at school with medical conditions, and Allergy safety in schools (KCSIE 2026, para 250).

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. In Somerset Young Carers services can be accessed via an Early Help Assessment.

Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of the nursery. If staff have a mental concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL/DDSL or recording on My Concern/CPOMs.

Responding to Incidents of Child-on-child Abuse

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but our safeguarding and child protection policy for child-on-child abuse will apply to any allegations that raise safeguarding concerns.

All staff should recognise that children can abuse their peers, including online abuse.

Our school will have clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

At our school:

We have a zero-tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'boys will be boys' 'just having a laugh' or 'part of growing up'.

Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.

Child-on-child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

The nursery's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will handle initial reports of abuse by:

Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.

Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will progress, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.

Ensuring that children who may have been harmed will never be given the impression that they are creating a problem by reporting bullying, harassment, abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.

Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.

Not promising confidentiality as it is highly likely that information will need to be shared with others.

Vulnerable Groups

We recognise that all children are at risk but that some groups are more vulnerable than others and include:

- A child with additional needs and disabilities
- A child living with domestic abuse.
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or has been exploited or at risk of exploited (CCE, CSE)
- A looked after child
- A child who goes with unexplainable and/or persistent absences.
- Children who identify as or are perceived as gender questioning and/or any of the protective characteristics.

Responding to Racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognise that racism is illegal. We will, therefore, notify the Police if we believe an offence may have been committed.

We will provide education in our nursery about racism and its impact on children and their families, and this will be taught as part of our RSE curriculum.

Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

Physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson

Threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints.

Verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats.

Hate crime can happen anywhere - at home, nursery, work or on the street. It can be frightening for the victims and witnesses. Hate crime can happen in a nursery. It is an offence and we will notify the police if we believe an offence may have been committed.

Responding to an incident/disclosure

Where bullying, harassment, abuse or violence, has taken place outside of nursery e.g. on school transport, off site during lunchtimes, or in the local community involving one or more of our pupils; we will investigate and take action around the conduct of the pupil/s.

We will also consider if we should notify the Police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the nursery; we will use our procedures as set out by the child protection and safeguarding policy, and the procedures as set out by the Somerset Children's Safeguarding Partnership. This may mean a referral to the police and a referral to other statutory partners.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving children and young people. This will include racism and racist bullying. We will inform parents/carers of this.

Sanctions

We will consider the sanctions available to use as a nursery in reference to our Behaviour Policy and/or Anti-Bullying Policy.

We recognise disciplinary actions rarely resolve issues of child-on-child abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

We will ensure all necessary parties, including the parents/carers, are informed and kept up to date. We will listen to any concerns and will work to resolve these.

Multi-Agency Working

Our nursery will work with our partners and agencies; Children's Social Care, the Police, Health and CAHMS.

We recognise that we will be invited to share information and part of the discussion, being a part of local partnerships and local partnership groups to help identify risks and issues both within the nursery and in our local community.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

We recognise that education providers have daily contact with most children and families, and we are uniquely placed to identify concerns and, with partners as appropriate, address them early.

Little Beeches Nursery will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2026](#).

All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, for when a case should be referred to Family Help support and services provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)

- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

Referrals in these cases should be made by the DSL (or Deputy DSL) to Children's Social Care in the Local Authority in which that child resides.

Our setting will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

Prevention and Training

We are always working hard to create a culture where child-on-child abuse does not happen, particularly through our RSE curriculum.

We aim to create an ethos of good and respectful behaviour.

We will ensure that all our pupils know who to talk to, how to receive advice and help within the nursery. We will be able to signpost children to relevant local and national helplines and websites.

Preventing Radicalisation - The Prevent duty

Aim

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

Prevent Duty

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

CONTEST

Being radicalised is a form of exploitation. Preventing vulnerable people from becoming drawn into terrorism is a key aim of the National Counter Terrorism Strategy [CONTEST](#)

Prevent: to stop people becoming terrorists or supporting terrorism

Pursue: to stop terrorist attacks

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack

It is about safeguarding children and adults, using existing and specialist tools to intervene early and prevent escalation into the 'criminal space' through a multi-agency Channel Panel.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". 110 This duty is known as the Prevent duty.

The Prevent strategy covers all types of extremism, both domestic violent and non-violent extremism, including the extreme right wing, Islamist militancy and other causes.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales [here](#).

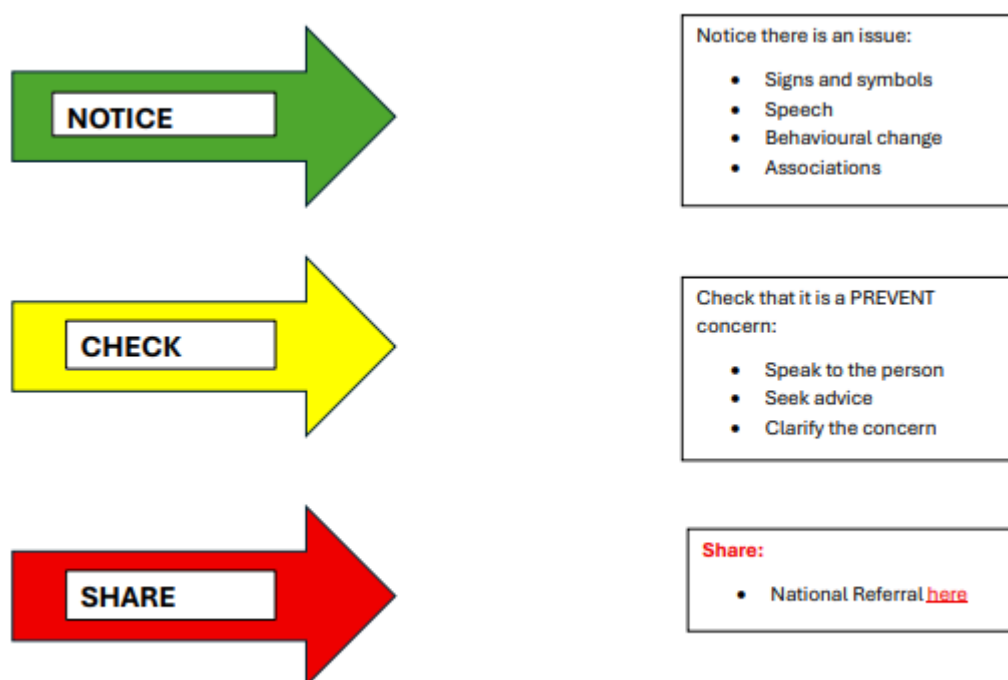
Prevent

Our settings adhere to the following in terms of four general themes:

Risk assessments
Working in partnership,
Regular staff Prevent Awareness training ([available here](#)) and
IT policies.

How to report a Prevent concern:

Any concerns of radicalisation should be reported to the DSL via My Concern/CPOMs or cause for concern form. The referral process will be via a referral: [here](#) An individual will be required to provide their consent before any support delivered through the programme is provided.



Special Education Needs and disabilities:

There's a concern sometimes that, for children with SEN and disabilities, or certain health conditions, their disability needs are seen first, and the potential for abuse second. If children behave in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse and not simply see it as part of their disability or their special educational needs.

Children with EHCPs not attending education long term, as a result of parents/carers refusing to send their child to their named placement (typically whilst waiting on outcomes from LA/tribunals).

Our will ensure a weekly safeguarding call is made to the home from the person identified by the child as a trusted adult e.g. SENCo/Head of Centre. The member of staff making the call will speak with both parent/carer and the child. All details of the call will be recorded, on My Concern where available.

Further support services available to help families with advice, information and services via Somerset Council website [Somerset SENDIASS](#)

- Mencap - [Represents people with learning disabilities, with specific advice and information for people who work with children and young people](#)

- NSPCC - [Safeguarding children with special educational needs and disabilities \(SEND\)](#) and NSPCC - [Safeguarding child protection/deaf and disabled children and young people](#)

Children who have a social worker:

At our nursery, we recognise that when a child has a social worker, it is an indicator that a child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental ill health. Our nursery takes these needs into account when making plans to support pupils who have a social worker.

Looked after children:

Our staff have the necessary skills and understanding to keep looked-after children safe. Appropriate staff have information about a child's looked-after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked-after children and/or the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. Nurseries will make staff aware of the details of their Designated Teacher (DT). The Designated Teacher will submit an annual report in respect of looked-after children and previously looked after children to the governing body. Following statutory guidance

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

So-called 'honour-based' violence (including Female Genital Mutilation, Forced Child Marriage, Breast Ironing) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour-based violence (HBV) is abuse, regardless of motivation and should be handled and escalated as such. There are specific mandatory reporting duties for practitioners to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Additional guidance and publications:

FGM: Mandatory reporting procedural information can be accessed [here](#)

FGM Fact sheet can be access [here](#)

Child Marriages: Multi- agency guidelines Updated April 2023 access [the-right-to-choose-government-guidance-on-forced-marriage](#)

Part Four

Responding to allegations, low-level concerns and whistleblowing

Allegations made against teachers, other staff, volunteers, contractors and Agency Staff: People in a Position of Trust

Keeping children safe in education covers two levels of concern:

1. Concerns / allegations that may meet the harm threshold.
2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'

At our nursery we recognise the possibility that adults working in nurseries may harm children.

We take an 'it can happen here' approach where safeguarding is concerned.

Should you have any concerns regarding an adult's interaction with a child you must report it immediately to the Nursery Manager, Headteacher, or in their absence the Designated Safeguarding Lead (DSL). This should be done within 24 hours of the concern arising.

If your concern relates to a Central Team employee and their interaction with a child you must report it immediately to a member of the Executive Leadership Team, or the Trust Safeguarding Lead (TSL). This should be done within 24 hours of the concern arising.

If the concern relates to the DSL or TSL, it should be reported directly to the Headteacher or ELT. If the Headteacher is the subject of the concern, the allegation must be reported to the Trust Leader. If the Trust Leader is involved, the matter should be reported to the Chair of Trustees.

A case manager will be allocated during the initial strategy meeting with People and OD Team and Trust Safeguarding Lead. Confidentiality maintained at all times.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, trainee teachers, volunteers, and contractors and those from organisations or individuals using the school premises) where they may have:

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

When dealing with allegations, we will:

- apply common sense and judgement.
- deal with allegations quickly, fairly and consistently; and,
- provide effective protection for the child and support the person subject to the allegation.

BTCT Management of Allegations policy and procedure is available on the [BTCT website](#)

Initial action by the Case Manager

Before contacting the Local Authority appointed Designated Officer (LADO), the Case Manager or other senior leader will conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future Police investigation.

Following the completion of basic enquiries, the Case Manager will complete the Allegations Reporting Form.

We will adhere to the procedures set out under Allegations Management which can be found on the Somerset Safeguarding Children Partnership website. A referral to the Local Authority Designated Officer or LADO is via an Allegations Reporting Form or ARF. All information is available [here](#).

The following may be required:

- written details of the concern/allegation - signed and dated by the person receiving the initial concern/allegation report.
- any other information and names of any potential witnesses; surveillance systems etc.
- a chronology of significant events.
- information already known about those involved, including previous history, other concerns/allegations made by the child or family and the individual's current contact with children.
- checks on any historic incident(s) or logbooks.

There may be situations when the Case Manager will want to involve the Police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Where there is no such evidence, the Case Manager should discuss the concerns/allegations with the LADO to help determine whether Police involvement is necessary.

All Staff are made aware of the school's safeguarding procedures including the procedures for dealing with allegations against staff and other adults at induction and safeguarding training.

This policy applies to all staff and other individuals who work or volunteer in our Trust settings.

We aim to create an open and transparent culture where all concerns about all adults involved with our settings are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the Trust and settings are clear about professional boundaries and act within these boundaries, and in accordance with our Trust ethos.

Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The nursery should not undertake any investigation unless the LADO advises this.

Low-Level concerns made against practitioners, other staff, volunteers, contractors and Agency Staff: People in a Position of Trust

What is a low-level concern

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider completing an allegation reporting form (ARF) and submitting it to the Local Authority Designated Officer (LADO)

While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the Trust understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children.

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

- being overfriendly with children; sharing about a staff member's personal life
- having favourites, for example calling children by pet names or terms of endearment or buying gifts
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Staff will remain aware of the fact that all pupils under the age of 18, are children by law – staff will ensure that they do not assume maturity on behalf of a child and do not engage with children as they would with their own peers.

How should low level concerns be shared and recorded?

Email your concern, please include:

- name of the individual the concern is being raised about.
- the setting, team and role that they work in.
- details of your concern, why you are concerned.
- any actions taken by you or other colleagues.

Alternatively, if you have access, please record on Confide (staff safeguarding concerns)

If you do not have access to Confide (staff safeguarding concerns), you can request access from your setting via safeguarding lead or Trust Safeguarding Lead.

Where the low-level concern is provided verbally or by email, the Nursery Manager, Head teacher (or Safeguarding Lead) should make an appropriate record of the conversation via Confide (staff safeguarding concerns)

The rationale for storing such records on a central file, rather than in staff members' personnel files, is that it makes it easier to review the file and spot any potential patterns of concerning, problematic or inappropriate behaviour; and it reassures staff and encourages them to share low-level concerns.

Some low-level concerns may also involve issues of misconduct or poor performance, or they may trigger BTC Trust's discipline, grievance or whistleblowing procedures. Where these issues would ordinarily require records to be made

and retained on the staff member's personnel file, this should be done in the normal way, in addition to the records on Confide.

If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO and, following a strategy meeting with People's Team and Trust Safeguarding Lead, a referral is made to them, then records relating to the low-level concern should be placed and retained on the staff member's personnel file, as well as Confide (staff safeguarding concerns)

Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly.

At Little Beeches, the Trust Safeguarding Lead/Headteacher will:

Speak with DSL to determine the next steps based on the following:

- Behaviour is appropriate and entirely consistent with the staff code of conduct and the law.
- Behaviour constitutes a low-level concern.
- If there is any doubt as to whether the information shared may meet the harm threshold, Trust Leader, HR and Trust Safeguarding Lead should be consulted for advice.
- If the behaviour meets the harm threshold, a strategy meeting with Trust Leader, Peoples' Team and Trust Safeguarding Lead will be held and a case manager appointed. This will be referred to the LADO and other relevant external agencies.
- Any further investigation may include:
- Speak to the person reporting the concern to gather all the relevant information.
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so.
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

Self-reporting

It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in Keeping Children Safe in Education and the "Guidance for safer working practice". In these circumstances they should self-report, either initially to their line manager and/or headteacher. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

References

Low-level concerns will usually not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated. All low-level concerns will be stored whilst the individual remains employed within the Trust

Whistleblowing Procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

BTCT whistleblowing policy is available via the [BTCT website](#)

General guidance and advice on whistleblowing: <https://www.gov.uk/whistleblowing>

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can also call 0800 028 0285 or email help@nspcc.org.uk. Phone lines are open 8am to 8pm Monday to Friday.

A whistleblowing disclosure can be made to report any wrongdoing in your setting which is in public interest via DfE [Whistleblowing to DfE](#)

The above channels are accessible to all staff (in the staff handbook, code of conduct and staff noticeboards, part of new staff induction).

Part Five

Responding to Harmful Sexual Behaviour/Child on Child Abuse

Children's sexual behaviour spans a wide continuum, from developmentally expected (age-appropriate) to inappropriate problematic, abusive and violent. This is known as Harmful Sexual Behaviour (HSB) and it can occur online or in person, or simultaneously. Our nursery recognises that children are vulnerable to and also capable of harmful sexual behaviour.

We take all allegations of child-on-child abuse seriously and adhere to our child protection procedures when a report of HSB is made. This may include seeking advice and support from other agencies as appropriate. Decisions are made considering the age and developmental stages of any child involved. We also consider any other factors as appropriate and balance this with our duty and responsibilities to protect all children.

In this document, we use the widely recognised term 'victim' and 'alleged harmer'. We recognise that a child who has reported abuse may not consider themselves to be a victim and may not want to be described in this way. We also recognise that a child who is reported to have displayed abusive behaviour may not consider that they have done so, and that if abusive behaviour has occurred it will have been impactful to them too. We are conscious of the language we use when managing reported abuse, especially when speaking with our children, and will consider this on a case-by-case basis. We are prepared to use any term which our children are most comfortable with.

The Department for Education (DfE) publishes statutory guidance for all education settings: Keeping children safe in education (DfE, 2026). Part 5 of this guidance sets out how schools should manage reports of child-on-child sexual violence and sexual harassment.

Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex of those involved (KCSIE 2026, para 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site.

Sexual harassment and violence between children can be linked to wider cultures of misogyny, **Little Beeches Nursery** will consider this link when planning its curriculum and pastoral response.

The nursery recognises that harmful attitudes relating to gender, discrimination, prejudice and inequality can contribute to abusive behaviour. Through learning activities, positive role modelling and safeguarding education, children will be supported to develop respectful relationships and understand the importance of kindness, inclusion and respect for others.

Consent

Consent involves having the freedom and capacity to make a choice. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- sexual intercourse without consent is rape.

Responding to concerns or disclosures of child-on-child abuse

Little Beeches Nursery takes child on child abuse seriously and will respond to all concerns or disclosures of child-on-child abuse immediately.

We recognise that our children can experience harmful sexual behaviour in various settings. This includes at nursery, school, at home, in public places, and online. At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when children are travelling home.

If a member of staff has a concern about child-on-child abuse, or if a child discloses child on child abuse to them, they will refer this to the Designated Safeguarding Lead immediately, in line with school Safeguarding and Child Protection policy.

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

This will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed.

The Designated Safeguarding Lead will take contextual factors into account when managing the report.

The Designated Safeguarding Lead will always consider the following;

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be conducted and any support that they will be offered. It is important to explain that the law is in place to protect children.
- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour.
- both the chronological and developmental ages of the children involved.
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities.
- the impact on the victim
- if the alleged incident is a one-off or a sustained pattern of abuse; and
- if there are ongoing risks to the victim, other children, adult students or school or college staff.

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

- Seek further information from those involved and witnesses.

- Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Arrange a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the alleged harmer to local services for Early Help.
- Refer the case to Children's Services via an EHA referral
- Liaise with social workers working with children involved (if applicable).
- Make a referral to the police.

Safeguarding and supporting a victim

Little Beeches Nursery recognises that child-on-child abuse has a significant impact on young people and victims are likely to need ongoing support.

Appropriate support will be put in place for victims of child-on-child abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care.

Little Beeches Nursery will do everything we can to maintain the victim's normal routine.

Little Beeches Nursery will do everything we can to protect the victim from further bullying and harassment as a result of their disclosure, this may include.

- In-house support from our pastoral team
- A referral for external support
- Providing a safe space and key adult
- If a victim of child-on-child abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues.

Safeguarding and supporting an alleged harmer

Little Beeches Nursery has a responsibility to ensure that an alleged harmer continues to receive a suitable education and will consider a range of options in continuing educational provision.

Options may include

- Supervised provision in Nursery
- Remote, monitored provision
- Alternative provision

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

A plan to reduce the risk posed by the alleged harmer may be put in place as part of the risk assessment made following the alleged abuse.

We will understand the importance of intra-familial harm and support for siblings following incidents of child-on-child abuse.

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

The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.

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

Where a child is cautioned or receives a conviction related to an incident of child-on-child abuse, we will refer to KCSIE Part 5 for guidance.

Informing parents and carers

In line with our child protection procedures, we inform parents or carers about reports of sexual abuse unless to do so may place a child at additional risk or if a statutory safeguarding partner e.g. Police request us not to inform parents.

Children will always be encouraged to inform their parents/carers of child-on-child abuse. If the child wishes to withhold information from their parents or carers, competency will be assessed by using Fraser guidelines and advice sought from other safeguarding partners in individual cases. In circumstances where parents or carers have not been informed, we will ensure that we support a child in any decision we take. This is likely to be with the support in school, or Children's Social Care or any appropriate specialist agencies.

Local Arrangements and Making Referrals

Little Beeches Nursery adheres to local safeguarding arrangements, as outlined by the Somerset Safeguarding Children Partnership. For further details of how School works with partner agencies in responding to safeguarding incidents please see the Safeguarding and Child Protection policy.

Record-keeping

All incidents are recorded on a pink form.

Risk assessments are reviewed within calendared DSL meetings. Members of staff will follow the procedures for recording a disclosure outlined in the school's Safeguarding and Child Protection policy.



Safeguarding Induction

Staff Member: Name and Role:	
Date of Commencement:	
Inductor: Name and Role	
Date of Induction:	
Signed by Inductee:	
Signed by Inductor:	

Agenda:

Welcome to our nursery

Outline of the safeguarding induction meeting

- Vision and Ethos
- What is Safeguarding (Child Protection)
- What safeguarding means for children and young people at our school
- Vision and influence
- Action to be taken if you have a concern

All members of staff and volunteers need to read and complete a declaration to acknowledge the following key safeguarding documents:

- Safeguarding/Child Protection Policy (including any appendix templates)
- Nursery behaviour policy including child on child
- Nursery procedure to unexplained and/or persistent absences
- BTCT Staff Code of Conduct
- Keeping Children Safe in Education 2026 Part 1
- BTCT Whistleblowing Policy
- What to do if you're worried a child is being abused (DfE March 2015)

Little Beeches Nursery Vision and Ethos

Our belief and commitment is that every child deserves the very best start on their educational journey. We are dedicated to giving our children the confidence and resilience to become independent, curious learners. Our experienced staff provide a calm and caring atmosphere which is empathetic and adaptable to meet the needs of each individual child.

What is Safeguarding (Child Protection)

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse, exploitation and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.** This means protecting children and young people from abuse and neglect; preventing the

impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life whereby, a child or young person is suffering or at risk of significant harm. As an organisation Little Beeches Nursery has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

What Safeguarding means for children or young people at Little Beeches Nursery?

At Little Beeches Nursery we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction, you will have the opportunity to access a range of training that will provide you with the knowledge and skills, you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues' behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email help@nspcc.org.uk

Voice and influence

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn't just relate to a child's ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to our schools.

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead.

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

Updated September 2026

Appendix B

Schools who have EYFS children in Nursery or Reception Classes

Legal and policy framework

Within our nursery, as an early years provider delivering the Early Years Foundation Stage (EYFS), we are required to meet the specific safeguarding and child protection duties set out in the [Childcare Act 2006](#), the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and other related statutory guidance

Our nursery will ensure that children taught in nursery/preschool and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Suitable people

When employing early years staff, we will follow the BTCT Safer Recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

We will not allow anyone whose suitability has not been checked, including through an Enhanced DBS certificate and barred list information, to have unsupervised contact with children being cared for. This includes any volunteers.

We will not allow anyone to start working or volunteering in a regulated activity with children in EYFS including reception classes until their suitability has been checked. This includes obtaining an enhanced DBS plus barred list check.

Staff policies will apply equally to staff and volunteers in the early years settings, and the settings will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all settings policies and the setting's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow the BTCT Policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.

Where early years staff are taking medication that may affect their ability to care for young children, they need to notify their line manager, Head of the setting and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

Staff training, skills and supervision

We will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- All early years staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or well-being, including child protection concerns and Identify solutions to address issues as they arise.
- All early years staff are able to communicate effectively in English both orally and in writing;
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips; and
- Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

Staff ratios

We will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- Parents are kept informed of staff members and numbers; and
- Children are kept within staff sight and hearing at all times.

For before and after setting provision, we will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

Health

We will:

- Promote the health of children attending the early years provision;
- Take necessary steps to stop the spread of infection;
- Administer medicines only in line with the school's policy;
- Take appropriate action where children are ill;
- Ensure any meals provided are nutritious and prepared in a hygienic manner; and
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

The nursery will notify Ofsted of any significant safeguarding event, allegation, serious accident, serious injury, illness or death, and any other notifiable incident, in accordance with the EYFS Statutory Framework and within the prescribed statutory timescales.

Health and safety and suitability of premises

We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the setting will ensure that all potential hazards within the setting and during trips are regularly risk assessed.

We have specific procedures for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

Managing behaviour

We will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the settings policy, local procedures and any plans which will be specific for each child depending on their situation. We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

Attendance

Although statutory attendance requirements apply from the term after a child turns five, we recognise the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

1. Expectations and Responsibilities

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- We will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

2. Safeguarding and Early Intervention

- In line with Keeping Children Safe in Education (2026) and the EYFS statutory framework, persistent or unexplained absence in early years may be treated as a safeguarding concern.

- We will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

3. Promoting Positive Attendance

- We will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.

Appendix C– Roles and Responsibilities

<ul style="list-style-type: none"> - Designated Safeguarding Lead - Nursery Manager - SENCo 	Sadie Rowe	Sadie.Rowe@Littlebeechees.org 01460 948 085
<ul style="list-style-type: none"> - Safeguarding Team - Executive Headteacher - Designated Teacher for Looked after Children/virtual school - Designated Lead for Anti-bullying 	Claire Luce	Claire.Luce@Otterhampton.org 01460 948 085
<ul style="list-style-type: none"> - Deputy Designated Safeguarding Lead 	Jen Kent	Jennifer.Kent@Littlebeechees.org 01460 948 085
<ul style="list-style-type: none"> - Trust Safeguarding Lead (Strategic Safeguarding Support and Escalation contact) 	Sally Power	Sally.Power@btc-trust.org 01460 948 085
<ul style="list-style-type: none"> - SEND support 	Emily Milsom	Emily.Milsom@Maidenbeechprimary.org 01460 948 085
<ul style="list-style-type: none"> - Other Pastoral members who take responsibility for safeguarding 	All other staff members	01460 948 085

Appendix D – Multi-Agency Contacts for Safeguarding in Education

If you have concerns about a child or young person in Somerset

If a child is at immediate risk call the POLICE	Call the POLICE on 999	
To make an URGENT referral (i.e., a child is likely to suffer or is suffering significant harm)	Phone Somerset Direct on 0300 123 2224	
To make a NON-URGENT referral, complete an Early Help Assessment and send to	Email SDInputters@somerset.gov.uk	
To raise concerns or ask for advice about radicalisation	Phone Police Prevent Referral Team 01179 455 536 Email PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Phone the Lighthouse Safeguarding on 01278 649228	
DSL Consultation Line 0300 123 3078	Early Help Hub 01823 3555803	Critical Incident Support EPS SSE 01823 357000

If you have concerns about a professional working with a child

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer (LADO) Anthony Goble and Stacey Davis 0300 123 2224
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For information and guidance relating to safeguarding practice, policy and procedures

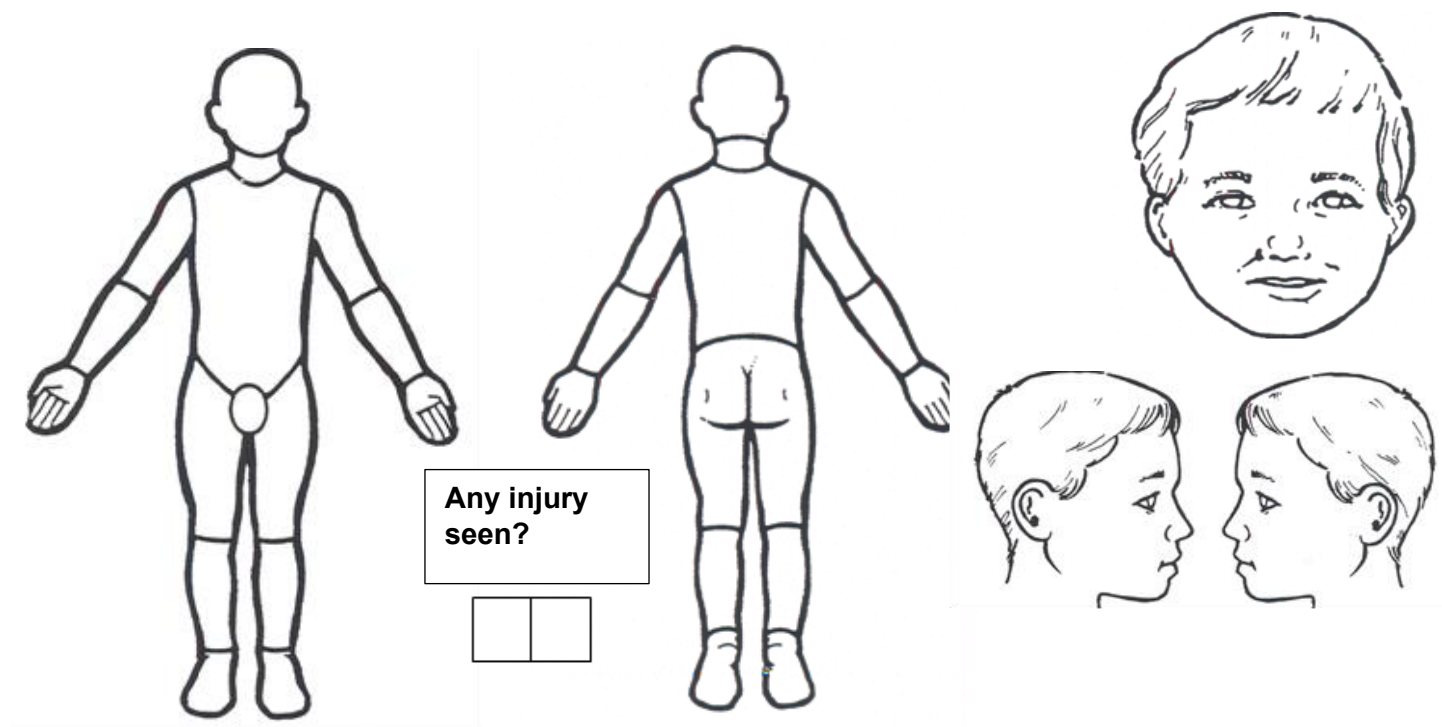
Education Safeguarding Service	Email educationsafeguardinglead@somerset.gov.uk
Child sexual exploitation & child criminal exploitation	Operation Topaz (Avon and Somerset Police) www.avonandsomerset.police.uk/forms/vul
Child Missing from Education	Online notification form – Somerset Council

Children affected by Forced Marriage	Forced Marriage Unit Phone 020 7008 0151 Email fmufco@fco.gov.uk
Online Safety Advice	Professional Online Safeguarding Helpline Phone 0344 381 4772 Email helpline@saferinternet.org.uk

Reporting online sexual abuse and grooming	Child Exploitation and Online Protection Command https://www.ceop.police.uk/ceop-reporting/
FGM advice	NSPCC FGM Helpline Phone 0800 028 3550 Email fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	Phone 0800 6949999
Young Carers – advice and support	Phone 0300 123 2224 Email YoungCarersmailbox@somerset.gov.uk
Whistleblowing professional policy	NSPCC Whistleblowing hotline Phone 0800 028 0285 Email help@nspcc.org.uk
Primary Mental Health Advice (CAMHS)	Email CYP@somerset.org

Appendix E - Cause for Concern Reporting Form

Child Name:		Year Group / class:	
Date of report:		Name of reporting person:	
Time:		Any witnesses?	
To Details of concern/event:			
Signed:		Date:	



Safeguarding Lead

Referred DSL on:		Time:	
Advice sought: (when, from whom and what was advice given)			
Concern/referral discussed with parent/carer? (If not, state reasons why – if yes, note discussion with parent)			
Referral made: (If not, state reasons why – if yes, record to whom and any action agreed)			
EHA required?	Yes / No?	By whom:	
Feedback to referring member of staff:	Yes / No?	By whom:	
Response to / action taken with pupil: (What was done and by whom?)			
Other action taken:			
Signed:		Date:	

Advice for recording a concern - when recording an incident include the date, time and place as well as the names of any potential witnesses to the event or disclosure. Keep observations factual. If recording conversations try to use exact words and not to rephrase. Avoid leading questions. Use the outlines provided to show injury sites. Size estimates can also be included.

DOCUMENT CONTROL-RECORD OF CHANGES

Version	Date	Page	Change	Origin of change e.g. BCT request, change in legislation
1	15 March 2017	Whole Document	New BCT safeguarding and CP Policy	Update reflect changes to legislative guidance Keeping Children Safe in Education 2016 and development of BCT Policies
2	1 November 2017	Whole Document	Update in light of SSE Model Child Protection and Safeguarding Policy	Request from Academy
3	20 June 2018	Whole Document	Updates reflect changes to legislative guidance Keeping Children Safe in Education 2018 and development of BCT Policies	KCSiE September 2018
4	2 September 2019	Whole Document	Updated to reflect changes to legislative guidance and changes to national policies and procedures.	Keeping Children Safe in Education (September 2019) Working together to Safeguard Children (March 2018) Somerset Safeguarding Partnership (SSP) previously Somerset Safeguarding Children's Board.
5	2 September 2020	Whole Document	Updated to reflect changes to legislative guidance and changes to national policies and procedures. The Trust has an addendum to this policy during Covid 19 pandemic.	Keeping Children Safe in Education (September 2020)
6	10 th August 2021	Peer on Peer page 15	Updated statements on the definition of abuse and gender nature of abuse	KCSiE 2020 para 106
7	1 Sept 2021	Whole document	Updated to reflect changes to legislative guidance and changes to national policies and procedures.	KCSiE 2021 WTSC 2020
8	1 Sept 2022	Annex F - changes	Updated to reflect changes to legislative guidance	KCSiE 2022
9	13 th Sept 2022	Pages 26-30	Updated to reflect changes to low-level concerns	Guidance Farrer & Co, internal decision making
10	1 st Sept 2023	Annex F - changes	Updated to reflect changes to legislative guidance	KCSiE 2023
11	Dec 2023 June 2024	Annex F – changes	Updated to reflect changes to legislative guidance.	WTSC KCSiE
12	July 2025	Annex F - changes	Updated to reflect changes to legislative guidance	KCSiE 2025
13	September 2026	Parts highlighted in green	Updated to reflect changes to legislation guidance	KCSiE 2026