

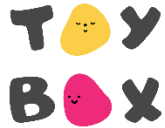


Child Safeguarding Policy

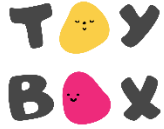
Table of Contents

Key Contacts	4
1 Introduction	5
2 Our Ethos.....	5
3 Scope.....	6
4 The Legal Framework.....	6
5 Roles and Responsibilities	7
6 Supporting Children and Young People	9
7 Child Protection and Safeguarding Procedure	11
8 Record Keeping	13
9 Safer Workforce and Managing Allegations Against Staff and Volunteers / Managing Low-Level Concerns About Staff and Volunteers.....	13
10 Staff Induction, Training and Development	15
11 Confidentiality, Consent and Information Sharing.....	16
12 Multi-Agency Working	16
13 Contractors, Service and Activity Providers and Work Placement Providers.....	17
14 Whistle-Blowing and Complaints.....	17
15 Site Security	17
16 Quality Assurance.....	18
17 Policy Review	18
Appendix A	19
- The Role of the Safeguarding Senior Team.	19
1 Managing Referrals	20
2 Record Keeping.....	20
3 Multi-Agency Working and Information Sharing.....	21
4 Training.....	21
5 Awareness Raising	22
6 Quality Assurance	23
Appendix B	24
Child Protection and Safeguarding Procedures.....	24

1 Definitions of Abuse	25
1.1 Abuse,.....	25
1.5 Harm	25
1.6 Safeguarding children	25
1.7 Significant harm	25
2 Categories of Abuse	26
2.1 Emotional abuse.....	26
2.2 Neglect.....	26
2.3 Physical abuse	26
2.4 Sexual abuse.....	26
2.5 Extremism	27
2.6 Young carer	27
2.8 Education, Health and Care Plan	27
2.9 Domestic abuse	27
2.10 Coercive control	28
3 Specific Safeguarding Issues	28
3.5 Further information on Child Sexual Exploitation:	28
3.6 Further Information on Domestic Violence	29
3.7 Further information on Homelessness.....	29
3.8 Further information on Female Genital Mutilation (FGM).....	30
3.9 Further information on Preventing Radicalisation.....	31
3.14 Further information on Private Fostering	32
Recognition – What Signs To Look For Abuse:	33
4.4 Serious case reviews and Child Safeguarding.....	33
5 Children’s Services Threshold Document.....	34
6 What Action To Take If You Have Concerns About A Staff member	35
7 Dealing With A Disclosure Made By A Child	36
8. Discussing Concerns with the Family and the Child	37
9 Early Help for Children and Families	38
10 Front Door for Families Responses to Concerns About A Child	38
11 Information Sharing and Consent	39
12 Record Keeping.....	41

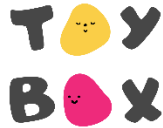


13 Professional Challenge and Disagreements	41
14 Safer Recruitment.....	42
15 Roles and responsibilities:.....	43
Appendix C - Linked Policies	45
Appendix D.....	46
- Procedures for accidents at home and nursery.	46
Appendix E - Parental Involvement.....	48
Appendix F	49
- Child Protection Policy	49



Key Contacts

Role	Name	Contact
Designated Safeguard lead for BWC	Lisa Dando	07702879104 Lisadando@womenscentre.org.uk
Designated ToyBox Safeguard Lead	Gemma Turner	07762893929 gemmaturner@womenscentre.org.uk
Chair of Board of Trustees	Melissa Drayson	melissadraysen@womenscentre.org.uk
Local Authority Designated Officer (LADO)		Ladoenquiries@brighton-hove.gov.uk
Children Social Care – Reporting concerns	Front Door For Families	01273 290400 frontdoorforfamilies@brighton-hove.gov.uk
	Emergency Duty Service - Out of hours, weekends, holidays	01273 335905
Targeted Early Help Services for Children and Families	Front Door For Families	01273 290400 frontdoorforfamilies@brighton-hove.gov.uk
Police		101/999
Ofsted		0300 123 1231 enquiries@ofsted.gov.uk
NSPCC		0808 800 5000
Childline		0800 1111
Sussex Police Prevent Team –		101 – ext 550543



1 Introduction

1.1 Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

1.2 The children's welfare is our paramount concern. The senior management team will ensure that ToyBox and Brighton Women's Centre will safeguard and promote the welfare of children and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

1.3 BWC and ToyBox are a community and all those directly connected, staff members, volunteers, board members, parents, families and children, have an essential role to play in making it safe and secure.

2 Our Ethos

2.1 We believe that Toybox should provide a caring, positive, safe and stimulating environment that promotes ToyBox's values and the emotional, mental health and wellbeing of the individual child.

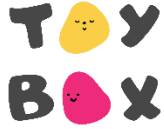
2.2 We recognise the importance of our service working in a trauma-informed way, based on the understanding that a child's experiences of adversity and trauma can have long-term impact and leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, Development behaviour and mental health.

2.3 We recognise the importance of providing an environment that will help children feel safe and respected. We recognise the importance of enabling children to feel listened to and feel confident in talking openly. We recognise the need to teach children the skills they need to stay safe and to ask for help if they need it.

2.4 We recognise that all adults within BWC and ToyBox, including permanent and temporary staff, volunteers, students and trustees, have a full and active part to play in protecting our children from harm. We recognise the importance of enabling all adults to share the full range of possible concerns about children and about adults promptly.

2.5 We will work with parents to build an understanding of BWC responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

2.6 We create a culture of safety that enables children in our care to be protected from abuse, harm and radicalisation.



3 Scope

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years. ToyBox cares for children from 3months to 5yrs, but understands there is a duty of care for the families of women that access BWC.

3.2 This policy applies to all members of staff in our setting, including all permanent, temporary staff, trustees, volunteers, students, contractors and external service or activity providers.

3.3 Our safeguarding procedures comply with all relevant legislation and with guidance issued by the Brighton and Hove Safeguarding Children Partnership (BHSCP)

3.4 Toybox works within the Pan Sussex Child Protection and Safeguarding Procedures, the Children Act 2006 and the Safeguarding Vulnerable Groups Act 2006 and the Working Together to Safeguard Children 2018, and Ofsted regulations.

4 The Legal Framework

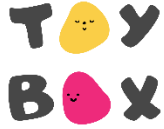
4.1 Section 175 of the **Education Act 2002** sets out a requirement for schools – including nurseries, early years, and further education providers – to make arrangements to safeguard and promote the welfare of children. Furthermore, the educational standards board Ofsted place safeguarding at the centre of any inspection.

4.2 **Working Together to Safeguard Children 2018** states that all practitioners should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

4.3 Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the early years foundation stage (EYFS)

Early years providers must ensure that:

- they are alert to any issues of concern in the child's life
- they have and implement a policy and procedures to safeguard children. This must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff.
- The policy must also cover the use of mobile phones and cameras and smart watches in the setting, that staff complete safeguarding training that enables them to understand their safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect
- they have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who must liaise with



local statutory children's services as appropriate. This lead must also complete child protection training

4.4 Under section 10 of the **Children Act 2004**, all childcare settings, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

4.5 Under section 26 of **the Counter-Terrorism and Security Act 2015**, all schools including childcare settings are required to have "due regard to the need to prevent people from being drawn into terrorism". In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of the settings wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

4.6 Under section 14B of the **Children Act 2004**, as amended by the Children & Social Work Act 2017, the Local Safeguarding Partners can require a childcare setting, school or further education institution to supply information in order to perform its functions. This must be complied with. ToyBox and BWC is identified as a 'relevant agency'

4.7 This policy and the accompanying procedures have been developed in accordance with the local and national statutory and non-statutory guidance and procedures detailed in Appendix C. This includes:

4.7.1 [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018](#)

4.7.2 [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021](#)

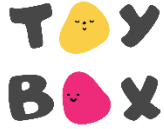
We work within the Local (Pan Sussex) Safeguarding Children Board Guidelines

4.7.3 [Pan-Sussex Child Protection and Safeguarding Procedures](#)

5 Roles and Responsibilities

5.1 BWC's lead person with overall responsibility for adult safeguarding and child protection and safeguarding is **Lisa Dando**, Brighton Women's Centre Director. Lisa is responsible for overseeing any allegations of abuse made against staff, students or volunteers. In Lisa's absence there will be a named senior management member of staff that will take on the role of Brighton Women's Centre's Safeguarding Lead. The named Centre SGL can be found on the whiteboard outside the office on the second floor The procedure for managing allegations is detailed in Appendix C.

5.2 The ToyBox Designated Safeguarding Lead (TSGL) for ToyBox is ToyBox manager Gemma Turner is responsible for dealing line management of ToyBox staff, students and volunteers. Staff will report low-level concerns about the conduct of staff, supply staff or volunteers and children and families to TSGL.



5.3 The ToyBox manager oversees the running of ToyBox and also has overall responsibility for promoting the educational achievement of all children and their families that access the ToyBox and provide child-based support for staff, parents and carers that access BWC. Typically, ToyBox staff will report concerns of children to ToyBox manager first. The manager will then escalate this to Lisa Dando and decide which level of concern the case holds in line with the Threshold document. In the ToyBox manager's absence, staff will alert the Deputy Manager of concerns who will follow the same procedure of escalating to Lisa Dando who will decide the appropriate response in line with the Threshold document.

5.4 The ToyBox Designated safeguard lead and BWC SGL will ensure that the policies and procedures are fully implemented, and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.5 The TSGL and BWC SGL are collectively responsible for ensuring that safeguarding arrangements are fully embedded within setting's ethos and reflected in the day-to-day practice. All Child protection plans, early help or threshold cases are to be made aware of to the BWC SGL and TSGL

5.6 All staff members, trustees, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to children who disclose abuse and what to do if they are concerned about a child.

5.7 All staff members, trustees, volunteers and external providers can recognise behaviours which breach the staff code of conduct and know what to do if they are concerned about the behaviour of an adult.

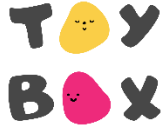
Staff and volunteers

The BWC SGL and TSGL is responsible for liaising with local statutory children's services and linking up with BSCHP. The nursery manager will provide direct support for all staff, students and volunteers that working within ToyBox nursery. Lisa Dando BWC SGL will provide support, advice and guidance to other staff on an ongoing basis and in particular if any safeguarding issues arise.

The Safeguarding team ensure all staff/parents are made aware of our safeguarding policies and procedures.

BWC and ToyBox will:

- Provide adequate and appropriate staffing resources to meet the needs of children, often exceeding adult to child ratios as determined by [Ofsted](#) :
 - Under 2yrs : one adult to every three babies
 - 2yrs to 3yrs: one adult to every four children
 - 3yr old + : one adult to every eight children (
- Occasions where staff are alone with children are minimised.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out **Enhanced Disclosure and Barring (DBS) checks** with the Disclosure and Barring Service before posts can be confirmed.



- We provide regular supervision for all staff to include discussion of safeguarding concerns or the impact of this work.
- Volunteers do not work unsupervised. No volunteer, student, bank staff or visitor will be left unaccompanied with children or toilet/change nappies.
- We abide by the **Protection of Vulnerable Groups Act** requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We record the times of arrival and departure of all staff and children and visitors. We have procedures for recording the details of visitors to the setting. Regular visitors are provided with our safeguarding policies and procedures including our code of conduct.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. Policies that ensure safe working include **Lone working policy, Door Safety Policy, Adult and child safeguarding policy**
- We take security steps such as a designated nursery camera doorbell at the entrance to reduce unknown visitors entering the building. We are also able to ensure that we have oversight of the children whilst the front door is open during the arrival/departure of children at the beginning and end of sessions. Only senior managers are authorised to answer the intercom and any person asking for ToyBox will only gain entrance by ToyBox manager.
- We ensure that the environment is arranged to minimise risk by always keeping the toilet door open, keeping the intimate care station concealed and private.

6 Supporting Children and Young People

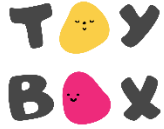
6.1 We recognise the significant impact of trauma on children and families. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. BWC/ ToyBox may be the only stable, secure and predictable element in their lives.

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We understand the need to work in a trauma-informed way with these children and their families. All behaviour is a form of communication. Our aim is to try and interpret the behaviour and help children express this in a safe, positive way.

6.3 We recognise that children can be at risk in a range of contexts (community, home, school, referred to as contextual safeguarding) and from their peers and not just from adults. We understand that all children involved in peer-on-peer abuse need protection and support.

BWC will support all children by:

- Ensuring the content of the EYFS curriculum includes social and emotional aspects of learning, this can include emotional coaching, self-regulation and continued opportunities to encourage children to take part in conversations, and talking about emotions.
- Ensuring a comprehensive curriculum response to online safety, enabling children and parents/carers to learn about the risks of new technologies and social media and to use these responsibly.
- Ensuring that child protection is included in the curriculum to help children to stay safe in a range of contexts, including online, and to recognise when they do not feel safe and identify who they might or can talk to.
- Continuously updating parents and carers with information relevant to safeguarding that is provided by DfE, BHSCP and other agencies on all safeguarding matters.
- Building resilience to radicalisation by undertaking regular PREVENT training and promoting fundamental British values and enabling them to challenge extremist views.
- Ensuring that all staff, students and volunteers understand that children and families must be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse of any kind
- Providing children with keyworkers and a number of appropriate adults to approach if they are in difficulties.
- Supporting the development of children in ways that will foster security, confidence and independence, secure and safe attachments
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- Ensuring all staff, students and volunteers understand their responsibility for safeguarding and know what to do if they have a concern for a child's wellbeing
- Ensuring all staff, students and volunteers understand their responsibility for safeguarding and know what to do if they have a concern about the behaviour of an adult
- Ensuring that all staff, students and volunteers understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- Ensuring that all staff, students and volunteers are aware of the early help process, and understand their role in it, including acting as the lead professional when appropriate.
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.
- Monitoring those who have been identified as having welfare or protection concerns and providing appropriate support and extra guidance for those families through a range of BWC services.



- Promoting an open door policy for parents to be able to access a range of support, funding and services in the city.

7 Child Protection and Safeguarding Procedure

7.1 We have developed a structured procedure in line with Pan-Sussex Child Protection and Safeguarding Procedures which will be followed by all members of BWC in cases of suspected abuse. This is detailed in Appendix B.

7.2 In line with the procedures, the Front Door for Families will be notified as soon as there is a significant concern.

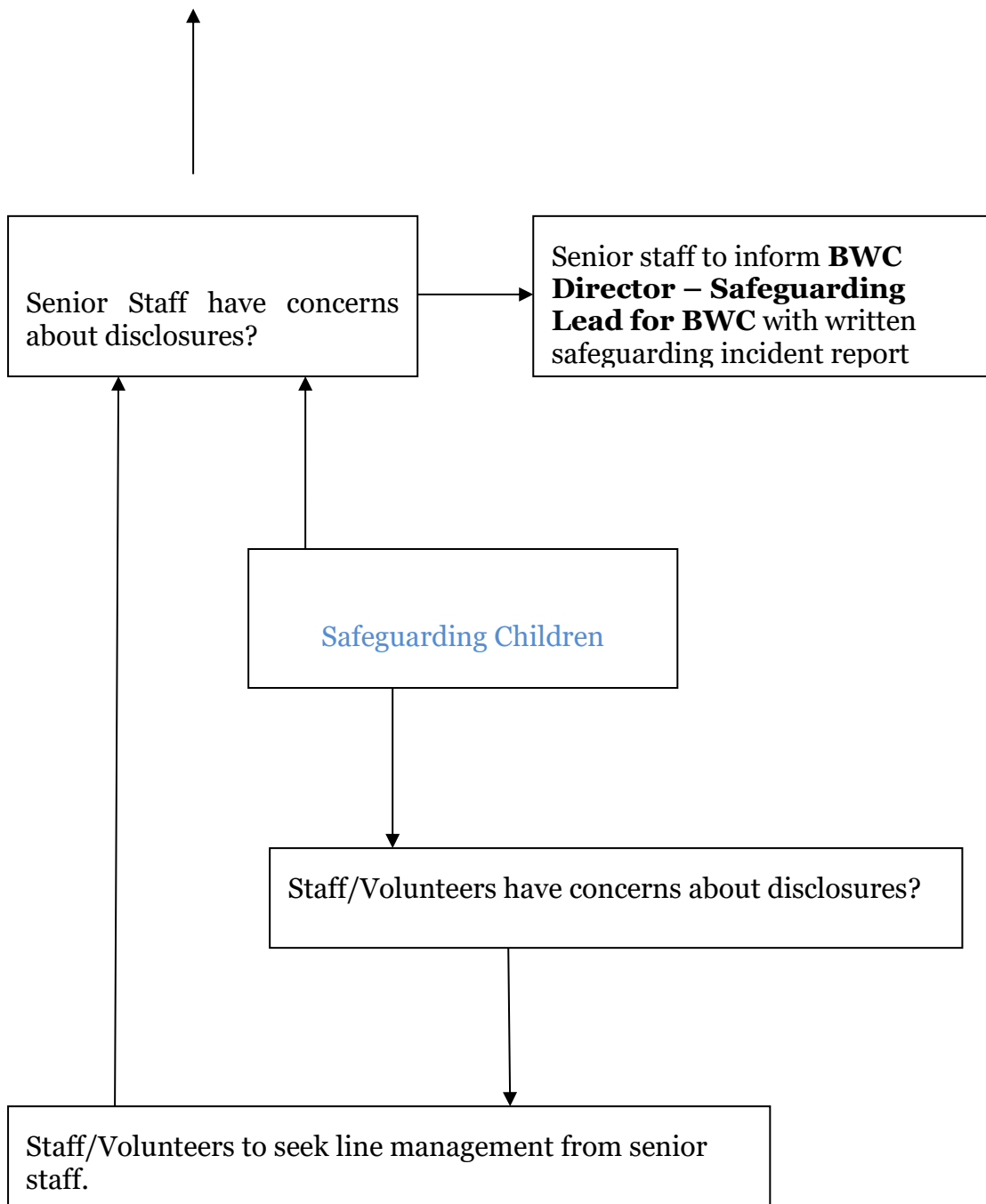
7.3 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in their best interests. We will do this by publishing the policy and procedures on our website and having a copy in ToyBox

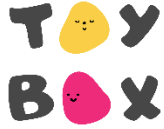
7.4 The name of the Designated Safeguarding Lead will be clearly advertised in setting, with our **policy statement** (see appendix) explaining the settings role in referring and monitoring cases of suspected abuse.

Front Door for Families

During working hours 9am to 5pm Monday to Thursday and 9am to 4.30pm on Friday Tel: 01273 290400 or Outside of working hours Tel: 01273 335905 / 01273 335906

Email: FrontDoorForFamilies@brighton-hove.gcsx.gov.uk





8 Record Keeping

8.1 We will ensure that records are maintained appropriately for children with safeguarding concerns and that confidential, stand-alone files are created and maintained.

8.2 We will continue to support any child leaving ToyBox about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the child's new nursery, school or setting as a matter of priority.

9 Safer Workforce and Managing Allegations Against Staff and Volunteers / Managing Low-Level Concerns About Staff and Volunteers

9.1 We will prevent people who pose risks to children from working for BWC by ensuring that all individuals working in any capacity at BWC have been subjected to safeguarding checks in line with the statutory guidance of Ofsted, BHSCP and the Disclosure Barring System . We have systems of barriers including ID checks and suitability checks as well as obtaining two (or more) references for staff joining BWC.

9.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding check on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made and are not left alone with the children/ to provide intimate care for the children.

9.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder and our induction procedure will include a section on Safeguarding children.

9.4 We will ensure that at least one member of every interview panel has completed safer recruitment training and where possible at least one member from the Safeguarding Key People are present for interviewing applicants for our child services.

9.5 We have a complaints procedure in place and whistleblowing policy to handle allegations against members of staff, students and volunteers. In an event a safeguarding complaint is raised member of staff, the TSGL will report this to LADO

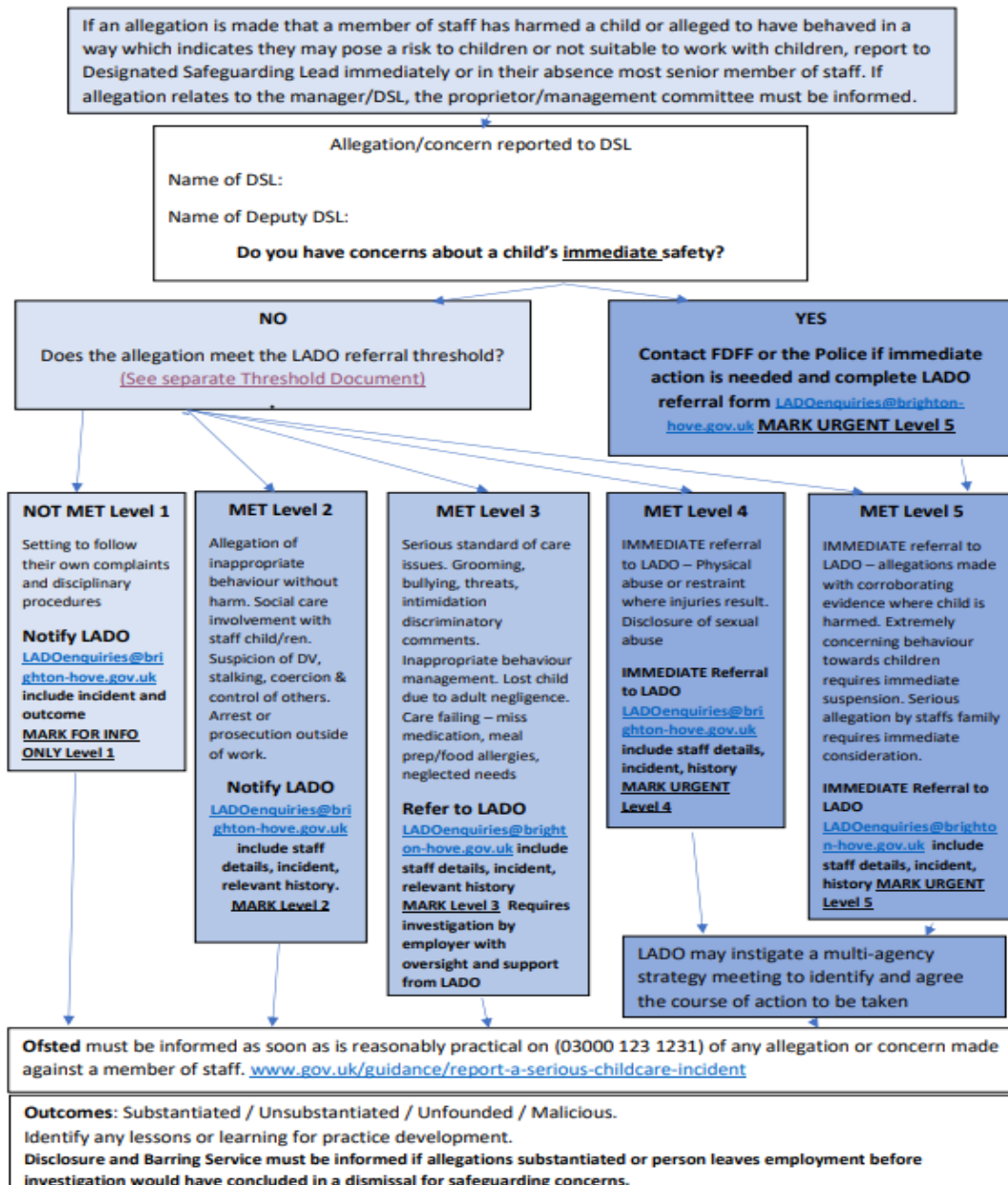
9.6 We have a Staff Code of Conduct and Disciplinary Policy and Procedures in place to handle low-level concerns about members of staff, bank staff and volunteers

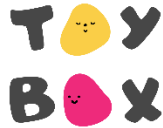
9.7 Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

9.8 We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. We continue to check all staff's

ongoing suitability at regular intervals. This includes suitability of any agency/bank works, students and volunteers.

LADO Referral System:





10 Staff Induction, Training and Development

10.1 All new members of staff will be given an induction which includes Safeguarding Children training proportionate to their roles and responsibilities. This will include:

- Understanding the impact of trauma;
- How to recognise signs of abuse and mental health problems,
- How to respond to any concerns, how to support local multi-agency procedures (e.g. providing information),
- online safety,
- Familiarisation with the child protection policy,
- The ToyBox's staff behaviour/code of conduct
- The role of BWC Designated Safeguard Lead and ToyBox Designated Safeguarding Lead

We will ensure that staff understand the difference between a safeguarding or wellbeing concern and a child in immediate danger or at risk of significant harm.

10.2 The induction will include an E-Learning program on BWC's code of conduct, a request of training needs in safeguarding children and trauma to be met.

10.3 The ToyBox SGL along with the BWC SGL and deputy nursery manager will undergo safeguarding training, when appointed to post and then refreshed every three years.

10.4. All staff, proportionate to their roles and responsibilities, will undergo child protection refresher training and will be provided with regular information to ensure their skills and knowledge are current.

10.5 All staff working with children will be reminded of the Safeguarding policy and regular quizzes and meetings will take place to refresh staff knowledge.

10.6 We will ensure that staff members provided by other agencies, volunteers and students have received appropriate child safeguarding training commensurate with their roles before starting work. Bank staff and student placements and volunteers will be given the opportunity to take part in whole-organisational training if it takes place during their period of work for the nursery.

10.7 BWC SGL and Toybox SGL will provide regular briefings to BWC staff on: any changes to child protection legislation and procedures; relevant learning from local and national Child Safeguarding Practice Reviews; local service provision: local safeguarding concerns. Safeguarding will be on the agenda for all staff briefings and meetings.

10.8 The BWC will maintain accurate records of satisfactory completion of all staff child protection and safeguarding training and maintain a training record.



11 Confidentiality, Consent and Information Sharing

11.1 We recognise that all matters relating to child protection are confidential.

11.2 The ToyBox and BWC Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need-to-know basis, and in the best interests of the child.

11.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise their safety or well-being.

11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

11.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in appendix B

12 Multi-Agency Working

12.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Work Services. We recognise that professional challenge has an important role to play in ensuring effective safeguarding.

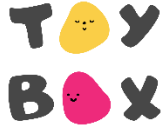
12.2 We will ensure that relevant staff members participate fully in multi-agency meetings that support particular children and families, including child protection conferences and core groups, child in need network meetings, early help meetings, and strategy discussions.

12.3 We will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the Brighton and Hove Safeguarding Children Partnership (BHSCP). We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

12.4 Reflective practice is carried out regularly by ToyBox manager and includes staff, students and volunteers. TSGI will attend required Pan Sussex meeting and other relevant multi-agency meetings when required.

12.5 We will ensure we follow the 7 golden rules of information sharing which can be found in our confidentiality policy. These rules include:

1. [GDPR Isn't a Barrier to Sharing Information](#)
2. [Be Open and Honest](#)
3. [Seek Advice](#)



4. [Share With Consent Where Appropriate](#)
5. [Consider Safety and Wellbeing](#)
6. [Necessary, Proportionate, Relevant, Accurate, Timely and Secure](#)
7. [Keep a Record](#)

13 Contractors, Service and Activity Providers and Work Placement Providers

13.1 We will ensure that contractors and providers are aware of our child protection policy and procedures. We will require that employees and volunteers use our procedure to report concerns.

13.2 student placement and service providers outside of BWC will not be left alone with a child and will not accompany them to the toilet at any time

13.3 All services providers and work placement that have contact with the children that attend are subjected to the appropriate level of safeguarding check in line with Ofsted and BHSCP requirements. If assurance is not obtained, permission to work with our children's or use our premises may be refused.

14 Whistle-Blowing and Complaints

14.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

14.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the ToyBox Manager Gemma Turner or the BWC Director Lisa Dando or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

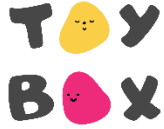
14.3 We have a clear reporting procedure for children, parents/carers and other people to report concerns or complaints, including abusive or poor practice.

14.4 We will actively seek the views of children, parents/carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

15 Site Security

15.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

15.2 We check all visitors and volunteers coming into BWC. Visitors are expected to sign in and out in the visitors' log and to display a visitor's badge while Accessing ToyBox. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Any adults without appropriate checks in place will be always accompanied by a member of staff.



15.3 BWC will not accept the behaviour of any individual, parent or anyone else, that threatens security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to BWC.

15.4 BWC have a door policy in place that ensures procedures are in place to keep children, staff and visitors safe always.

16 Quality Assurance

16.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the ToyBox Designated Safeguarding Lead.

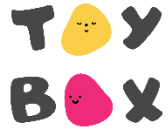
16.2 We will complete an audit of our safeguarding arrangements at frequencies specified by the Brighton and Hove Safeguarding Children Partnership and using the audit tool provided for this purpose.

16.3 The senior management and trustees will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

17 Policy Review

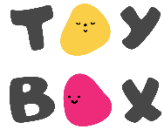
17.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

17.2 The ToyBox Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures



Appendix A

- The Role of the Safeguarding Senior Team.



Role of the BWC Designated Safeguard Lead and ToyBox Designated Safeguarding Lead,

1 Managing Referrals

1.1 Over-see all referrals of cases of suspected abuse to the Front Door For Families and to the Police if a crime may have been committed

1.2 Cases which involve concern around a member of staff (including bank staff) or a volunteer should be referred, via the Children service manager, to the LADO as well.

1.3 The Disclosure and Barring Service will also be informed where a person is dismissed or left BWC due to posing a risk of harm to a child.

1.4 Liaise about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.5 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.6 BWC SGL to oversee ToyBox Safeguard Lead liaison with agencies providing early help services and coordinate referrals from BWC to targeted early help services for children in need of support.

1.7 Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.

1.8 BWC SGL role is to over-see referrals to the Channel program, via PreventReferralsbrightonandhove@sussex.pnn.police.uk where there is a radicalisation concern as required.

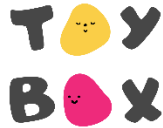
2 Record Keeping

2.1 Keep detailed, accurate, secure written records of child protection and welfare concerns and referrals

2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.

2.4 Ensure such records are kept confidentially and securely and separate from the children's educational record.



2.5 As soon as a child with safeguarding concerns moves to another setting or school, TSGL will liaise with the new setting's Designated Safeguarding Lead for information sharing. For complex cases, include a summary of the history in the child's child protection record. Ensure the children's child protection or welfare concerns records are transferred to new setting or school as soon as possible. These files should be transferred separately from the main child file, using secure transit and obtaining confirmation of receipt.

2.6 Where a child who is old enough to move on to school is transferring to be 'Electively Home Educated' or the destination school is not known, the child protection or welfare concern records should be retained by the setting.

2.7 The setting will retain Child Protection files for at least DoB+25 years.

2.8 Ensure that a check is made with their previous nursery for the existence of any child protection or welfare concerns records.

3 Multi-Agency Working and Information Sharing

3.1 Cooperate with Children's Social Work Services for enquiries under section 47 of the Children Act 1989.

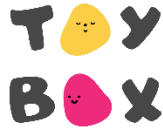
3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 Training

4.1 Undertake appropriate training, updated at least every two years, and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as Child Criminal Exploitation, Child Sexual Exploitation, Female Genital Mutilation, fabricated or induced illness (see chapter 8 of the Pan-Sussex Child Protection and Safeguarding Procedures)
- Understand the assessment process for providing Early Help and intervention, e.g. Children's Services Threshold document: A guide to early help and safeguarding services
- Have a working knowledge of how the Local Authority conducts initial and review child protection case conferences and contribute effectively to these
- Be alert to the specific needs of Children in Need (as specified in section 17 of the Children Act 1989), those with Special Educational Needs, pregnant teenagers and young carers.



- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe if online at nursery
- Be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

4.2 Undertake Prevent awareness training.

4.3 Ensure each member of staff has access to and understands the school's child protection policy and procedures, including providing induction on these matters to new and part-time staff members.

4.4 Organise whole-organisational child protection training for all staff members annually. Ensure staff members who miss the training receive it by other means, e.g. BHCC training / Safety Net

4.5 Link with Brighton and Hove Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

4.6 Obtain access to resources and attend any relevant or refresher training courses.

4.7 Ensure the setting allocates time and resources every year for relevant staff members to attend training.

4.8 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them. 4.9 Maintain accurate records of staff induction and training.

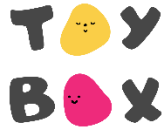
5 Awareness Raising

5.1 Review the safeguarding and child protection policy and procedures annually and liaison between BWC SGL and ToyBox SGL to update and implement them

5.2 Make the child safeguarding policy and adult safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the setting in any investigations that ensue.

5.3 Provide an annual briefing to all staff on any changes to child protection legislation and procedures and relevant learning from local and national Child Safeguarding Practice Reviews.

5.4 It is the ToyBox manager's role is to help promote high aspirations and the best possible educational outcomes for children/young people by sharing information with relevant staff (whilst maintaining appropriate levels of confidentiality) about the welfare, safeguarding and child protection issues that children, including children



with a social worker, are experiencing, or have experienced. This includes supporting early years staff to identify the challenges that children in this group might face and the additional support and adjustments that they could make to best support these children; ensuring that relevant staff know who these children are.

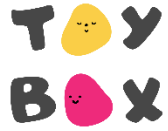
6 Quality Assurance

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the nursery's safeguarding arrangements at frequencies specified by the Brighton and Hove Safeguarding Children Partnership.

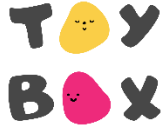
6.3 Provide regular reports, including an annual report, to board of trustees detailing changes and training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 BWC SGL lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.



Appendix B

Child Protection and Safeguarding Procedures



1 Definitions of Abuse

1.1 Abuse, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

1.2 Children are any people who have not yet reached their 18th birthday; a 17-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 Safeguarding children is the action we take to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018) as:

- protecting children from maltreatment
- preventing impairment of children's health and 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.

1.7 Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

1.8 For more definitions, see Pan-Sussex Child Protection and Safeguarding Procedures.

2 Categories of Abuse

2.1 Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyber bullying)
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.3 Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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. Physical abuse is not solely perpetrated by adults. Children can also commit acts of physical abuse.

2.4 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is

happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

2.5 Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

2.6 Young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

2.7 Parent carer A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.

2.8 Education, Health and Care Plan A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 0-25 (2014).

2.9 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

3.10 Coercive control is a form of abuse that involves multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim. This pattern of abuse creates high levels of anxiety and fear. This has a significant impact on children and young people, both directly, as victims in their own right, and indirectly due to the impact the abuse has on the non-abusive parent. Children may also be forced to participate in controlling or coercive behaviour towards the parent who is being abused

3 Specific Safeguarding Issues

3.1 BWC staff members need to be aware of specific safeguarding issues, as identified in Working Together to Keep Children Safe (2018). Chapter 8 of the Pan-Sussex Child Protection and Safeguarding Procedures has detailed information about local procedures for some specific issues.

3.2 Working Together to Keep Children Safe (2018) identifies the following specific safeguarding issues and contains additional information about these (Appendix A: Glossary) Children and the court system, Children missing from education, Children with family members in prison, Child sexual exploitation, Child criminal exploitation: County lines, Domestic abuse, Homelessness, Harmful traditional practices (so-called 'honour-based' abuse) - including **female genital mutilation (FGM)**, forced marriage, and practices such as breast ironing, Radicalisation, Sexual violence and sexual harassment between children in schools and colleges, Bullying Drugs Health and wellbeing Private fostering

3.3 Brighton & Hove Safeguarding Children Partnership has additional information and guidance on some of these issues at: <https://www.bhscp.org.uk/>

3.4 Further Information on Children Missing from Education Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Although it is not mandatory for children to attend early years, if absences are reoccurring this should be followed up and recorded. Absences may indicate abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. **Early intervention** is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of unauthorised absence

3.5 Further information on Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of

an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity

3.6 Further Information on Domestic Violence

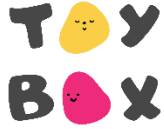
The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- **psychological**
- **physical**
- **sexual**
- **financial**
- **emotional**

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a

3.7 Further information on Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Homelessness Reduction Act 2017 places a new duty to refer service users for support. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social



care where a child has been harmed or is at risk of harm. In most cases. In cases of homelessness our WASS team should be contacted for a referral (where appropriate)

3.8 Further information on Female Genital Mutilation (FGM) :

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Brighton and Hove FGM Multi Agency Resource Pack or within the e-learning for all professionals, developed by the Home Office, available at www.fgmelearning.co.uk

In England, Wales and Northern Island it is a criminal act under the Female Mutilation Act 2003 and the Serious Crime Act 2015. In Scotland it is under the Prohibition of Female Genital Mutilation Scotland Act 2005.

Indicators

There are a range of potential indicators that a girl may be at risk. FGM often takes place in the summer holidays as the recovery period is 6 – 9 weeks. Girls may talk about going on a long holiday where they are having a special event to be a woman, or a party.

Post FGM symptoms are vast but can include

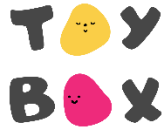
- Withdrawn
- Difficulty walking or sitting
- Spending long times in the bathroom/toilet
- Talking about themselves in the third person about a 'problem'

Mandatory Reporting Duty

Staff should be aware of mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report

ToyBox Pre-School Safeguarding Children Policy

September 2022



to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2021.

3.9 Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of Children and young people, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism

Channel Training 'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs. Training is available as follows:

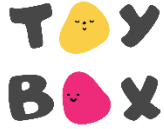
Prevent Awareness: This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

Prevent Referrals: This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate. <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness: This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>



Prevent is the pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism: The pan Sussex Prevent describes partner's (including educational establishments) role in the Prevent agenda: Sharing with colleagues

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
 - Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
 - Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
 - Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
 - Indicators of terrorist activity The Department for education has published The Prevent Duty Departmental advice for educational establishments and childcare providers at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

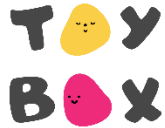
3.14 Further information on Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child. Private Fostering definition **Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more.** The following are considered to be relatives: a stepparent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

Education and childcare staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to Children

ToyBox Pre-School Safeguarding Children Policy

September 2022



Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored

Recognition – What Signs To Look For Abuse:

4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the Pan-Sussex Child Protection and Safeguarding Procedures for further guidance

4.2 In an abusive relationship, the child may:

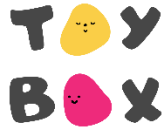
- appear frightened of their parent(s)
 - Present scenarios or use vocabulary through play/ role-play
 - Act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

4.3 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

4.4 Serious case reviews and Child Safeguarding

Practice Reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty; frequent house moves or eviction.



4.5 Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to effective safeguarding

5 Children's Services Threshold Document

5.1 The Children's Services Threshold Document has been developed so that everyone working with children in Brighton and Hove has a common language for understanding the needs and risks surrounding children and their families.

5.2 For example, if BWC has concerns about a child and needs advice or support from the Front Door for Families, they will use the Threshold Document as a guide to understand the concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Threshold Document does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

5.3 It is important that staff members are familiar with the Threshold Document, which can be accessed at

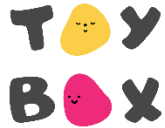
<https://www.brightonandhovesafeguarding.org.uk/threshold-framework/wp-content/uploads/sites/4/Threshold-Document-2021-FINAL.pdf>

5.4 The Threshold Document shows that a child's or family's additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Work Services involvement. The Threshold Document will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.

5.5 The Threshold Document identifies four levels of need.

Level 1:

- children who are achieving expected outcomes



- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Work Services through the family assessment process

5.6 By referring to the Threshold Document, the setting can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Work Services and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

6 What Action To Take If You Have Concerns About A Staff member

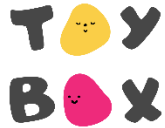
What action to take if you have concerns:

Any member of staff, trustee, volunteer, contractor or activity provider

- Discuss your concerns with your line manager, in the case of ToyBox this will be Gemma Turner who will escalate it to the Designated Safeguarding Lead (DSL) Lisa Dando or Deputy Designated Safeguarding Lead Geni Johnson as soon as possible,

ToyBox Pre-School Safeguarding Children Policy

September 2022



before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.

- Complete the concern form with your line manager
- If the Designated Safeguarding Lead or their deputy is not available, your line manager should contact LADO. Form attached to this document and can be found [here](#)

6.1 What to Do if you are the Designated Safeguarding Lead or Deputy:

If you are concerned that the child is at risk of significant harm (Level 4 Threshold Document)

- Contact the Front Door For Families immediately
- If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.

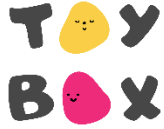
You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 Threshold Document)

- Discuss your concerns with the parents/carers (and child if appropriate).
- Use the Threshold Document to identify the level of need.
- Discuss your concerns with senior colleagues in another agency, if necessary (i.e health visitor or families assigned social worker)
- If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Threshold Document, provide additional support and/or refer the child or their family to other agencies providing early help services.
- Record all your consultations and decision-making on the time lined concern form sent by the staff member who contacted you originally. Update the chronology and add referral letters and forms to the child's file; create a stand-alone file, if one does not exist. Continue to update the file, including the chronology, as work progresses.

7 Dealing With A Disclosure Made By A Child

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- **Listen** to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify, and **without suggesting** what the answer might be.
- **Accept** what is being said.



- Allow the child to talk freely – do not put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- **Do not** make promises that you may not be able to keep.
- **Do not promise confidentiality** – it may be necessary that the child is referred child to Children’s Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what must be done next and who has to be told.
- Inform your Line manager who will liaise with the Designated Safeguarding Lead without delay.
- Complete the concern form with your line manager who will escalate it to the Designated Safeguarding Lead.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with your line manager or Designated Safeguarding Lead about clinical supervisions.

8. Discussing Concerns with the Family and the Child

– Advice for Senior management

8.1 In general, you should always discuss any concerns the setting may have with the child’s parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

8.2 If you make a decision not to discuss your concerns with the child’s parents or carers this must be recorded in the child’s child protection file with a full explanation for your decision.

8.3 It is important to consider the child’s wishes and feelings

8.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

8.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Front Door for Families or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

8.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

8.7 It is expected that you discuss your concerns with the parents before making a referral to the Front Door for Families, unless you consider that this would place the child at increased risk of significant harm.

8.8 Parents will ultimately be made aware of which organisation made the referral.

9 Early Help for Children and Families

9.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from BWC or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

9.2 BWC will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children (July 2018) and local guidance, to any child who needs it.

9.3 We will pool our knowledge within BWC and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the Threshold Document to identify what level of need the child or their family has.

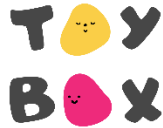
9.4 We will work closely with targeted early help services, via the Front Door For Families, and Children's Social Work Services if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

9.5 Early help support is accessed by making a referral to the Front Door For Families. **Consent for this will need to be gained from the family first.**

9.6 BWC will work with other services in early help planning and coordination of interventions to meet children and families.

10 Front Door for Families Responses to Concerns About A Child

10.1 Once Children's Social Work Services has accepted our referral as needing a social-care-led response (Level 4 of the Threshold Document), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.



10.2 The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

10.3 We will cooperate with Children's Social Work Services and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.

10.4 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

10.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Work Services.

10.6 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning (if appropriate)

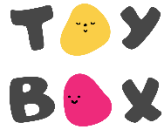
10.7 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

10.8 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

10.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

11 Information Sharing and Consent

11.1 It is essential that people working with children can confidently share information as part of their day to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.



11.2 The setting may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Work Services.

11.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

11.4 The Data Protection Act 1998 and the General Data Protection Regulation are not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

11.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

11.6 Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

11.7 Try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, you do not need consent if you have serious concerns about a child's safety and well-being.

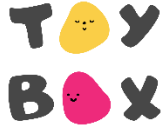
11.8 Consent is not necessary in cases where Children's Social Work Services are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Work Services; staff members must make sure to record what information has been shared.

11.9 Consent is necessary for:

- Children's Social Work Services investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with the social worker requesting information.

- Early Help Assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

11.10 Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.



12 Record Keeping

12.1 Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

12.2 Records should be factual, accurate, relevant, up to date and auditable. Where opinions are included this must be made clear. Where people are referred to they should be identified clearly by role. Records should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

12.3 Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any actions taken; a note of any discussions and decisions made, with reasons for those decisions; the outcome of actions.

12.4 The ToyBox Designated Safeguarding Lead will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

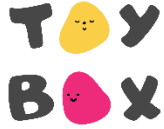
13 Professional Challenge and Disagreements

13.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

13.2 We will promote a culture within our setting that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection at BWC. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, your line manager, or with the Local Authority Education Safeguarding Officer.

13.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

13.4 If there are any professional disagreements with practitioners from other agencies, the Designated Safeguarding Lead will raise concerns with the relevant



agency's safeguarding lead in line with guidance in the Pan-Sussex Child Protection and Safeguarding Procedures.

13.5 If BWC disagrees with the child protection conference chair's decision, the Designated Safeguarding Lead will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

14 Safer Recruitment

14.1 BWC has robust recruitment and vetting procedures to help prevent unsuitable people from working with children, which are in line with those stipulated within Statutory Framework for EYFS 2021 and BHSCP guidelines.

Our job advertisements and application packs for roles within the early years setting make explicit reference to BWC's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

14.3 All staff members, including volunteers, who have contact with children and families will have appropriate pre-employment checks in line with Statutory Framework for EYFS 2021, September 2021.

14.4 Senior Management are required to have an enhanced DBS check.

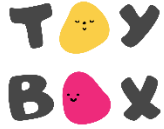
14.5 At least one member on every short listing and interview panel will have completed safer recruitment training.

14.6 The allegations management procedure will be used in all cases where it is alleged that a staff member, has:

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

Where concerns do not meet the threshold to be managed within these procedures and are deemed to be a low-level concern, BWC must refer to their staff code of conduct and their disciplinary rules and follow their disciplinary procedures.

Allegations may arise in a number of ways, for example a report from a child, a complaint from a parent, or a concern raised by another adult within the setting. An



allegation may concern someone's behaviour or actions within their job or a voluntary activity, or within their family or private life. Any concerns will be considered in the context of the four types of abuse. Concerns include inappropriate relationships between adults and children. For example:

- a sexual relationship between a child under 18 and an adult in a position of trust with them, even if the relationship may appear to be consensual.
- Grooming, i.e. meeting a child under 16 with intent to commit a relevant offence (section 15 of the Sexual Offences Act 2003); or
- other behaviour that gives rise to concerns, such as possession of abusive images of children or inappropriate contact through texts or online, inappropriate messages, gifts or socialising with children.

If an allegation or concern arises about a staff member outside of their work with children, and this may present a risk to children for whom the staff member is responsible, the general principles outlined in these procedures will still apply.

15 Roles and responsibilities:

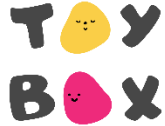
- Anyone who has concerns about, or has received an allegation about, the behaviour of a staff member needs to report the concerns immediately to their line manager or the designated safeguarding lead.

If the BWC SGL is the subject of the allegation, concerns must be reported to the Local Authority Designated Officer (LADO).

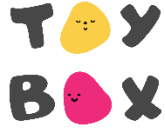
The LADO is involved in the overall management and oversight of individual cases. They will provide advice and guidance to the case manager, liaise with the police and other agencies and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

Initial action by the person noticing concerns or receiving an allegation first:

- Treat the matter seriously and keep an open mind.
- Do not make assumptions or offer alternative explanations.
- Do not investigate or ask leading questions, if seeking clarification.
- Do not promise confidentiality, but give assurance that the information will only be shared on a need-to-know basis.
- Act quickly.



- Make a written record of the information. Where possible, record the exact words of the person making the allegation or the child's own words
- Record the time, date and place and names of people present when the allegation was made or concerning behaviour was observed. Record the time, date and place of alleged incidents, persons present and what was said, if these were mentioned by the person making the allegation.
- Sign and date the written record.
- Immediately report the matter to your line manager or designated safeguarding lead and give them the written record.



Appendix C - Linked Policies

- Behaviour Policy
- Complaints procedure
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments, including First Aid
- Data Protection Policy
- Online Safety Policy
- Personal & Intimate Care Policy
- Premises Inspection Checklist
- Recruitment and Selection Policy and procedures
- Sickness and Medication Policy
- Special Educational Needs and Disabilities Policy
- Staff code of conduct Policy
- Staff disciplinary policy and procedures/disciplinary rules
- Whistleblowing Policy

<https://www.bhscp.org.uk/wp-content/uploads/sites/3/2019/12/Child-Safeguarding-Practice-Review-Guidance-for-Staff.pdf>

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>



Appendix D

- Procedures for accidents at home and nursery.

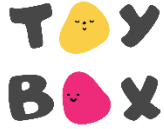
Sometimes concerns that a child or young person is suffering or is likely to be suffering some form of abuse will build up slowly over time, and some will be as a response to a child presenting an injury or mark or talking about a worrying issue. All concerns should be discussed with the designated person, with a written record recorded on a record of concern form and shared with the designated person and the parent.

The following procedure should be followed if a child arrives at nursery with a mark or bruise.

- An accident at home form will be completed.
- The key person will write the child's full name, and date of birth on the form, along with the days date.
- The key person will write a full description of the injury and it's location on the body on the body map provided on the accident / incident form.
- The parent/carer's explanation of the injury will be written using their own words, including circumstances when the injury occurred and the date and location of when it happened. For those parent/carers who have literacy difficulties or are unable to write in English the key person will be allowed to write this for them.
- The parent/carer and key person must both sign the form.
- If it's suspected that the mark or injury is not accidental, or due to lack of supervision. The DSL must be informed immediately. A record of concern form including a body map should also be completed.
- The designated person will provide support and guidance and if appropriate make a referral to FDFP or if necessary, the police.
- Marks or bruises on children with a child protection plan, or child in need plan, should be recorded on a record of concerns form and reported to the designated person immediately. A copy of the form should be sent to the child's allocated social worker

ii) The following procedure should be followed if a child injures themselves at nursery.

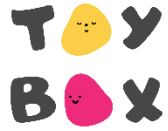
- An accident at nursery form will be completed.
- The key person, or whoever witnessed the accident, will write the child's full name, and date of birth on the form, along with the days date.



- The same person will write a full description of the injury and location on the body, along with the circumstances, time and location of the accident/injury.
- If the injury needs first aid treatment this should be recorded, and the parent informed by telephone.
- The key person must sign the form as well as the person who witnessed the accident.
- The parent will be asked to sign the form on collection of the child and a copy of the form will be offered to the parent to keep.

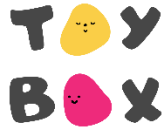
Appendix E - Parental Involvement

The nursery aims to build trusting and supportive relationships with parents and carers and has good communication with them through daily contact with key people. The nursery will reassure parents that the nursery is a safe and secure environment. Any concerns about a child's welfare will be discussed openly with the parents/ carers unless it is judged that this will further endanger the child. The nursery will continue to welcome the child to the nursery during an investigation and will support the family whenever possible. The nursery will help parents to understand its responsibility for the welfare of all children by making them aware of this nursery policy on child protection and the following statement will be included in the nursery parents' information pack: Parents should be aware that the nursery will take any reasonable action to ensure the safety of our children. In cases where the nursery has reason to be concerned that a child may be suffering or is at risk of suffering from significant harm we are required to follow the Sussex Child Protection and Safeguarding Procedures and to contact Front Door for Families (FDFP) who will investigate the concerns and take any action needed to protect the child and support the family. If this does occur, it can be very distressing for parents or carers. It is important to remember that the guiding principles of these procedures are that the welfare of the child is paramount and that parents will be afforded the right to honesty, full information as appropriate and the opportunity to express their views and challenge actions.



Appendix F

- Child Protection Policy



Keeping children and staff safe

- The nursery offers a supportive environment for children, parents, staff and volunteers. Staff and volunteers need to be aware that recognising abuse, being informed about a safeguarding issue or receiving a disclosure is emotionally very challenging and stressful.

Confidential systems need to be in place so that staff, including managers, can discuss what support may be required. It is important that support is given where necessary and those colleagues are aware of the effects upon staff of involvement in an incident.

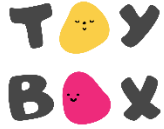
- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they develop understanding of why and how to keep safe. We ensure that this is carried out in a way that is developmentally appropriate for the children. The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

i) Visitors to the nursery

- On arrival to the nursery all visitors are advised to keep any device that has a camera, including mobile telephones, watches and portable music players with their personal belongings and not kept on their person while with the children.
- Visitors must sign in and out of the visitor's book.
- Practitioners must supervise visitors throughout their time in the setting and must ensure they are never left alone with children.
- Agency staff read and sign an agency guidance form.

ii) Intimate Care

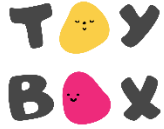
- Intimate care is when a child is having their nappy changed, receiving medical treatment or being settled for sleep time.
- As far as possible intimate care should be delivered by the child's key person or their 2nd key person.
- Children should be changed in warm, safe areas. Their dignity and need for privacy must be respected though practitioners must never change children behind closed doors
- Practitioners must wear latex gloves and aprons when changing a child.



- When children are ready they should be encouraged to be autonomous and independent in taking care of their own care needs.
- Children's individual needs and preferences for intimate care must be considered and accommodated as far as possible.
- It is always acceptable to offer children comfort and cuddles, but children's right to refuse that contact must be respected too.
- It is the parent / carers responsibility for a child's sun protection by ensuring they are in clothing that adequately covers their body and by applying a sunscreen before nursery (when necessary) that will last the duration of the session.

Use of mobile telephones, cameras, photographic watches and the internet within the nursery:

- Parents/carers and visitors must not have their phone out/in use while on the premises.
- Mobile telephones and any personal device that has a camera, including watches and portable music.



Brighton & Hove City Council

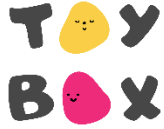
LADO Referral / Consultation - Allegations or concern about a person working with children

Procedures:

- [8.2 Allegations Against People who Work with, Care for or Volunteer with Children](#)
- [Flowchart](#)

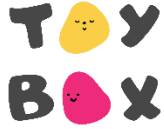
To be completed if a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

- A member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.



NAME OF REFFERER AND AGENCY			
Name	Click or tap here to enter text.	Date of referral	Click or tap here to enter text.
Agency	Click or tap here to enter text.	Job Title/Role:	Click or tap here to enter text.
Tel No:	Click or tap here to enter text.	Email	Click or tap here to enter text.

NAME OF REFERRED PERSON					
Family Name	Click or tap here to enter text.	Given Name	Click or tap here to enter text.	Do B:	Click or tap here to enter text.
Home Address:			Tel No:		
			Email		
Job Title/Role:		Ethnicity		Gender	Male
					Female
Workplace Address: Click or tap here to enter text.					
Names and DOB of own children if known: Click or tap here to enter text.					
Have there been any prior concerns regarding this person:					
				No	



(If yes please give details, dates, and outcome)

Click or tap here to enter text.

DETAILS of CHILD(REN) or YOUNG PERSON

Family Name:		Given Name		DoB:	
Home Address:					
Ethnicity		Male		Female	

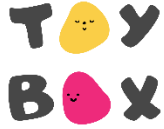
REASON FOR REFERRAL

Date of incident		Time of Incident/Allegation	
Location of incident			

REFERRAL INFORMATION: Include details if any injuries/harm

Click or tap here to enter text.

Potential Witness(es)		Tel No:	
		Email	
Name of Potential Witness(es)		Tel No:	
		Email	



ADDITIONAL ACTION TAKEN / INFORMATION AFTER THE INCIDENT OR ALLEGATION WAS MADE

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure that you complete this form in full before submitting to LADO Allegations Management.

Completed forms should be emailed to: ladoenquiries@brighton-hove.gov.uk

For completion by the LADO

Date	Update/Action	Source