



Calder Valley Steiner Education
Calder Valley Steiner Nursery
Making time for Childhood

Safeguarding Children Policy

(Incl Prevent)

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Calder Valley Steiner Education Child Protection & Safeguarding Policy 2026/2027

The Trustee with Pedagogy lead is Ingrid Lihou

The Designated Safeguarding Lead for Trustees is Jayne Barbour

This policy was developed using the Calderdale Safeguarding Team template, September 2023 by Kate Lunn

This policy was signed off by the Board of Trustees 2.9.2020

The policy will be reviewed annually or when/if changes are made to government policy

Designated Safeguarding Persons

The Designated Safeguarding nursery lead (DSL) – Angie Whitehead

The overall Designated Safeguarding Designated Lead for CVSE is Kate Lunn (on 24hr call)

Courses taken:

Designated safeguarding lead training Calderdale Council – 2024

Safer Recruitment - September 2025

Impact of Domestic Abuse – September 2025

Parental Domestic abuse, Substance Misuse, Mental illness – September 2025

Safeguarding Supervision in Education – February 2017

Senior leadership and Management – June 2018

Peer on Peer abuse – Sept 2018

Online safety – September 2018

Female Genital mutilation – September 2018

PREVENT – September 2024

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The policy is in line with:

- Calderdale Safeguarding Children Partnership Board Policies and Procedures which are available on www.calderdale-scb.org.uk
- West Yorkshire consortium Inter agency Safeguarding and Child Protection Services Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>

- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Early Years Foundation Stage (EYFS) Statutory Framework 2026
- Child Missing in Education – Statutory Guidance 2026
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium, May 2019)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people 2024
- Information Sharing (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (Dec 2021)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SR Consortium Feb 2022)
- Sexting in Schools and Colleges, responding to incidents and safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- Meeting digital and technology standards in schools and colleges March 2022 (updated 2024)

Introduction

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including on line.

- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2026)

The term "Child" or "Children" refers to as anyone under the age of 18 years

Calder Valley Steiner Education (CVSE) believes that:

- Education settings play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 1- CVSE Commitment to the welfare of the children, including Equality and Human Rights.

Equality legislation

The guidance sets out the significance of the [Equality Act 2010](#) to school safeguarding, including that schools and colleges:

1. must not unlawfully discriminate against pupils because of their protected characteristics
2. must consider how they are supporting pupils with protected characteristics
3. must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

1. Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
2. Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.
3. Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at [Human Rights - Equality and Human Rights Commission](#)

This policy applies to all adults, including volunteers, working in or on behalf of CVSE.

The purpose of this policy is:

- To inform staff, parents, volunteers and Trustees about CVSE's responsibility for safeguarding children and to develop awareness and identification of abuse, neglect and exploitation
- To establish and maintain an environment where children are feel safe, can learn, and are encouraged to talk and are listened to.
- Ensure all staff know who to speak to and what to do if a child discloses to them.

Everyone working in or for CVSE shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (2026)
- providing a safe environment for children and young people to learn and develop in our Early Years settings, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they

are kept safe both at home and in our settings

CVSE is committed to safeguarding and promoting the well being of all of its pupils. Each pupil's welfare is of paramount importance. Every member of staff is responsible for Safeguarding and ongoing vigilance, and we encourage an attitude of 'it could happen here'. We recognise that some children *may* be especially vulnerable to abuse or exploitation. We recognise that children who are abused, neglected or exploited may find it difficult to develop a sense of self worth and to view the world in a positive way.

Whilst in our settings, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. CVSE ensures that all policies are cross-referenced and reviewed annually or earlier if dictated by Government Policy. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies.



Section 2 Providing a Safe and Supportive Environment

Safer Recruitment and Selection

CVSE pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2026.

We ensure that all appropriate measures are applied in relation to everyone who works in the Early Years settings, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice as laid out in KCSE (2026 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

CVSE is committed to keeping an up-to-date Single Central Record (SCR) for

- all staff, including supply staff;
- all others who work in regular contact with children, including Trustees and volunteers;
- (For independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Kate Lunn -Lead DSL, Lead for Personnel, Early Years Manager

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

All supply staff and volunteers must adhere to the safeguarding policy and procedures.

Role of the Lead DSL for CVSE.

The lead DSL for CVSE had overall responsibility for safeguarding and holds the designated responsibility for the Board of Trustees.

- To work closely with the nursery DSL
- Ensure that the Local Safeguarding Boards Procedures are followed in the settings.
- Ensure that all staff are aware of these procedures.
- Ensure that appropriate training and support is provided to all staff.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (e.g., refer to Child Protection Liaison Officer, First Response Team).
- Liaise with Calderdale Safeguarding Children's Partnership Board, over suspected cases of child abuse.

- Ensure that accurate records relating to individual children are kept in a secure place and marked 'strictly confidential'
- Submit reports to, and attend, Child Protection Conferences
- Ensure that the settings effectively monitor children who have been identified as at risk.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Ensure that everyone in the community is aware of the Designated Teachers name, and the role of the Trustee DSL
- To ensure all staff are aware of the Safeguarding in schools: best Practice document (OFSTED 2011) and Keeping Children safe in Education (2026) Available in hard copy in the office.
- Ensure all staff have the necessary Safeguarding supervision training.
- Keep parents informed of any pressing developments on social media
- Ensure parents are keep informed of any possible abductees in the area or any incident at local settings.

Home-stays (Exchange Visits)

CVSE will no longer be associated with exchange visits

Safe Working Practice

The Teaching Standards (updated Dec 2021) state that teachers, including head teachers (Education Coordinator) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our settings are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Feb 2022) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Advice Line; safe working practices in CVSE ensure that pupils are safe and that all staff:

Must follow the CVSE Safeguarding procedure (FIG 1)

- work in an open and transparent way;
- record any incidents or decisions made;

- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of CVSE work, *(such as premises and equipment, on-site activities, off-site activities, venues used, transport)*. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Criminal Exploitation.

Safeguarding Information for pupils

All pupils in our settings are aware of a member of staff who they can talk to. CVSE is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We aim for all pupils to know that they are safe and have members of staff who will look after and listen to them, we have a Designated Safeguarding Lead (DSL) in the nursery who is a senior member of staff with responsibility for child protection.

We ensure all children have members of staff who they might talk to, both in and out of nursery, their right to be listened to and heard and what steps can be taken to protect them from harm. However, our children are very young so this will be handled in a supportive way.

Children in our settings are treated with dignity and respect and their views are listened to.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

Partnership with Parents

CVSE shares a purpose with parents to educate and keep children safe from harm.

The parents are aware who the DSL's is and that she is always available for advice or to signpost.

Parents are aware of who the lead for Safety on line is and the booklets are available throughout the year (NSPCC)

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share safeguarding related information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

CVSE will share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm,

We encourage parents to discuss any concerns they may have with *their teacher and the DSL* and we encourage use of Parent View as an opportunity to provide feedback to CVSE. We make parents aware of our policy which is always available on the CVSE website, and parents know that this policy and others are accessible at all times via the CVSE website. Posters and displays also ensure that Safeguarding has a high profile within the whole community.

We keep parents up to date with our Safeguarding curriculum by parent's evenings, and the newsletter.

Partnerships with others and Statutory Information Sharing Duty

Our organisation recognises that it is essential to establish positive and effective working relationships with other agencies. *Including the LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, NSPCC*, there is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

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

The Children's Wellbeing and School Act, (2026), introduced a statutory information sharing duty on schools to share safeguarding related data and information with Children's Social Care and the Police and Health agencies where safeguarding concerns arise that require the advice or guidance from safeguarding professionals.

Limitations to this duty may be triggered in circumstances where:

- A child is placed at risk of significant harm as a result of information being shared
- Interfering with a police operation
- Contravention of procedures in Family Court

Details of any information shared will be recorded in the child's safeguarding file.

Staff Training and Staff Induction

The CVSE Trustee Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as *the DSL Network events and Multi-Agency Training* to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Trustees and all other staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. All staff (including temporary staff and volunteers) are provided with the CVSE's safeguarding policy and child protection procedures and are informed of CVSE's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

- Provide training for all staff so that they have an awareness of:

1. Their personal responsibility
2. The Safeguarding Children & Child Protection procedure (Fig 1)
3. The need to be vigilant in identifying cases of abuse
4. How to support a child who tells of abuse.
5. The PREVENT Training
6. Sexual Exploitation

Work to develop effective links with relevant agencies, and co-operate as required with their inquiries regarding Safeguarding Children matters. This may include attendance at initial case conferences, core group meetings and Safeguarding Children & Child Protection review conferences.

All staff will adhere to the Calderdale LSCB procedures; these can be found on the Web site under, Working Together to Safeguard Children 2026

- Appropriate staff will undertake the PREVENT training
- Ensure that applicants for all vacant posts are checked in accordance, Disclosure of Criminal Background.
- The Trustee will visit the settings each term to observe the children & consult with staff regarding the above.
- Ensure staff are aware that it is their responsibility to disclose any concerns they may have about another adult (including staff members), behavior in the settings. (Whistle blowing Policy)
- Ensure that all staff must make the Trustee with Pedagogical Responsibility or the Early Years Manager aware if they are suffering from stress, anxiety or depression which may affect their abilities.
- Following any time of absences related to the above the member of staff will produce a Fit to Work note from the GP.

In line with KCSIE (2026) all new staff will receive:

- Copy of CVSE behavior policy
- Copy of staff code of conduct
- Copy of the Safeguarding policy
- KCSIE 2026 Part 1.
- Children missing in education policy.

- Access to EYFS statutory framework 2026

Frequency of update for staff and volunteers

Member of staff/ Volunteer	Frequency of update
Lead for child safeguarding	Every 2 years – level 3
Deputy for safeguarding	Every 2 years – level 3
All other teaching staff	Yearly refresher (power point presentation)
Volunteers	presentation on induction if they will be unsupervised
Trustees	Annual update

Support, Guidance and Supervision for Staff

Staff will be supported by *the Lead DSL and the nursery DSL*

The designated safeguarding lead for Safeguarding/Child Protection will be supported by Trustee with safeguarding responsibility,

Advice is available from the Schools Safeguarding Advisor from the Local Authority.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore Kate Lunn has designated responsibility to lead for the board of trustees and is the Designated Safeguarding Lead will provide half termly supervision for teaching staff.

Alternative Provision

CVSE does not access or seek alternative provision for children on roll

Section 3 - Ensuring that Children are Safe in the Early Years settings and at Home

Procedures

All staff members should be aware of abuse and neglect so they can identify children who may need help or protection, all staff should maintain the view, 'it could happen here'.

- If any member of staff is concerned about a child, he or she must inform the designated teacher immediately or report the alleged abuse directly themselves
- The member of staff must record information regarding the concerns immediately. The recording must be a clear, precise, factual account of the observations
- The nursery DSL or Lead DSL will decide whether the concerns should be referred to Calderdale First Response Child Protection Liaison officer, if it is decided to make a referral this will be

done without prior discussions with the parents. If the concerns are of neglect of an emotional nature-discussion with parent/s should take place. However, if further harm is likely, or if the nature of the abuse is violent or sexual, do not on any account discuss with parent/s.

- If a referral is made to the First Response, the designated teacher will ensure a written report of the concerns is sent to the Social Services dealing with the case **within 24 hours**.
- Ensure all records are kept secure in a locked location.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk or who has been placed on the Child Protection Register. Notify Social Services team if the kindergarten should have to exclude a pupil who is on the Child Protection Register, either for a fixed term or permanently. Contact the above, also, if there is any unexplained absence of a pupil on the Child Protection Register, of more than two days duration, or one following a weekend.
- If a pupil who is known to have a child protection plan change, the designated teacher will inform the social worker responsible for the case and transfer the appropriate records to the receiving setting.
- Ensure that parents have an understanding of the responsibility placed on the settings and staff, for Child Protection, by referring them to its obligations in the CVSE brochure.

Child Protection Procedures

Teachers and other adults in CVSE are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or CVSE staff being alerted to concerns.

Definitions:

(‘Working Together’ 2026 and ‘Keeping Children Safe in Education’ 2026)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or

community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

Children with SEN

Children with Special Educational needs (SEN) and disabilities can face additional safeguarding challenges. CVSE makes all staff aware that additional barriers can exist when recognising abuse and neglect in this group of children including:

- Being prone to peer group isolation
- Communication may be difficult
- Assumptions of possible abuse, such as behaviour or mood relate to the disability without further exploitation
- Children with SEN are prone to bullying.

Mental and Physical Health

CVSE is clear that both physical and mental health are relevant to safeguarding and the welfare of children in the kindergarten (KCSIE 2026)

All CVSE staff will be aware that mental health issues can be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation. (KCSIE 2026)

CVSE staff are not trained mental health professionals therefore will seek guidance from MAST/CAHMS if they suspect a child is struggling with their mental health.

Abuse can have a lasting impact throughout childhood and CVSE staff must have an awareness of the impact of abuse on a child.

Section 4 - Forms of abuse (please note signs of all abuse may be age dependent)

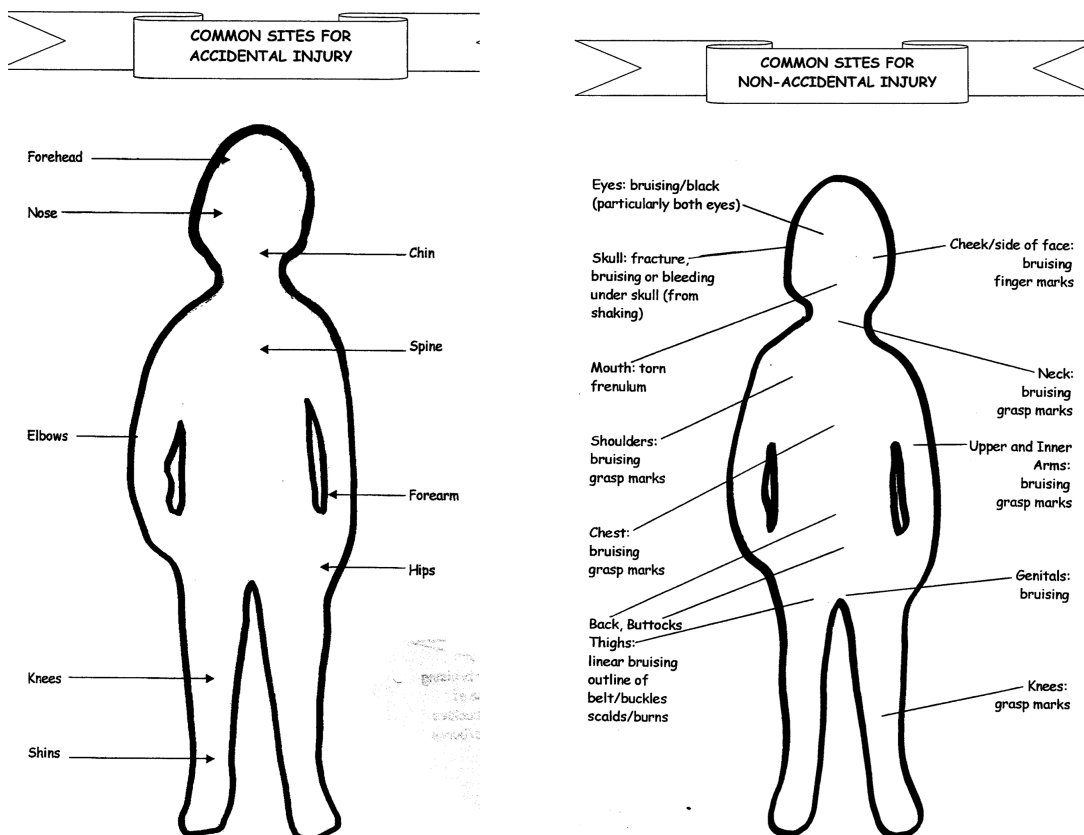
Physical abuse

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

Possible signs of Physical Abuse

- Unexplained injuries or refusal to discuss them
- Cigarette burns
- Long bruises - possibly made by a belt
- Teeth marks
- Fingertip/slap marks or bruises

- History of bruises/injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained patterns of absence that could be in order to hide injuries.
- Physical injury to areas of the body, which are not usually considered to be common sites of accidental injury. (See body diagrams.)



Emotional abuse:

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

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

Possible Signs of Emotional Abuse

- Developmentally delayed
- Inappropriate emotional responses
- Self-mutilation
- Extreme passivity or aggression
- Running away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- Domestic violence
- Over protectiveness
- A child is used as a scapegoat within a family (good child/ bad child.)

NB, it may include not giving the child opportunities to express their view, deliberately silencing them or 'making fun' of what they say or how they communicate.

Sexual abuse:

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

Possible Signs of Sexual Abuse

- Depression, suicidal, self-harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adult/peers, staff use the Bedfordshire traffic light assessment tool, age appropriate 5-9, 9-13, 13-17.
- Age-inappropriate behaviour / knowledge
- Unexplained pregnancies
- Running away
- Telling of a "friend with a problem of abuse"
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Afraid of certain people

- “Chronic” medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated

Neglect:

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

Possible Signs of Neglect

- “Failure to thrive” (looks thin, unwell, below average height and weight)
- Usually, hungry
- Has regular accidents (especially burns)
- Poor personal hygiene
- Kept away from school medicals
- Tiredness
- Reluctant to go home
- Poor social relationships
- Frequent lateness/nonattendance at school
- Inappropriate clothing

Child Criminal Exploitation and Child Sexual Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something a victim needs or wants, and or for the financial advantage or increased status of the perpetrator or facilitator and or through violence or the threat of violence. This can be committed by an organised network or gang and the victim may identify as being part of this group.

CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery. Staff have been made aware of some of the key indicators of CSE by *training provided by DSL* in addition CVSE appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum eg. *Healthy Relationships*

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST and the CE Hub, including a CSE Risk Assessment. CVSE also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within CVSE the DSL will share this appropriately with the police.

Female Genital Mutilation (FGM)

CVSE understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. CVSE is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are trained in the awareness of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they must follow the normal Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

Domestic Abuse (DA) and Relationship Conflict

Healthy relationships between parent and carers are critical to the holistic wellbeing of children. Where conflict is frequent and unresolved it can be harmful to oh adults and children. Staff working with children may be the first to identify signs of anxiety in children that may b linked to parental conflict. Kindergarten staff will work to support families and signpost for early help. Further information can be secured from: relationshipmatters.org.uk a programme supported by all West Yorkshire local authorities.

CVSE understands that 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 harm.

Children can be victims of domestic abuse. They see, hear or experience the effects of abuse at home and or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom Domestic Abuse may be a concern, they must follow the Child protection procedures and pass this information to the Designated Safeguarding Lead (DSL) immediately, who will speak to the Trustee DSL immediately. The DSL can then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily risk assessment management meetings (DRAMM). Where DA Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Operation Encompass.

Operation Encompass is an initiative that directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified.

It is a system that provides rapid support within the school environment meaning children are better safeguarded against the short-, medium- and long-term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key school staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

This information is shared by the Police with schools regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in school in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at CVSE understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Right to Choose – HM Government guidance on Forced Marriage

Child on child Abuse

Children can and sometimes do, abuse other children (sometimes referred to as child-on-child abuse). This can happen both inside and outside of school and online (known as cyber bullying).

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

CVSE staff have received training in recognising the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Staff understand, that even if there are no reports of such abuse in kindergarten it does not mean it is not happening; it may be the case that it is just not being reported. Staff are aware that it is important that if staff have any concerns regarding child-on-child abuse, they speak to the designated safeguarding lead.

All staff are trained to understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff are clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address any underlying safeguarding concerns.

CVSE staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to peer on peer abuse.

Such behaviour should never be considered as 'banter' or part of growing up. Child on child abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

Staff becoming aware of any incident of child-on-child abuse must follow the safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police, should criminal offences be identified.

Child on child allegations that do not meet the threshold for police investigation will be subject of internal school investigation by the Designated Safeguarding Lead and/or senior leaders at the school. This will involve speaking to the victim and any witnesses to secure accounts of the allegation. All findings including any additional information secured, will be considered when making decisions around resolution of the allegation. Outcomes may involve application of the school behaviour policy.

CVSE recognises that victims of child-on-child abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

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

CVSE recognises that perpetrators of child-on-child abuse may have identified un-met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate.

CVSE has a clear ethos of 'Kind Hands' from kindergarten. Circle times in class allow the children time for discussing the class community, working together, how they can support each other and any problems may have arisen, (in age-appropriate groups)

Section 5 - PREVENT

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, CVSE is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

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

In order to fulfil the Prevent Duty staff have received *information/training* to help them to identify children who may be susceptible to radicalisation, and CVSE is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and immediately pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

The Prevent Coordinator at present is Assia Hussain, who can be contacted on:

prevent@calderdale.gov.uk

CVSE will also incorporate the promotion of fundamental British Values into the *Safeguarding Curriculum and/or PSHE* in order to help build pupils' resilience and enable them to challenge extremist views. *School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.*

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and Gaming.

Supporting the child and partnership with parents

CVSE recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Section 6 – Online safety

Online cyber bullying and online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Whilst our pupils do not have access to technology in kindergarten, nor do we allow any hand-held devices or mobile phones in kindergarten, we are aware that this online and technological abuse is a fast-growing concern. We do advise pupils and parent to not allow children online, however, we know that this is not always heeded and is difficult if there are older siblings and or parents use technology. (Please refer to the CVSE television/screen time policy)

Many of the signs that a child is being abused are the same no matter how the abuse happens.

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone

- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Online safety for children and Young People

We recognise that the modern world can be a dangerous place for our young people. Our aim is to help our children develop the resilience and self-confidence needed to avoid exploitation by others in whatever form it may occur, whether that be sexual or political exploitation. The aim of this policy addresses the need for young people to be alert to the potential dangers of online interactions, and to be aware of the need for vigilance to ensure their own safety and well-being.

Working with children, parents, and carers.

- We work in a three-way relationship with child, parents and teacher. This close working relationship aims to support the developing needs of the children.
- In these primary years, we work with parents, to help them to understand the need to be vigilant and supportive regarding their children's internet use.
- Screen usage is on the agenda of every parent's evening where teachers actively discourage the use of computers and mobile phones by children. We warn of the dangers of internet activities both in the sense of the physical, emotional, psychological and spiritual development of the child, and in the sense of internet safety.
- The teachers also intervene in the event of overheard or overt conversations about any screen use. They comment on the suitability of activity to the children and if there are further concerns, a direct conversation with the parents of those children will ensue.
- The teachers talk to the children about the dangers of screen use, in particular online safety, whenever the opportunity arises. This may be following a classroom incident or conversation.
- We recognise that there are dangers inherent in a potential naivety around internet use, and that digital media is becoming more and more ubiquitous in everyday life. We will talk openly with the children about phones and other internet technology, warning them of the dangers and encouraging sensible and age-appropriate use.
- Our curriculum and the way we work with the children develops confidence and assertiveness. Their opinions are respected by staff who also encourage peer to peer respect. This leads to the children developing resilience as they have more confidence in their own opinions and are more likely to speak out when they feel that something is not right.
- We have ongoing training for staff in how to listen to children so that they are confident in their responses to potential disclosure. This will reinforce our online training in this area.
- The kindergarten has regular opportunities to share news. (Such as the shared meal) These informal, relaxed sessions offer the opportunity for children to raise

concerns and for teachers to understand more about a child's home life. In this atmosphere, concerns are much more likely to be discussed freely.

Teachers cannot be experts regarding online security so helpful advice can be sought from other sources.

For further information see <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware>

- There is a wealth of information available to support early year's settings and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:
- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- educateagainsthate.com
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Youth Produced Sexual Imagery

While CVSE currently only has pre-school age children, all staff are made aware of all child related safeguarding issues.

Where there is a disclosure or CVSE becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges', responding to incidents and Safeguarding young people' it will refer to the guidance in the UKCIS document, 'Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024).

- The incident should be referred to the DSL Trustee immediately
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

If the images are considered illegal, this may involve making referrals to the police. If there are concerns that the child is at risk, a referral to children's social care is likely to be necessary.

- All sexting incidents must be recorded by the CVSE designated safeguarding lead, regardless of whether the incident leads to a referral to external agencies.

Section 7 – Missing in Education

Attendance and Children Absent from Education

CVSE understands that children being absent from education on repeat occasions can be a vital safeguarding warning and thus ensures that information is shared between the teaching staff and the DSL. Staff receive training to understand the impact of absence of children and the effect that absence places on their safeguarding and well-being. Likewise, CVSE understands that a parent failing to inform the nursery that a child has an authorised absence could be a cause for concern and thus will follow the nursery's 'First Day' Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

CVSE appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. CVSE will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

CVSE understands that it is essential that contact is made with the Education Welfare Service (Duncan Thorpe 01422 266125) as soon as a child or young person is believed to have left the kindergarten without suitable education provision being provided. In addition, CVSE will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

DfE Guidance: Working together to improve School Attendance – August 2024

DfE Guidance: Children Missing Education 2026

Child Criminal Exploitation: County Lines

CVSE recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. CVSE will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

Section 8 - Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the environments in which you people spend time, such as peer groups, neighbourhoods and online spaces, can expose them to risk.

CVSE recognises that safeguarding incidents and/or behaviours can be associated with factors outside the nursery and/or can occur between children outside the nursery.

All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply

means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

CVSE will provide as much information as possible to children's social care as part of any referral undertaken.

CVSE recognises a close knit, small community where everyone knows everyone and acknowledges this may be a factor in relation to Safeguarding.

CVSE recognises the need for the Lead DSL to work closely with the Nursery DSL to consider any situations outside of the nursery setting and or/the child's family. (KCSIE 2026)

Children with Family Members in Prison

CVSE understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. They are more likely to be absent (or excluded) than their peers to experience mental ill-health and drug and alcohol misuse. Families and children of people in prison will be seen as families first and CVSE will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment involving children in the settings is a form of child on child abuse. It can occur between children, any age and sex, inside or outside of school.

Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by CVSE.

Children with Special Educational Needs and Disabilities (SEND) are 3 times more likely to be abuse than their peers.

CVSE take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives.

A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead.

There are a number of options CVSE may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome.

CVSE have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative establishment for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at CVSE.

All staff are made aware through training that harassment of any type is not acceptable and never tolerated. Staff members never tolerate or dismiss such banter as part of growing up, or boys being boys.

Staff training includes recognising and understanding that such harassment can lead to a culture of unacceptable behaviour, misogyny or an unsafe environment and in worst case scenario a culture that normalises abuse.

Homelessness

CVSE is aware that being homeless or being at risk of becoming homeless present a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social behaviour. CVSE recognises that referrals to Calderdale Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified or a child has been harmed or is at risk of harm.

Indicators:

- Household debt, rent arrears
- Domestic abuse
- Anti-social behaviour
- Family being asked to leave a property

The homelessness Reduction Act (2017) places a legal duty on councils so everyone who is homeless or is at risk of homelessness will have access to meaningful help. It is therefore vital that the DSL consider early intervention.

Section 9 - The Early Years setting

Early years

CVSE will ensure it adheres to all guidance in the EYFS statutory framework 2026

- Risk assessments will be undertaken for **toileting**
Risk assessments will include: Children asking to go to the toilet
Children going one at a time unless supervised by an adult
- Risk assessments will be made of any **play areas** where children cannot be observed or heard
Risk assessment will include: Supervision of these areas
Consider aspects of play areas eg den building, cosy corners
- The Early Years team will establish rules around free play that children understand, that keep them safe and reinforced by all staff
- The Early Years Team should use the Bedfordshire Traffic Light tool to help with assessing any inappropriate sexual behaviour.
- Appropriate and specific Early Years Training for the staff will be annual

Section 10 - Procedures

Dealing with a disclosure

All staff must follow CVSE Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2026' and the Calderdale Safeguarding Children Board guidance.

If a pupil discloses that he or she has been abused in some way, the member of staff must:

Follow the CVSE Safeguarding Procedure Fig 1.

- listen to what is being said without displaying shock or disbelief
- accept what is being said, and be non-judgemental
- Allow the child to talk freely, be reassuring and calm.
- reassure the child but not make promises which it might not be possible to keep
- not promise confidentiality - it might be necessary to refer to Social Services
- Reassure him or her that what has happened is not his or her fault; **tell** the child she/he is brave.
- stress that it was the right thing to tell
- Listen, rather than ask direct questions, although staff can repeat what has been said, may ask who, where and when?
- not criticise the perpetrator
- explain what has to be done next and who has to be told

RECORD KEEPING (FACTS) (Fig 1)

When a pupil has disclosed, the member of staff will:

- Make some brief notes as soon as possible after the conversation, including 'nagging doubts and hearsay'. Refer to the diary of communication with parents.
- Not destroy the original notes in case they are needed by court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child (FACTS)
- Use the body map in Appendix 1. To record any injuries etc
- Record statements and observations rather than interpretations or assumptions.
- Immediately inform the DSL.
- Do not keep copies saved on disc or hard disc

Confidentiality

When an allegation is made, the parent & child & nursery will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. This is in line with the Education Act 2011, which introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restriction in response to a request to do so. These provisions commenced on 1 October 2012. (Education Act)

The DSL or case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; how to manage press interest if and when it should arise.

It is **not** the responsibility of CVSE staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be immediately passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within settings or whether this may require an Early Intervention

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child in Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues.

Section 11 – Managing allegations

- Where an allegation is made against any person working in or on behalf of CVSE the procedures detailed in Keeping Children Safe in Education 2024 Part 4 and the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.

NB this includes supply staff (KCSIE 2026)

- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Calderdale MAST. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

If a child, or parent, makes a complaint of abuse against a member of staff:

The person receiving the complaint must take it seriously and immediately inform the Kate Lunn who is on 24 hour call for CVSE, responsible for Safeguarding Children and/or the Designated Teacher.

The procedures for dealing with allegations need to be applied with common sense and judgement.

Any member of staff who has a reason to suspect that a pupil may have been abused by another member of staff, either nursery or elsewhere, must immediately inform the Trustee DSL.

He/she should also make a record of the concerns, including a note of anyone else that witnessed the incident or allegation

All staff members must be aware of their responsibilities in reporting any behaviour of another member of staff and or another adult within the setting; they should take into account personal friendships within the setting.

Staff should be aware of the Allegations of abuse against teachers and non-teaching staff (Department of Education 2012) A copy is available at the setting.

Employers have a duty of care to their staff and should provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

CVSE will provide effective protection for the child and at the same time support the person who is the subject of the allegation.

Staff members can report the concern to the trustee with lead for safeguarding – Kate Lunn, a member of the Board of Trustees or take their concern directly to Safeguarding Liaison Officer, Follow Fig 1.

The following definitions should be used when determining the outcome of allegation investigations

- Substantiated – there is sufficient evidence to prove the allegation
- Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False – there is sufficient evidence to disprove the allegation.

- Unsubstantiated – there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence.

Suspension will be considered only in a case where there is cause to suspect a child or other children at the settings are at risk of harm, or the case is so serious it might be grounds for dismissal/arrest

Section 12 – Managing Pupil Information

In order to keep children safe and provide appropriate care for them the nursery requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. CVSE encourages all parents and carers to provide more than one emergency contact, providing CVSE with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from nursery (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to Early Intervention Single Assessment (EISA) or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

CVSE will collate, store and agree access to this information, ensuring all information held electronically or paper copy is stored securely with due regard to meeting data protection and safeguarding requirements.

- The information is stored in the safeguarding file
- Held in the office
- Locked cabinet

When a child leaves the kindergarten their child protection file is transferred to their new Kindergarten or school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is

transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

CVSE retains a copy of the child's chronology and any documents that the school created eg. risk assessment in an archive until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 13 - Roles and Responsibilities

2.1 Our Governing Body will ensure that:

- There is a named trustee, with overall responsibility for the Safeguarding and welfare of all the children attending the Early Years settings. The safeguarding trustee delegates responsibility to safeguarding to Kate Lunn who will be contactable 24 hours.
- the Early Years have an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the CVSE website or other means. The policy will be reviewed and updated on an annual basis
- CVSE has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media. CVSE operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- CVSE has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- CVSE has in place appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught.
- The early years manager will have a role of DSL who will take lead responsibility for safeguarding and child protection within CVSE. This role will be supported by the nursery teacher who will be a trained DSL. The Designated Trustees will hold overall responsibility designated responsibility, ensuring all Safeguarding policies and procedures are adhered to.
- CVSE has one or more deputy DSL's who are trained to the same standard as the lead DSL.
- that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum.

- staff including the nursery Teacher undertake appropriate safeguarding training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- the DSL is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with CVSE on these matters where appropriate.
- they review their policies and procedures annually
- will ensure the appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (CLA).

2.2 The Early Years Manager will ensure that:

All trustees receive appropriate safeguarding and child protection training. The training will equip them with the knowledge to provide the strategic challenge to test and assure themselves that the Safeguarding policy and procedures are effective and support the delivery of a robust whole establishment approach to safeguarding. The training will be regularly updated.

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- EYFS Statutory and Well-Being requirements are met in line with section 3 of the EYFS statutory Framework (2026)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- the Designated Safeguarding Lead/Trustee is supported in providing a contact for CVSE to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- allegations regarding staff or any other adults in the setting are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the education.

Availability

- During term time the DSL will always be available for staff to discuss any safeguarding concerns. (The term 'available' includes by means of communication using a mobile device)
- The Trustee - will also be available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with CVSE's policies and procedures
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2026) including Annex A and knows how to apply the guidance
- attend annual whole staff safeguarding training and other appropriate training identified
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the Trustee of any concerns regarding an adult within CVSE at the earliest opportunity inform the Chair of Trustees of any concerns regarding the head at the earliest opportunity

Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Criminal Exploitation (CE)
- any potential indicators of FGM
- any potential indicators of Radicalisation

- any potential indicators of living in a household with Domestic Abuse

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including what the child has said, in the child's words and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

Designated Safeguarding Lead (or deputy DSL in their absence) will act in accordance with KCSIE, 2026

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Early Intervention Service Manager, Multi-Agency Screening Team (MAST) and/or Safeguarding Advisor for Education
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Intervention Single Assessment - EISA) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the Team Manager, but need progressing to the Service Manager if felt appropriate.

Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures - 8.2 Resolving Professional Disagreements.

Calderdale MAST management team operate an escalation policy which can be triggered in the event of any professional disagreement as to a course of proposed action.

- where a child subject to a child protection plan moves from the kindergarten or goes missing, immediately inform Multi-Agency Screening Team (MAST)

Section 14 - Related Policies

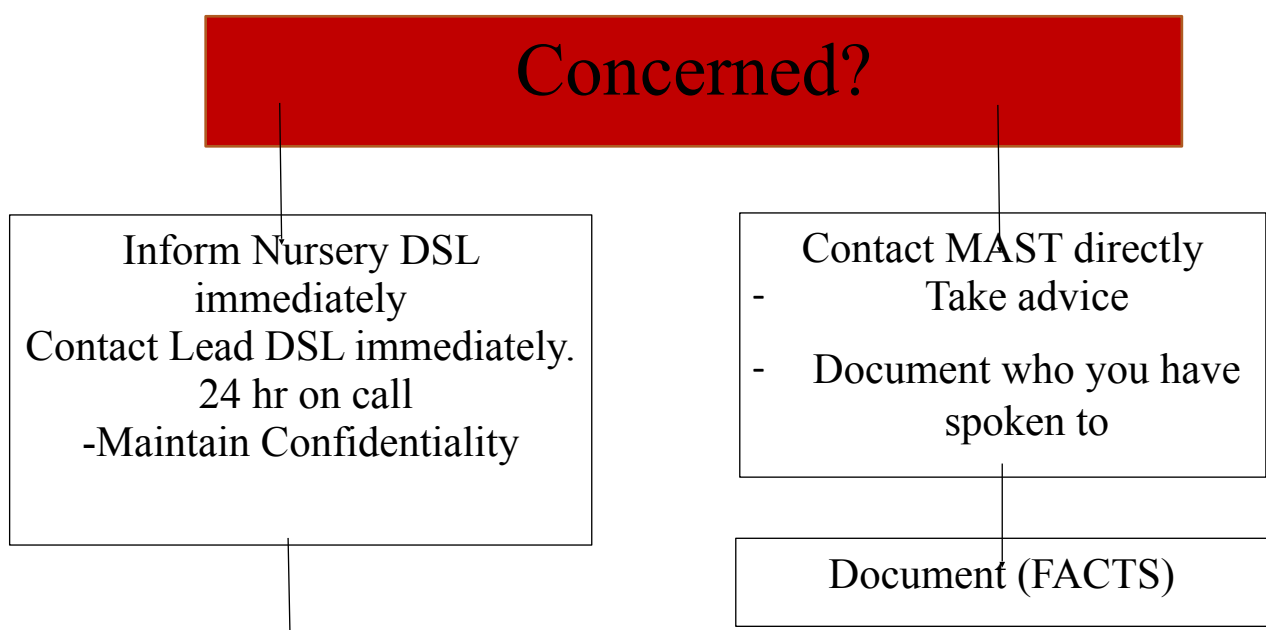
CVSE Related Policies

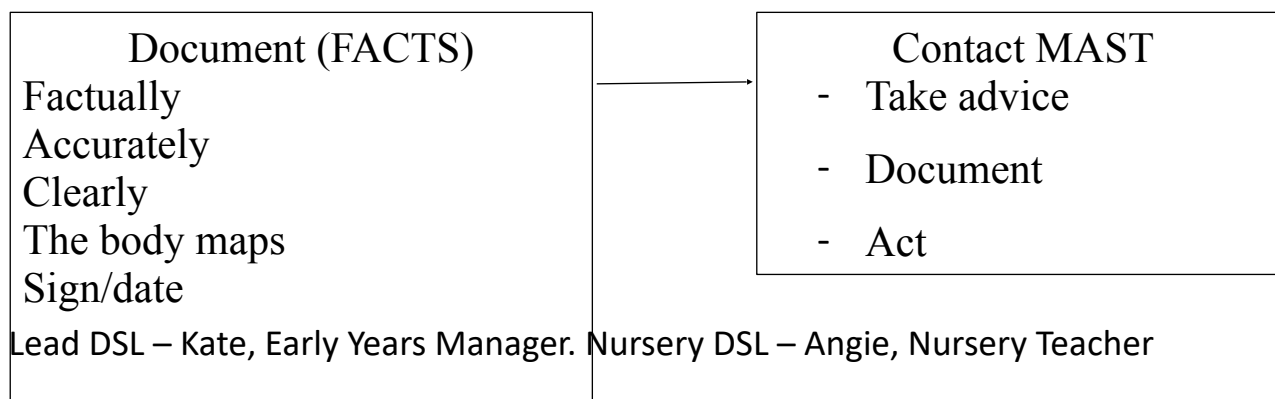
Risk Assessment
 Health and Safety
 Online Safety
 SEN Policy
 Anti-bullying
 Inclusion
 Collection of child from school policy
 Staff Code of Conduct
 Photography Policy
 Recruitment and Selection
 Confidentiality
 Data Protection
 PREVENT
 Whistle blowing
 Child absent from Education
 First day calling procedure

Fig 1.

Early Years Safeguarding Procedure

The child's welfare is paramount





All staff must adhere to this procedure and the CVSE Safeguarding Policy.

Annex A

Useful Contacts within the local authority

Children's Social Care

Multi-Agency Screening Team	MAST@calderdale.gov.uk	01422 393336
Disabled Children's Team	DisabledChildrensTeam@calderdale.gov.uk	01422 394091
Emergency Duty Team (Outside office hours support)	EDT@calderdale.gov.uk	01422 288000

Schools Service

Schools Safeguarding Adviser Steve Barnes	steve.barnes@calderdale.gov.uk	01422 288326 07540 672735
Senior School Effectiveness Officer Connie Bryne	connie.bryner@calderdale.gov.uk	01422 394102 07545 423453
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.gov.uk	01422 266125 07833 049343
Education Welfare Administration Elaine Manship	elaine.manship@calderdale.gov.uk	01422 266125
Virtual School – Head teacher Paveen Akhtar	paveen.akhtar@calderdale.gov.uk	01422 394123 07734 460254

Prevent Team

The Prevent Coordinator at present is Assia Hussain, who can be contacted on:
prevent@calderdale.gov.uk or assia.hussain@calderdale.gov.uk or phone on 079678 3722.

Managing Allegations

Local Authority Designated Officer (LADO)

Cheryl Baxter

cheryl.baxter@calderdale.gov.uk 01422 394086

07769 886090

Police

West Yorkshire Police

Child Safeguarding Unit – Calderdale

01422 337362

Appendix 1.

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

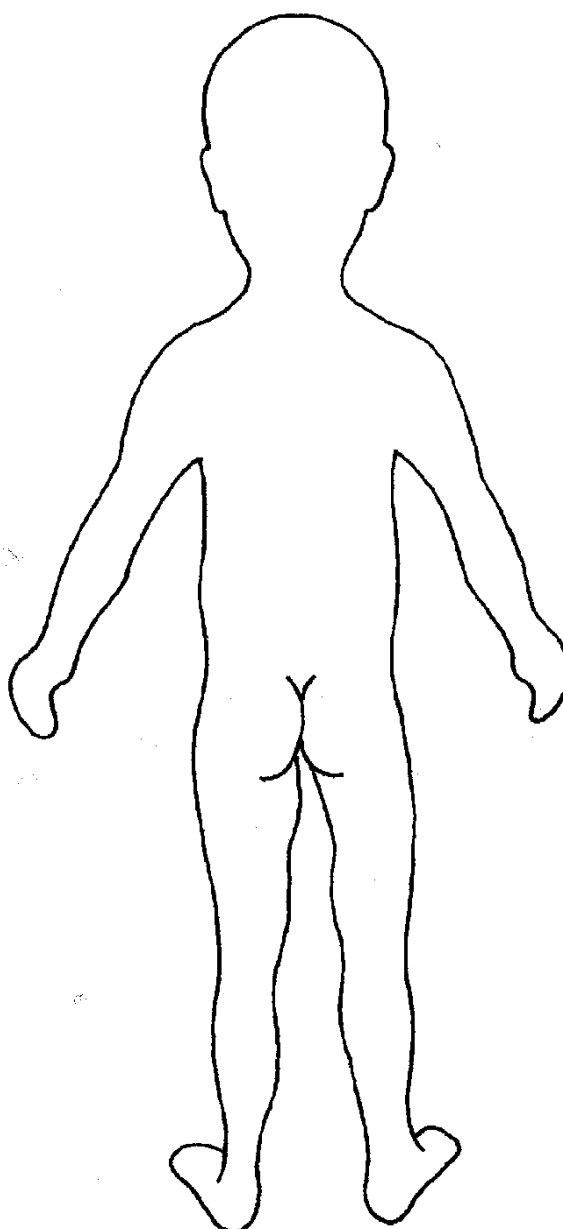
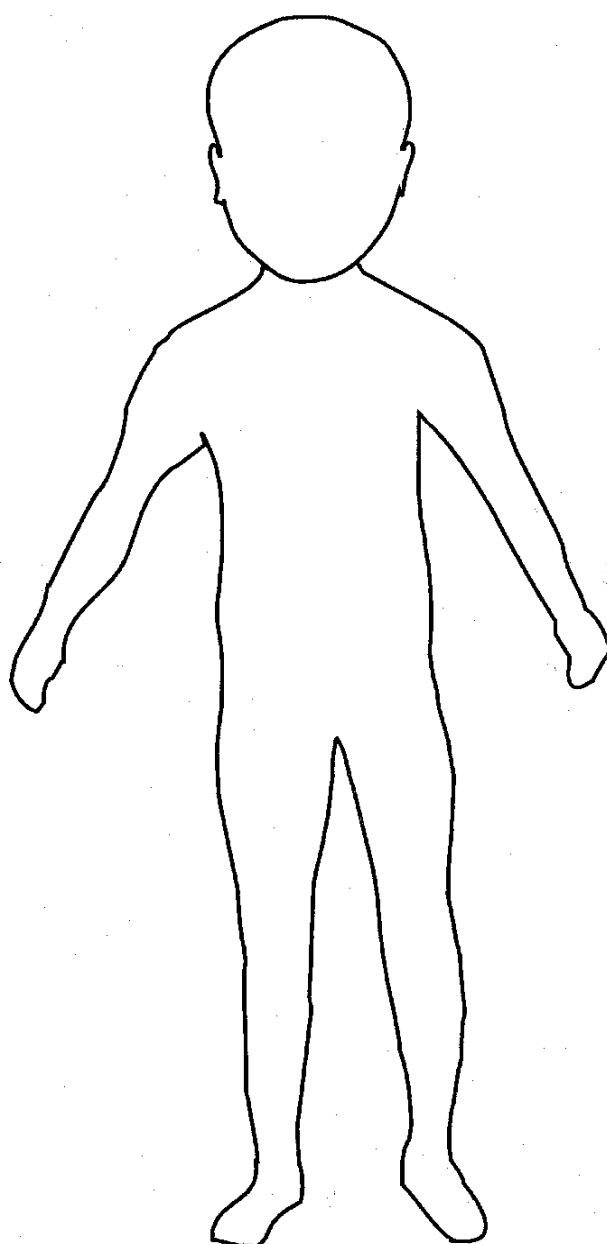
Name of Pupil: _____

Date of
Birth: _____

Name of Staff: _____

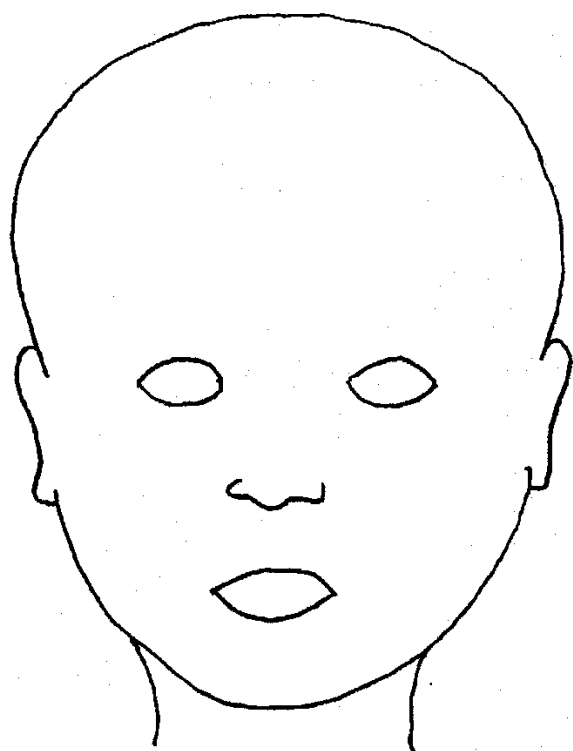
Job title: _____

Date and time of
observation: _____

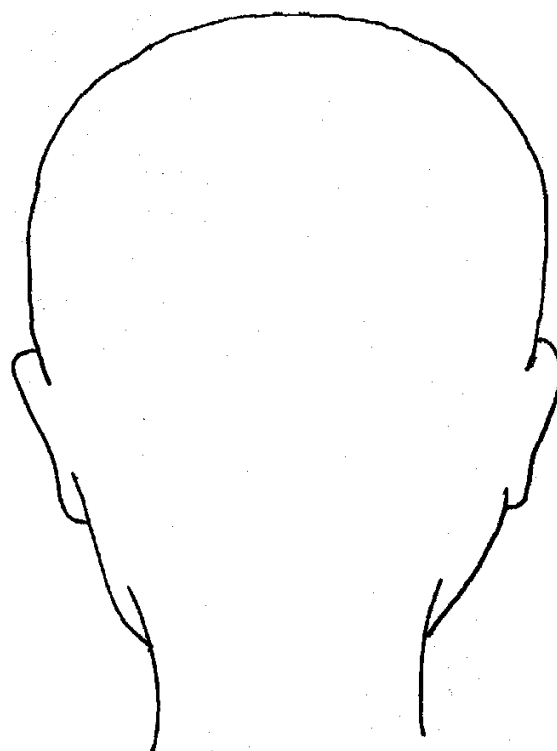


Name of pupil: _____

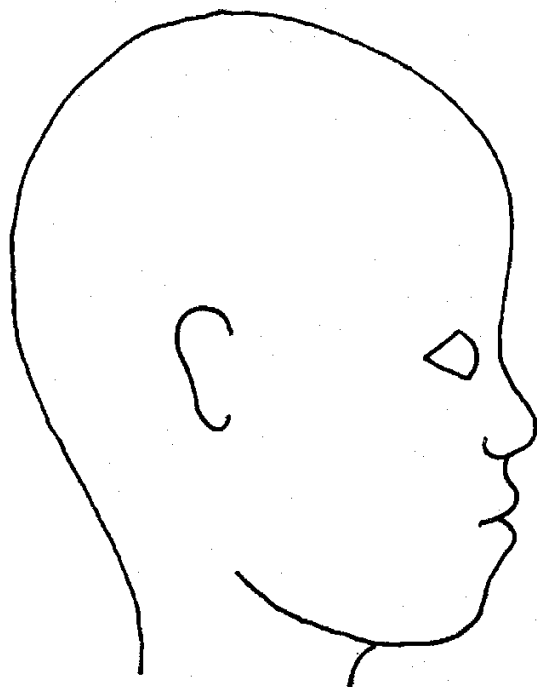
Date and time of
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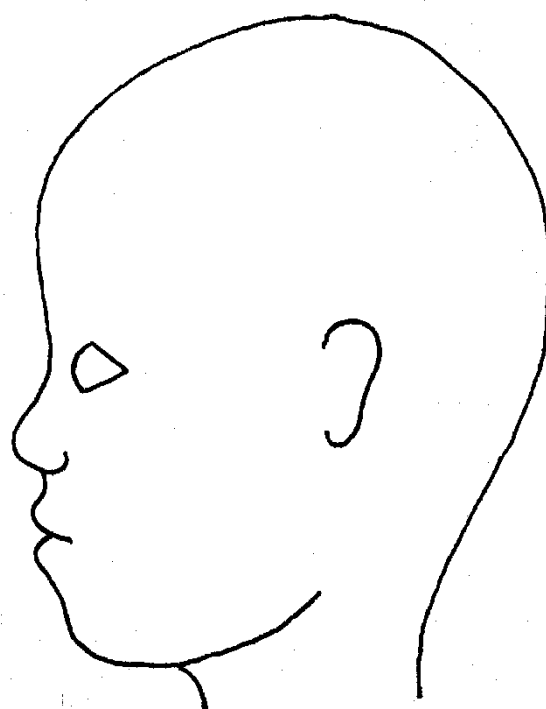
FRONT



BACK



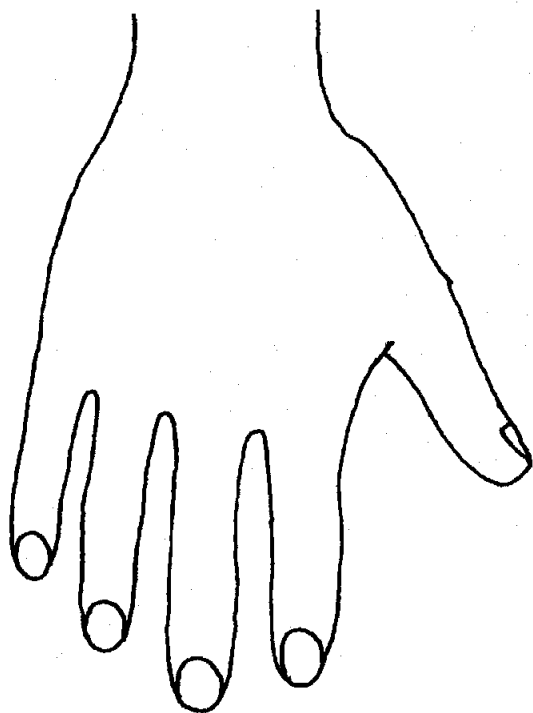
RIGHT



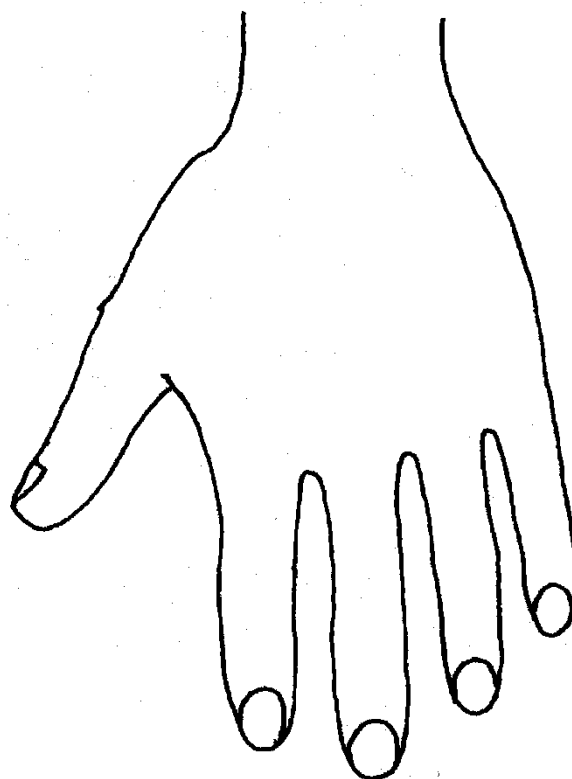
LEFT

Name of pupil: _____

Date and time of
observation: _____

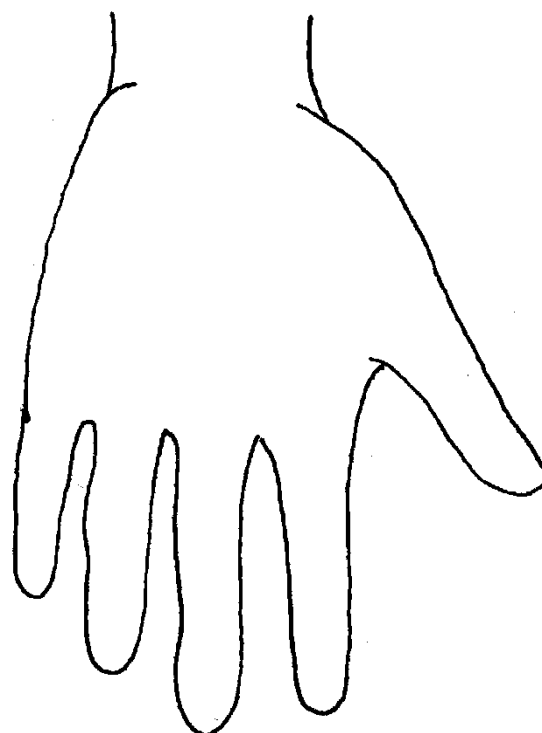
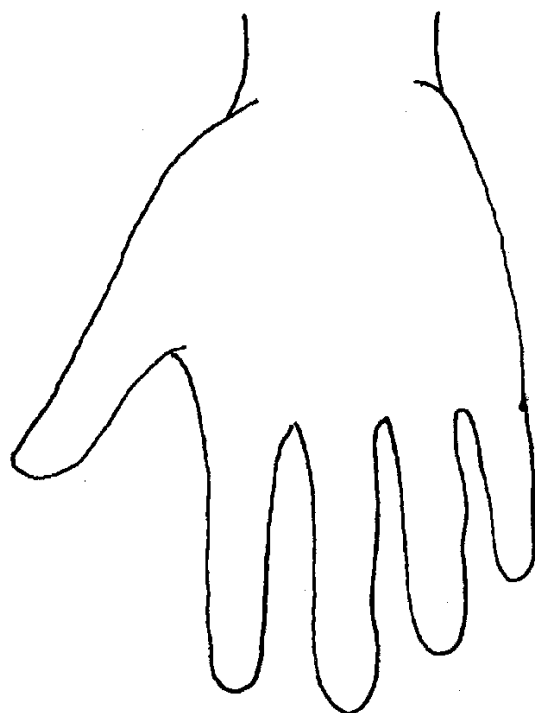


R



L

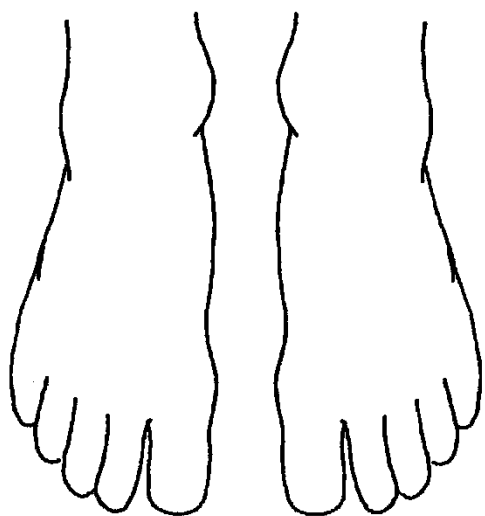
BACK



FRONT

Name of Pupil: _____

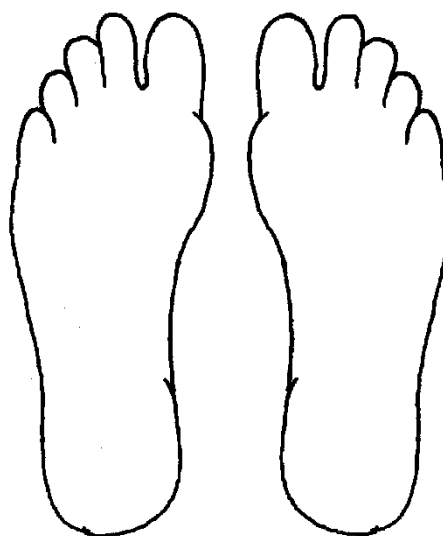
Date and time of
observation: _____



R

TOP

L



R

BOTTOM L



R

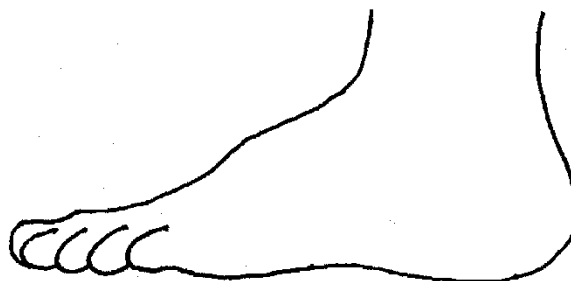


L

INNER



R



L

OUTER

Name: _____

Signature:

Job title of staff:

Appendix 2

Child Protection Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:		UPN Number:	
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when):

Facts -

Opinions -

DSL Follow up:

Early Intervention Service Manager Contacted for advice	Yes/No
Early Intervention Panel Referral	Yes/No
MAST Contacted for advice:	Yes/No
MAST Referral:	Yes/No
Time of contact:	
Outcome of contact:	
Child's CASS Number:	
Actions:	
Review Date:	