



NatureKids

Policies & Procedures

2026

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NatureKids

Accident & Incident Policy



Date Created: July 2024
Reviewed by: Zoe Endacott
Date Reviewed: July 2025
Deadline for policy to be reviewed by: July 2026

Aim

At NatureKids we strive to ensure that the children under our care can play and learn in a safe environment and that they, and all the adults present at the setting (employees, visitors or team members) are kept safe at all times. We do however, recognise that accidents and incidents will happen and the following policy and procedures ensure they are recognised, recorded and dealt with appropriately.

Accident and Incident Response Procedure

- At least one staff member who holds a Paediatric First Aid qualification will be onsite at all times, and will accompany NatureKids when on outings.
- We keep an accurate record of all accidents and incidents that occur both on and off the premises. These are recorded on the appropriate forms. -We seek to ensure any future events are minimised or the possibility of recurrence is removed. We monitor accidents and incidents that occur at home for safeguarding and child protection purposes.
- We endeavour to ensure that all injuries and incidents are recorded. This includes those with and without a visible mark or wound. We inform parents of any accidents/incidents sustained by their child whilst in our care and of any first aid treatment given, as soon as is reasonably practicable. This will be on the appropriate forms, and parents will be asked to sign these forms. At the end of the session, a member of staff will discuss the accident or incident further with the family. Accidents and incidents are brought to the attention of the appropriate persons/bodies, including the Local Authority and OFSTED where necessary.

Accident Reporting and Recording

Accidents are recorded on an accident report form. All members of staff will be responsible for completing accident/incident forms as soon as possible and ensuring other staff are aware. Safeguarding forms are accessible to all staff to add to and review. This includes incidents that are reportable to the Health & Safety Executive (as below). **All staff are shown how to complete forms.**

All Accident records should contain:

- The name of the child/ren affected;
- The time and date
- Where the injury happened (in the woods/ field etc)
- The nature of the accident
- The first aid administered
- The type and location of any injury;
- Any witnesses present (including contact details of the witnesses) if applicable;

- When and how parents were notified
- Who the accident has been reported to
- Other notes and a photograph of the injury if appropriate.
- An acknowledgement by the parent when they receive the notification.

In the case of an emergency, see “Sickness & Medications Policy”, which outlines our procedures, parental consents etc.

Existing Injuries

If a child arrives at the setting with an existing injury, this is discussed with the parents and all staff are informed. It is then recorded using the Existing Injury forms and parents/carers asked to acknowledge it.

Incident Reporting and Recording

Incidents are recorded in the same way as accidents using the Incident Report forms. This includes incidents that are reportable to the Health and Safety Executive (see below).

All Incident records should contain:

- The name of the child/ren affected;
- The time and date
- Where the injury happened (in the woods/ the allotment etc)
- The nature of the incident
- The first aid administered
- The type and location of any injury;
- Any witnesses present (including contact details of the witnesses) if applicable;
- When and how parents were notified
- Who the incident has been reported to
- Other notes and a photograph of the injury if appropriate.
- An acknowledgement by the parent when they receive the notification.

Incidents include:

- break in, burglary, theft of personal or the setting's property;
- fire, flood, gas leak or electrical failure;
- attack on member of staff or parent on the premises or nearby;
- any racist incident involving a member of staff or family on the setting's premises;
- death of a child;
- a terrorist attack, or threat of one;
- bullying and fighting may be recorded where staff consider this is necessary.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Procedure will be followed. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services is followed. In addition OFSTED would be informed.

Notification of serious accident or incident

OFSTED

We will notify Ofsted of any serious accident, injury or death that occurs to a child whilst they are in our care, including times when we are off the premises eg. an outing, as well as any other person suffering such an incident whilst on our premise.

Notification will be made as soon as is reasonably possible but in any event within 14 days of the incident occurring. Ofsted tel: 0300 123 1231

Local Child Protection Agency

We will notify our local child protection agency about any serious accident, injury to, or death of a child whilst in our care and act on any advice given:

Front Door for Families - 01273 290400 or email FrontDoorforFamilies@brighton-hove.gcsx.gov.uk during working hours (9am- 5pm, Monday to Thursday and 9am - 4.30pm on Fridays). For outside of working hours, contact the Emergency Duty Service on 01273 335905 or 01273 335906.

- Local Authority Designated Officer (LADO): Donna Davies
- Assistant LADO: Susan Giles
- - Consultation via the online portal [here](#)
- Referrals into Early Help and Social Care Single Point of Advice (SPOA):
- 01323 464222
- [Contacting the Single Point of Advice \(SPoA\) | East Sussex County Council](#)
- **Emergency Duty Service (after hours, weekends and public holidays):**
- 01273 335906/01273 335905
- National police Prevent advice line on 0800 011 3764

Notification will be made as soon as is reasonably possible but in any event within 14 days of the incident occurring.

Health and Safety Executive

We meet our legal requirement as an employer under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). When there is any injury requiring a general practitioner or hospital treatment to a child, parent, member of staff, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the RIDDOR format.

We will report:

- deaths;
- major injuries that happen to anyone on your premises or while you are caring for children;
- off your premises;
- injuries that last more than seven days – where an employee or self-employed person is away from work or unable to perform their normal work duties for more than seven consecutive days;
- injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital;
- some work-related diseases (see www.hse.gov.uk/riddor/guidance.htm/disease) for a full list of reportable diseases;
- dangerous occurrences – where something happens that does not result in an injury, but could have done.

Any of the above requires form F2508 to be completed, as soon as possible, normally within 10 days of event of knowledge.

Health and Safety Executive (HSE) Incident Contact Centre on 0845 300 9923 (Monday to Friday 8.30am and 5pm), or online form at www.hse.gov.uk/riddor

NatureKids

Adverse Weather Policy

Date Created: July 2024.
Date Reviewed: July 2025
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NatureKids sessions take place outdoors, either fully, or partially, all year round. We embrace the changing seasons, ensuring the children are dressed accordingly for the different weather conditions. Please see our recommended clothing policy for further information.

However in certain extreme weather conditions, such as high winds, the woodland area of our setting may become unsafe for use. We have an adverse weather policy in place to ensure our Clubs are prepared for all weather conditions that might affect their running, such as high winds, thunderstorms, floods, snow, ice and heat waves.

If any of these incidents impact on the ability of the Clubs to open or operate, we will contact parents via telephone.

In the case of most adverse weather days (apart from heavy snowfall), management may make the decision to move the children into our risk assessed open field area when in Piddinghoe, in One Garden when at Stanmer, away from trees, or inside when at Quaker Meeting House.

Weather that may affect our day

High Winds

Our setting within the woods cannot be used in high winds, due to risk of falling branches. The direction of the winds affect the woodland in different ways, so a dynamic assessment of the woods will be made on the morning of the session before families arrive. Families will then be contacted if a decision has been made to relocate the session elsewhere.

Thunderstorms

Unfortunately the risk posed by thunderstorms does mean that our sessions cannot continue outdoors and in these instances we will contact families to pick up their children, as detailed above.

Further to storms occurring, our site may be deemed unsafe due to any damage of the woods. This may see our site remain out of action until work can be carried out to make the area safe. Safety sweeps/dynamic risk assessments of the site are conducted prior to all sessions taking place and any trees/branches that are uprooted, or dead wood, hanging precariously will be dealt with before our sessions can continue.

NatureKids work closely with the site owner in such instances. The Manager is responsible for informing them if they notice damage to trees which may need to be felled to make the site safe.

Flood

In the case of a flood we will follow our Incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or extreme cold

If high snowfall, or another severe weather condition such as extreme cold (temperatures below -1*) is threatened during a Club day, then the manager will take the decision as to whether to close. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during a Club day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will take the decision to close the Club.

Heatwave

Please refer to our Suncare Policy.

NatureKids Allergies & Allergic Reactions Policy



Date Created: July 2024
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Overview

At NatureKids we are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.

We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration

We share all information with all staff each day. Where a child has a known allergy, the NatureKids Manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting at NatureKids and shares this assessment with all staff.

Children with known allergies are also displayed next to the First Aid Kit with the Core Kit. All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts/ gluten.

The manager and parents will work together to ensure a child with specific food allergies receives no food at NatureKids that may harm them. Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks

If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment where necessary. We will inform parents and record the information in an incident form.

If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

Transporting children to hospital procedures

The NatureKids manager/staff member must:

- Call for an ambulance immediately if the allergic reaction is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parents and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration details, relevant medication information on record.
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform the NatureKids Director immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident.

NatureKids Behaviour & Wellbeing Policy



Date Created: July 2024
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At NatureKids, we encourage, promote and celebrate positive behaviour. We believe that every member of the NatureKids' community should feel safe, happy, valued and respected, and for each person to be treated fairly and well. We are a caring community built on mutual trust and respect for all. We see behaviour as a golden learning opportunity for young people and use connection, empathy, validation and problem solving to enable children to learn how to manage their feelings and behaviour. Our behaviour & wellbeing policy keeps our children safe, happy and equips them with the skills to recognise emotions, solve problems and self regulate.

Our Approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We view behaviour as a form of communication.

We recognise behaviour as a communication of an emotional need (whether conscious or unconscious), and respond accordingly.

- We take a non-judgmental, curious and empathic attitude towards behaviour.

We encourage staff to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Behavioural difficulties are regarded as vulnerable rather than troublesome, and we explore this vulnerability as a team and provide appropriate support. "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"

- We put relationships first.

We promote strong relationships between staff, children and their parents/carers. We also foster connection, inclusion, respect and value for all members of our community.

- Maintaining clear boundaries and expectations around behaviour.

In order to help children feel safe, their environment needs to be high in both nurture and structure. We model predictable routines, expectations and responses to behaviour, within the context of a safe and caring environment. Natural rewards and consequences that can follow certain behaviours are made explicit and we avoid 'sanctions' that can shame or alienate.

- Parental engagement and involvement is absolutely crucial when addressing and planning support for children's social, emotional and mental health needs.

*“The parent-child connection is the most powerful mental health intervention known to mankind”
(Bessel van der Kolk)*

Our Aims

- We teach children our 3 ‘Golden NatureKids’ rules:

- 1: We look after ourselves
- 2: We look after each other
- 3: We look after nature

- We aim to encourage ownership of behaviour through our golden rules.
- Through our rules, we teach consideration and respect for ourselves, others, our surroundings and property.
- We support children in making relationships which are happy, safe and secure.
- We strive to help children to become positive, responsible and increasingly independent members of the group.

Our Expectations

Within our NatureKids community, we celebrate individuality and the unique child. We learn through play and follow children's interests throughout the day. However, to ensure that everyone within our community feels safe, valued, heard and understood, we have some expectations of behaviour that we support the children to understand and follow;

- We expect the children to join us at circle time. Circle time is a pivotal part of our day, where we greet each other, go over our daily routines and discuss important safety rules. We believe that listening and responding within a group is an important part of the learning experience and encourage children to listen and respond respectfully to friends and adults.
 - We expect the children to know the signals for gathering round and to come when it's time to gather. In order to keep ourselves safe within the woods, we use songs/ calls and repetition to help the children to know when it's time to come together as a group.
 - We expect respectful treatment towards friends, the adults and our environment. We model respectful relationships within the setting by valuing each member of our community's voice and offering good manners towards them.
 - We encourage responsibility and stewardship by expecting children to take care of NatureKids' resources and to take part in the tidying and care for our woods each day.
- Through using positive language and body language when praising, we reinforce expectations for all children.

How we meet our aims - Connection before Correction

We believe that through building trust and developing secure attachments, children are able to become more resilient, capable and confident to self-regulate their emotions. Our Staff use observation, parent partnership and play to really get to know the children and develop support systems that are tailored to the child's stage of development.

Emotion Coaching

Emotion Coaching is a communication strategy which supports children to self regulate and manage their stress responses. It was originally developed by psychologist John Gottman and is an effective way to nurture mental health and wellbeing. Our staff are trained in emotion coaching techniques and use the following steps in moments of dysregulation;

- Step 1- We recognise the child's feelings and empathise with them
- Step 2 - We validate the feelings and label them - accepting that negative emotions are normal and valid.
- Step 3 - We set limits on behaviour (if needed)
- Step 4 - We problem-solve with the child - Giving children strategies to deal with ups and downs and use moments of negative behaviour as opportunities for teaching

Choice

- We use the language of 'choice' to help our children make decisions. This promotes self-regulation and allows the child time to reflect on their choices.
- Through using the language of 'choice' we never label a child. Instead we can refer to the choice made and encourage children to always make positive choices.
- We are able to help children who are finding a situation difficult by offering 'good choices' and taking the pressure off.
- We recognise that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Under these circumstances we use emotion coaching and co-regulation techniques.

If behaviour puts children or others at risk;

We take the following steps:

1. We first discuss and share the problem with a colleague
2. If a child has been hurt, we attend to the hurt child first, modelling empathy and care. We narrate what happened without judgement.
3. We offer the child some 1:1 time to discuss the problem/calm down and we use the emotion coaching steps to connect, empathise, name the emotion, set boundaries and problem solve with the child towards good choices. During this 1:1, we may use social stories to support children to express their feelings. At this point we may call the parent to discuss the behaviour and try to understand the cause of the behaviour.
4. If a child continues to behave in a way that puts themselves or the group at risk, the manager or deputy manager will be called to speak with the child, again using the emotion coaching strategies outlined.
5. If the interventions we have put in place have no effect and a child's behaviour is deemed a safeguarding risk to staff, children or themselves, parents/carers will be called to discuss the problem and may be asked to collect their child. This would be a last resort after clear warnings and an explanation of the consequence.

Our staff

- All staff at NatureKids have high expectations of the children in terms of their relationships and behaviour.
- Our staff ensure that:
 - They are consistent in dealing with behaviour;
 - They treat each child fairly and with respect and understanding;
 - They act as positive role models by modelling their expectations, positive behaviour and relationships with everyone and at all times
 - They liaise with external agencies, as necessary, to support and guide the progress of each child eg discuss the needs of a child with the another Childcare Professional at Lewes/Eastbourne/Brighton & Hove District Councils
 - They always have open and honest dialogue with parents regarding their child's social and emotional development, including behaviour and relationships.

Negative & dysregulated behaviour

Behaviour is a form of communication and children may demonstrate inappropriate behaviour when they are feeling unsettled, anxious or worried and equally, may become withdrawn. We ask that parents inform us of any changes at home that may be affecting their child in the setting and we aim to work closely with parents in these circumstances.

We recognise that the children at our setting are young and we work with them to co-regulate and promote positive behaviour and relationships. However, we may need to contact parents to discuss behaviour. Parents will be informed if their child is persistently struggling in their relationships with peers, or if their child has been very upset.

Dysregulated behaviour will be dealt with by NatureKids at the time of an incident. This is important, as children need immediate feedback and context in order to understand what went wrong.

When children behave in dysregulated or inappropriate ways:

We don't...

- Use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- Single out children, shame or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Raise our voices (other than to keep children safe)

We do...

- Decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. All staff support children with developing empathy and children will only be encouraged to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- Only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- Use team reflection and supervisions to help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Keep confidential records on the child's profile of any dysregulated behaviour that has taken place. We inform parents and ask them to read and acknowledge any incidents of aggression concerning their child.
- We make every effort to identify any behavioural concerns and the causes of that behaviour through partnership with parents and formal observations. From these observations and discussions, we will implement an individual behaviour support plan.
- Where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the Manager and/or key person will complete observations and risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times.
- We may remove a child from an area in the instance of aggression until we feel it is safe to return to play.

Parent partnership is key to understanding and supporting behaviour. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between home and NatureKids.

In some cases, we may request additional assistance and support from other professionals, such as an educational psychologist, a behaviour specialist or outreach worker. This will be discussed in full with parents, throughout the process. We ensure we have open and honest communication between our staff and parents.

We will do everything we can to ensure every child has the chance to be included in our community. However, if we determine, after appropriate and reasonable analysis, that reasonable adjustments cannot be made for a child and for the safety of our NatureKids community, we cannot continue to adequately provide for a child, then we may request that the family fund additional 1:1 support for a child.

Anti-Bullying Policy

Our community is based upon respect, kindness and equality. We are committed to providing a safe and caring environment that is free from bullying of any sort, so that everyone in our community can thrive. Bullying is very serious and is not tolerated in any way by NatureKids. We recognise that bullying behaviour disrupts learning and equally affects well-being, such as mental health.

We recognise that bullying can take many forms and we make our children aware of how to deal with bullying if they think it is happening to them or to somebody else. Our children are taught to know what bullying is, how it might look or feel and how to respond. We ensure children can trust that all adults will listen to them and particularly with younger children who may not be able to articulate a problem, we are vigilant regarding unkind behaviour and possible bullying behaviour. We recognise the potential for bullying in all settings. Therefore, we will ensure we minimise this risk through our ethos, care, positive behaviour policy and this anti-bullying policy.

Our staff are aware of the warning signs of bullying and will take swift action if they suspect bullying has or is taking place. We also make sure parents are aware of these signs so we can work together to ensure the safety and happiness of all children.

Changes in behaviour that may indicate that a child is being bullied include:

- Unwillingness to return to NatureKids;

- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Diminished levels of self confidence;
- Unexplained cuts and bruises;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping or experiencing nightmares.

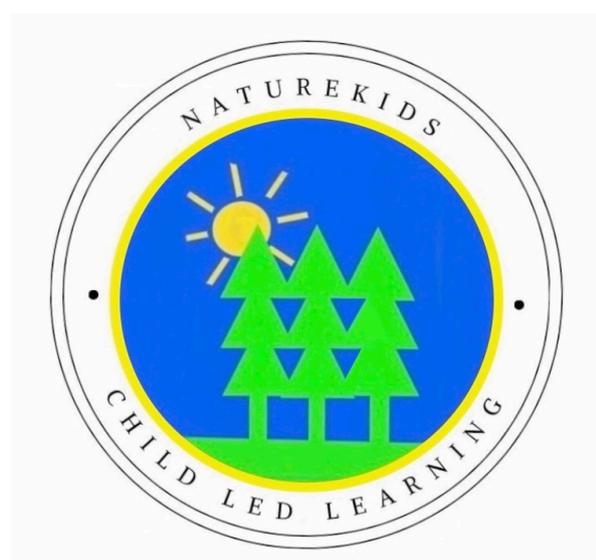
How do cases of bullying come to light?

- A member of staff noticing that things are not as they should be;
- The victim talking to a member of staff;
- Other children talking to a member of staff;
- Parents contacting NatureKids.

How do we react to parents or pupils reporting bullying?

- Make them feel at ease;
- Give them time to explain the situation: listen, Pass no immediate judgment
- Make notes
- Make it clear that the problem will be treated seriously and looked into as a matter of urgency.

NatureKids Camera, Mobile Phone & Social Media Policy



Date Created: July 2024.
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NatureKids has a strict policy regarding the use of mobile phones and cameras, which has been formulated to safeguard children. The policy applies to staff members, parents and other visitors to the setting.

Staff must adhere to the following:

Mobile phones, smartwatches, personal iPads are either turned off or on silent and not accessed during your working hours. They will be stored safely in the staff area/ staff bags.

Mobile phones, smartwatches, personal iPads can only be used on a designated break out of sight of the children. The manager or deputy will carry their phone / Emergency Phone at all times. This will always be charged.

During outings, the deputies (or another member of staff) will carry their phone for emergency contact only. Other staff personal phones should remain in bags on silent when with the children.

Photographs and observations will be taken on NatureKids iPad or iPhones and must not be taken on any other device.

Day to day contact and communication that doesn't require a phone call will take place via the Manager's phone.

The Manager/Director will carry her phone as this acts as an office phone

Parents will be asked to give permission for photos to be taken of their child and how they want these to be used. They have the right to revoke permission at any time. Photos will be used in the daily diary, uploaded onto iCloud, and deleted from the iPad or iPhone daily.

Photos are used from iCloud to act as a yearly record of our learning, used in

staff training and environment planning and to be printed and used within co-constructive learning projects with the children.

- Any printed photos will be stored in our resources sheds when not in use.
- Professional photos will be taken with written consent from parents and be stored on NatureKids encrypted storage. These photos will be used for promotional purposes. Consent can be withdrawn at any stage and photos will be deleted.

How we use photographs

We often take photographs/videos of our children and NatureKids' site in action to aid in the recording of children's learning and development, and to be used for promotional purposes.

These photographs/videos are all taken using the NatureKids iPad and iPhone.

Occasionally photos are printed and used as a learning resource with the children. They may be used to introduce new activities (like a trip to the beach) or used by the children to describe, celebrate and plan their own learning and projects.

No photos will be taken of a child if consent has not been gained from the parents first and parents can choose how photos are used by NatureKids. Under no circumstances will these photographs be circulated outside NatureKids, used for promotional purposes or posted on the website unless express permission is received in writing from parents/carers beforehand. The consent documentation is contained within the NatureKids Enrolment form, which is stored securely online.

The NatureKids iPad and iPhones are for documenting children's learning and development, and safety and communication. It shall not be used for any purpose other than communication within the setting. A NatureKids/emergency phone is available at all times. This phone is for parent and emergency communication only. No personal calls will be permitted whilst staff are on duty during operating hours. Only phones and cameras provided to staff by NatureKids can be used throughout the duration of the day.

Parents and Visitors use of mobile phones

Parents, volunteers and visitors to the site are required to read the visitor mobile phone policy, switch their phones off and store them in their bags, which are then stored at Base Camp for the duration of their visit. Parents visiting their children on Open Mornings are asked to keep their mobile phones in their bags or pockets and calls must be answered once they have left the setting.

Parents and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook and Twitter. We ask all parents and visitors to follow this policy to ensure that images and information do not fall into the wrong hands.

Parents/visitors are invited to share any concerns regarding inappropriate use of social media through the official procedures.

NatureKids

Complaints Procedure

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026



NatureKids is committed to providing a safe, stimulating, consistent and accessible service to young people and their parents/carers. We always aim to provide high quality services for everyone, but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can put them right and learn from our mistakes.

This policy constitutes NatureKids' formal Complaints Procedure. It will be displayed on the premises at all times.

Under normal circumstances, The Manager or lead staff member will be responsible for managing complaints. If a complaint is made against the Manager, the on duty staff member will conduct the investigation. All complaints made to staff will be recorded in detail and saved securely.

Procedures for dealing with complaints

- All staff must keep a record of complaints, compliments and comments: these need to be dealt with directly where possible or passed on to line manager if a successful outcome has not been reached;
- All staff must ensure that each complaint is fully investigated;
- These records must be kept for a period of three years.

Stage One

If a parent/carer/child has a complaint about some aspect of NatureKids' activity, or about the conduct of an individual member of staff, it will often be possible to resolve the problem by simply speaking to the individual concerned and/or to The Manager or lead staff member. NatureKids is committed to open and regular dialogue with parents/carers/children and NatureKids welcomes all comments on its services, regardless of whether they are positive or negative.

In the first instance, parents/carers/children are encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, The Manager or lead staff member should be approached and they will try to resolve the problem. If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Stage Two

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, parents/carers should put their complaint in detail and in writing to The Manager or lead staff member. Relevant names, dates, evidence and any other important information on the nature of the complaint should be included.

NatureKids will acknowledge receipt of the complaint as soon as possible – within three working days at least – and fully investigate the matter within 15 working days. If there is any delay, NatureKids will advise the parent/carer/child of this and offer an explanation. The Manager or lead staff member will be responsible for sending them a full and formal response to the complaint.

If the Manager or lead staff member has good reason to believe that the situation has child protection implications, they should inform the designated Child Protection Officer and ensure that the local social services department is contacted, according to the procedure set out in the Child Protection policy. If any party involved in the complaint has good reason to believe that a criminal offence has been committed, then they will contact the police.

The formal response to the complaint from NatureKids will be sent to the parent/carer concerned and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to NatureKids' policies or procedures emerging from the investigation.

The Manager or lead staff member will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaint and NatureKids' response to it. The Manager or lead staff member will judge if it is best for all parties to meet together or if individual meetings are more appropriate.

If at the conclusion of this process parents/carers remain dissatisfied with the response they have received, the original complaint along with NatureKids' response will be passed to the Registered Person who will adjudicate the case.

The Registered Person will communicate a detailed response, including any actions to be taken, to both The Manager or lead staff member and the parents/carers concerned within 15 working days.

Making a Complaint to Ofsted

Any parent/carer can, at any time, submit a complaint to Ofsted about any aspect of registered childcare provision. Ofsted will consider and investigate all complaints received.

NatureKids

Confidentiality Policy

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026



At NatureKids it is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality care in our setting.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

How we do this;

We keep Personal records on children attending our setting:

- These include personal information, signed consent forms, and any correspondence concerning the child or family.

These confidential records are stored securely digitally, and are only accessible to relevant staff. Any paper notes, such as handwritten letters from parents are photographed and stored securely and the original destroyed.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs or the child's direct welfare. Personal records are kept for a suitable period of time and then destroyed.

Other records :

Issues to do with the hiring of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions, including Director, Manager and administrator.

All staff, visitors and students are advised of our confidentiality policy and required to respect it.

NatureKids **Documentation,** **Information, & Record** **Keeping**

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026



Documentation and Information

NatureKids recognises the importance of maintaining up to date and accurate records, policies and procedures necessary to operate safely, efficiently and in accordance with the law. We are registered with the information commissioners' office as a data controller.

NatureKids is also aware of its obligations with regard to the storing and sharing of information under the Data Protection Act 1998, and is committed to complying with its regulations and guidance. All staff are aware of the implications of the Data Protection Act 1998 in so far as it affects their roles and responsibilities within NatureKids.

NatureKids is committed to a policy of openness with parents/carers with regard to its policies and procedures and the information that NatureKids holds on their child. Records and information will be made available to parents/carers on written request unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing.

Record Keeping

Ordinarily, information kept on a child will include:

Date of birth	Gender
Birth name (along with any other name the child is known by).	School and Year Group
Parents or carers name(s)	Home address and telephone number(s).
Parents or carers contact number(s).	Any other emergency contact names/ numbers.
Details of any special health issues (including a special educational needs or physical disability statement).	Details of any special dietary requirements, allergies and food and drink preferences.
Names of people authorised by parents/carers to collect young people	Any other information relating to the child deemed by staff or parents/carers to be relevant and significant.

Additionally, and in accordance with our policies and procedures, the following records and information will be stored and maintained by NatureKids:

- An up to date record of all the staff, students and volunteers who work at NatureKids, including their name; address; telephone number; DBS or CRB check; references; qualification; employment details and any other information (such as their Personal Development Plan) accrued during their time spent working at NatureKids;
- A record of any other individuals who reside at, or regularly visit/spend time at NatureKids, including their contact details;
- The daily attendance registers, as set out in the Drop off and Pickup policy;
- An up to date waiting list with details of all young people waiting for a place at NatureKids.
- Records of the activities planned and implemented by NatureKids, including any off-site visits and outings;
- Records of any medication being held by staff on behalf of young people, along with the signed Administration of Medication Form, in the Medication Record Book (in accordance with the Health, Illness and Emergency policy);
- Records of signed Emergency Medical Treatment Forms, giving parental authorisation for staff to consent Sickness and Medications policy);
- An Inventory Record of all equipment owned or used by NatureKids, including safety checks and repairs carried out
- A fully completed and up to date accident and incident record.

Information and records held on young people will be kept securely, access to which will be restricted to the staff who have professional reason to access that data.

All required records relating to individual young people are maintained and retained for one year after young people last attended NatureKids. This rule will be disregarded where regulations and guidance from Ofsted or other statutory agencies overrides it.

Please see our Privacy Statement for more information.

Notification of Changes

NatureKids recognises its responsibilities in keeping young people, parents/carers, staff and Ofsted informed of any changes to the running or management of NatureKids that will directly affect them.

Wherever possible, if changes are to be made affected parties will be given as much warning as possible. In the case of proposed changes that are of considerable scope or importance, NatureKids will facilitate consultation with the affected groups or individuals.

In the following cases, it is mandatory for NatureKids to inform Ofsted at the earliest possible opportunity:

- Any change in members of staff and/or people living on the premises;
- Any significant change to the premises;
- Any significant change to the operational plan of NatureKids;
- Any allegation of abuse by a member of staff or volunteer or any abuse which is alleged to have taken place on the premises;
- Any other significant events.

Confidentiality

All staff, volunteers and any other individual associated with the running or management of NatureKids will respect confidentiality by:

- Not discussing confidential matters about young people with other parents/carers;
- Not discussing confidential matters about parents/carers with young people or other parents/carers;
- Not discussing confidential information about other staff members;
- Only passing sensitive information, in written or oral form, to relevant people.

In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of child abuse or neglect, the Child Protection policy will override confidentiality on a 'need to know' basis.

Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provisions of the Staff Disciplinary Procedures policy.



NatureKids
DROP OFF AND PICK UP POLICY

Date Created: July 2024
Date Reviewed: May 2025
Reviewed by: Zoe Endacott
Deadline for policy to be reviewed by: May 2026

Parents and carers must note carefully that NatureKids Holiday Clubs run from 9:30am – 3:30pm, during school holidays, and NatureKids Homeschool Clubs run from 9:30am – 3.00pm, during term time.

Parents must ensure children are brought in no earlier than these times (unless specific arrangements have been made for early drop off), and are collected before our Clubs close.

Our site gates are locked out of Drop Off/Pick Up times as we are in the Club area. Parents/carers do not normally come to our Club area unless there to settle their children, or for a scheduled meeting.

If a parent is unavoidably delayed due to circumstances beyond their control, they should make every effort to phone us to inform us.

Parents can arrive ten minutes prior to closing time which gives enough time to get their child/children organised and for staff to give feedback on their child's day. This will allow enough time to ensure that they have left the Club at our closing time.

Parents who have not collected their child within 15 minutes of their allotted pickup time will incur a charge of £5 per 15 minutes. This will be at the discretion of the management. Please ensure that your child/children are collected on time so that we do not have to take this action.

Late Collection

The staff procedures if parents/carers have not arrived at the Club by closing time are as follows:

- 15 minutes after their allotted pickup time parents are phoned and requested to collect their child immediately;
- If no contact has been made with the parents 20 minutes after their allotted pickup time, the emergency contact persons are phoned;
- 30 minutes after their allotted pickup time: If staff have been unsuccessful in contacting parents or emergency numbers, the Club Director will contact the Police (telephone 999). A message will be left to say where the child is.

Parking around our site

(Piddinghoe) There is a small amount of parking available on our site. Please come through the main gate and onto the grass to your left. Gates will be locked when our clubs are in session. Please contact Zoe on 07779 646 358 if you need to park outside these hours.

(Stanmer) Public Parking is available in the car parks a short walk from the site.

Signing in and out

Each day our team will meet parent/carers and transition the child into our NatureKids Clubs, asking for any special requirements or points to note.

The child's name will be recorded on the register for that day.

Procedure for drop-off/pick-up by people other than parent/carer

If the child under the care of NatureKids is to be dropped off or collected by someone other than their parent or carer, that person must be listed on the Booking Form completed when the child enrolled with NatureKids.

The person collecting the child will be asked for the name that was provided on the Booking Form and for photographic identification/password. If this is not provided, that person will not be able to collect the child. In this instance the child's parent/carer will be telephoned immediately and if necessary, the police will be contacted (telephone 999).

Should the parent/carer wish to add another person or people to the approved list of people to drop-off/collect their child, they must inform the NatureKids manager in person, or by email.

Emergencies and Illness

For emergencies or illnesses that require immediate collection by the parent/carer, please refer to the appropriate policy

Emergency Numbers:

Zoe (Director): 07779 646 358

NatureKids

Emergency Evacuation Policy and Procedures

Date Created: July 2024

Date Reviewed: July 2025

Reviewed by: Zoe Endacott

Deadline for policy to be reviewed by: July 2026



In case of fire:

Fire Marshall: Zoe Endacott

Muster point (Piddinghoe) - Main Gate, Horseshoe Copse

Muster point (Lewes) - Lewes Library Piazza

Muster point (Stanmer) - outside the Plot, Stanmer Park

Stage One:

As soon as a fire is identified, the manager or member of staff will blow the whistle three times.

Upon hearing this, all adults and children should immediately stop what they are doing, leave any resources or belongings

Stage Two:

Staff will calmly gather all children using a known gathering call (e.g. Base Camp, Base Camp, Base Camp"). They will gather at the boundary for a quick headcount by staff and then be led down to the main gate of the site (provided this is a safe area to wait), where Stage 3 can begin.

Stage Three:

The count will be checked (by asking how many present) and then a register will be called using the list on the clipboard or digital copy on the Manager's phone to see who is present that day (adults and children). The fire brigade will be called en route and given the address and coordinates (stored on staff lanyards).

Evacuation Areas:

The designated evacuation muster point is Main Gate, Horseshoe Copse, when at Piddinghoe, and Lewes Library Piazza when at Quaker Meeting house, and outside the Plot, when at Stanmer Park, which is where the group will gather. We will remain there until parents can be contacted to collect the children. Staff will remain with the group until the last child has been collected.

In case of suspicious person on site:

We are aware that our site may be accessed by unauthorised persons, and have the following procedure to ensure the safety of the children.

If a person (known or unknown) enters site who is suspected by a staff member to be potentially dangerous or could put the children at risk, staff will;

1. Blow the emergency whistle - three times. This is to notify other staff in the area that the Suspicious Person Procedure is commencing.

2. The Manager/senior person will ensure the NatureKids phone is always on their person

3. The designated on-site manager (either manager or deputy) will quickly and calmly evaluate the situation and decide if intervention is safe, or if evacuation should continue without confronting the intruder. If necessary, the police will be called and given the address and coordinates.

4. The manager will direct remaining staff, who will gather the children, conducting a headcount and using the evacuation list to ensure all children are present and staff accounted for and the group will move swiftly and calmly via the safest route to the designated evacuation area. This will be the Main Car Park if in Piddinghoe, or if it is necessary to leave the site all together, the group will head to Piddinghoe Village Church. If in Lewes, it will be Lewes Library Piazza, or if necessary to move further, outside Lewes Council office in town, where help can be sought. If at Stanmer Park, this will be outside The Plot at Stanmer Park, or if it is necessary to leave the site all together, the group will head to the restaurant area at One Garden.

5. The manager will wait for the police, acting as the point of contact. When the suspicious person has been removed from site, the manager will advise next steps.

Other cases where evacuation may be necessary:

Evacuation may be required from the setting in the event of strong winds (causing a risk of tree branches to fall), lightning or other natural phenomena. In the event of strong weather, qualified practitioners will use their best judgment as to whether evacuation is required.

Practitioners will use The Beaufort Scale, as well as local forecasting to help with this, in combination with consideration of leaf cover, dead branches, wet branches.

In an evacuation situation, a member of staff will call the group together using the usual gathering call/song. The senior person will gather the group, who will calmly assemble for a register and headcount, away from trees. The Manager will then conduct a risk assessment and assess whether it is necessary to evacuate the site completely (eg. if there is danger of falling branches or lightning). If this is the case, the fire evacuation procedure will be followed, with the group heading to the muster point at the carpark when at Piddinghoe, and outside The Plot when at Stanmer Park. If it is deemed necessary to leave, the staff and children will head to Piddinghoe Village Church when in Piddinghoe, or to the restaurant area at One Garden when at Stanmer Park.

Parents may be contacted and collection/sign out may take place from the designated muster points. (See Adverse Weather policy for more information)

NatureKids
Equal Opportunities, Inclusion & Diversity Policy

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026



Management and staff at NatureKids are fully committed to ensuring that all of the children within their care have equality of access to the activities on offer regardless of their gender, religion, cultural, linguistic or social-economic background or any special educational needs they might have.

The Equality Act 2010 sets out the legal obligations for providers, towards children with special educational needs and/or a disability (SEND). NatureKids fully supports and follows these requirements and ensures that we:

- eliminate discrimination
- promote equality of opportunity
- foster good relations between disabled and non-disabled children & young people.

Our aim is to provide an environment in which all children feel safe and secure and where they can play and work together in harmony.

Children are encouraged and taught to be kind and considerate and tolerant towards each other and towards the adults at NatureKids. Staff sensitively support children in developing an awareness of the consequences of their actions and words upon both themselves and others. Our team are aware of the existence of discrimination towards particular groups of people within our society & of its damaging & negative effects.

At NatureKids, we work hard to create an atmosphere and ethos of inclusion, tolerance and mutual respect among our children and their families. We expect full cooperation from parents and carers in our work in this very important area. Any parents, carers or other family members or friends who make a comment or carry out an act which may be considered discriminatory or offensive in nature towards either an individual or particular group of people will be asked to attend an interview with the Manager.

NatureKids looks for daily opportunities to celebrate diversity and to promote equal opportunities. We celebrate our diverse, multicultural society and strive to reflect the diversity of our country through our learning, development and care.

NatureKids
Health & Safety Policy

Date Created: July 2024

Date Reviewed: July 2025

Reviewed by: Zoe Endacott

Deadline for policy to be reviewed by: July 2026



At NatureKids we provide and maintain safe and healthy working conditions, equipment and systems of work for all our staff and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within NatureKids for the benefit of all staff, children and parents, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

NatureKids recognise that a systematic approach to health and safety, based on risk assessment procedures (see Risk Assessment policy for more information) will provide and maintain a healthy and safe working environment with the objective of minimising the number of instances of occupational accidents, incidents and illnesses. NatureKids is committed to:

- Maintaining the workplace in a safe condition and providing adequate facilities and arrangements for welfare at work;

- Developing the appropriate setting, structure and culture, that supports the understanding of risk and the concept of risk management by all members of the staff team;

- The provision and maintenance of equipment and systems of work which are safe;

- Arrangements for ensuring safety to health in connection with the use, handling, storage and transport of articles and substances;

- The provision of such information, instructions, training and supervision as is necessary to ensure the health and safety at work of its employees and other persons.

- Follow the allergies and allergic reactions policy for children who have allergies

- Ensure risk assessments are undertaken on the storage and preparation of food produce within the setting
 - Familiarise all staff and visitors with the position of the first aid and ensure all know who the appointed first aiders are
 - Provide appropriately stocked first aid bags and check their contents regularly
 - Ensure children are supervised at all times
 - Ensure no student or volunteer is left unsupervised at any time
 - Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
 - Maintain a safe environment for those with special educational needs and disabilities and ensure that NatureKids is accessible (wherever practicable)
 - Provide a safe environment for students or trainees to learn in
 - Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.
 - Continual monitoring and evaluation of health and safety requirements in line with current legislation, including the review of all policies and practices to ensure that NatureKids continues to improve standards of performance.
- NatureKids also recognises its duty to protect the health and safety of all visitors to our setting, including contractors, temporary workers and members of the public who might be affected by the NatureKids' work operations.
- This policy will be issued to all staff as part of the induction process. It is the responsibility of all staff and visitors to adhere to this policy.

Responsibilities

The designated Health and Safety Officer is **Zoe Endacott**.

The Director has overall and final responsibility for this policy being carried out at:

NatureKids, Horseshoe Copse, Piddinghoe BN9 9AL

NatureKids, Lewes Quaker Meeting House, Friars Walk, Lewes BN7 2LE

NatureKids, The Wellbeing Gardens, Stanmer Park, East Sussex, BN1 9SE

All staff and volunteers have the responsibility to cooperate with senior staff to achieve a healthy and safe environment at NatureKids and to take reasonable care of themselves and others. Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the manager or deputy manager. Daily contact and daily staff meetings provide consultation between management and employees. This will include health and safety matters.

Health and safety training

Person responsible for monitoring staff training is Zoe Endacott. Health and safety is covered in all induction training for new staff and volunteers

Our Approach to Risk Assessment

At NatureKids we recognise the innate desire children have to engage in positive risky play and the benefits this has for them. Where children require opportunities for adventurous positive risky play activities, we will adapt environments and source resources and equipment which satisfy and challenge accordingly. Opportunities we offer due to the advantages of managed, beneficial and acceptable risks, will be carefully measured to ascertain whether the managed risk outweighs the potential risks involved within the activity/experience.

Risk assessments

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

Manual Handling

At NatureKids we recognise that staff need to carry out manual handling in relation to lifting equipment and children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to NatureKids' manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

Child Protection / Safeguarding

All members of staff will receive initial training in child protection as part of their induction training (see Staff Induction Policy for further information) and they will be required to undertake a full Safeguarding course within the first six months of their employment.

All members of staff are instructed in the specific procedure for NatureKids, especially as regards to disclosures and suspicions of child abuse. (See the Safeguarding Policy for further information).

Accidents and Incidents

At least one member of the on site team will hold a paediatric first aid qualification at NatureKids. In addition all members of staff are instructed in the correct procedures for dealing with accidents

and incidents including completion of documentation. Accidents/Incidents are reported on the appropriate forms. (See Accident and Incident Policy for further information).

Emergency Procedure

There is a documented procedure for emergencies which is displayed in the staff area accessed by NatureKids.

All members of staff are trained in the emergency procedure and emergency drills take place once per term. (See Emergency Procedures for further information).

Administration of Medications

All administration of medications are strictly controlled and done in accordance with the NatureKids Sickness & Medication Policy and Procedure.

Illnesses

In accordance with NatureKids Sickness and Medication Policy, children will not be admitted if they are showing signs of an illness or ailment which may be contagious.

NatureKids uses guidance from Public Health England (PHE) to determine the exclusion guidance for contagious illnesses.

If a child becomes unwell during the course of the session, members of staff will ensure that the child is comfortable but does not pose any risk to the other children in the setting. The member of staff will contact the child's parent /carer and observe the child closely until they are collected. For further information refer to the Sickness, Medicine and Emergency Treatment policy.

Smoking

NatureKids operates a strict no smoking policy, this means that there is no smoking at any time on any part of the site, or at any activity run NatureKids (eg. organised outings).

All staff members and volunteers are entitled to a 30 minute break for more than 6 hours of work. If a member of staff wishes to smoke during these times they are required to leave the grounds of the setting and remain out of sight of our neighbours and the children.

The no smoking policy also applies to parents, carers and visitors to the setting. NatureKids has this policy in the best interests of the children and staff.

Accident Reporting & Investigation (RIDDOR)

All injuries, however small, sustained by a person at work must be reported to their line manager, the safety officer or the Manager and on the appropriate forms (if it involved a child at the setting).

First Aid

First Aid is located with the Core Kit at Base Camp. An outdoor First Aid Kit is carried with the group at all times.

All employees and volunteers will be shown the location of the first aid kit and will be given the names of the designated first aid personnel identified through signage in each location. The outdoor first aid kit must be kept in the waterproof bag and is available for all staff to take on outings.

As per the NatureKids Accident and Incident policy, the following procedure should be followed in the event of an accident or incident:

- Notify a First Aider immediately;
- The First Aider will assess the situation and take the necessary action;
- Notify the NatureKids Manager present
- Complete an accident/incident report on the appropriate forms

There are Accident/ Incident report forms at Base Camp with the Core Kit.

Waste

NatureKids tries to the best of our abilities to minimise waste and expect all staff and children attending to support us in this.

NatureKids monitor closely the management of waste and disposes of it in accordance with the local authority requirements. We recycle any paper waste and ensure that wherever possible any other sources of waste are recycled to reduce the effect on the environment.

Food Waste

- Snacks - The children have snacks once a day. Fruit waste is gathered and taken to the composting heap.
- Lunch – Children are asked to bring a packed lunch and we encourage families to use re-usable containers and as little waste as possible. Any rubbish from packed lunch will be packed in lunch boxes and sent home with the children.
- Half-eaten food from lunches will also be sent home with the children.
- No food waste to be left onsite to discourage rodents

Craft/resources waste

- Paper and card from craft activities will be collected in the recycling bin
- Craft activities use natural resources as much as possible
- We refrain from using any materials in the setting that may have an adverse effect on our environment.

NatureKids

Lone Working Policy

Date Created: July 2024

Date Reviewed: July 2025

Reviewed by: Zoe Endacott

Deadline for policy to be reviewed by: July 2026



1. Purpose

This policy outlines the procedures and expectations to ensure the safety of NatureKids Leaders working alone in outdoor environments, including during Club sessions and on Adventure Trips. It aims to minimise risk, while supporting independence and professionalism in outdoor education.

2. Scope

This policy applies to all Leaders employed or contracted by NatureKids, who are working alone during preparation, delivery, or follow-up of activities or adventure trips.

3. Definition of Lone Working

Lone working is defined as any situation where a team member is working without direct supervision, or without immediate support from colleagues or other responsible adults.

Examples include:

- Setting up a site in the forest alone.
- Supervising a session without another adult nearby (e.g. when children are in sight but no other adult is present).
- Walking with a single child to or from a forest area.
- Conducting reconnaissance or risk assessments alone.
- Supervising a small group or individual off-trail during an adventure trip.
- Travelling to/from an off-site location alone.

4. Risk Assessment

Before any lone working takes place, a specific Lone Working Risk Assessment must be completed, covering:

- The nature of the task.
- Location and environmental hazards (e.g. weather, terrain).
- Communication methods available.
- Proximity to emergency support.
- Medical and behavioural needs of any children involved.

For adventure trips, the risk assessment must also include:

- Group dynamics and ratio.
- Emergency evacuation plans.
- Terrain-specific risks (e.g. river crossings, climbing areas).
- Transport and route plans.

5. Procedures for Lone Working

5.1 General Guidelines

- Lone working should be avoided where reasonably practical.
- Inform a designated contact (e.g. line manager, admin team) of:
 - Expected location(s)
 - Start and finish time
 - Check-in times
- Carry a charged mobile phone or two-way radio.
- Wear appropriate personal protective equipment (PPE).
- Carry a first aid kit and ensure you are first-aid trained (outdoor-specific).
- Know and use emergency codes or protocols.

5.2 For Forest Sessions

- Ensure children are never left unsupervised
- Boundaries should be clearly established and communicated.
- Maintain visual or verbal contact with all participants.

5.3 For Adventure Trips

- Always use buddy systems when breaking into smaller groups.
- GPS devices or location trackers should be used for remote areas.
- At least two adults must be present if the location is considered high-risk (mountainous, riverine, coastal).
- Leaders must review emergency shelter and response strategies before departure.

6. Communication and Monitoring

- Use scheduled check-ins via call/text.
- Use “Lone Worker App” or GPS tracking where available.
- Agree on escalation procedures if check-ins are missed (e.g., contact in 15 minutes, call emergency services in 30 minutes).

7. Emergency Procedures

In the event of an emergency:

- Prioritise safety of yourself and others.
- Contact emergency services (999) as appropriate.
- Use whistle codes or signal flares if in a remote area.

- Notify the designated contact as soon as possible.
- Complete an incident report within 24 hours.

8. Training

All NatureKids Leaders must receive training in:

- Lone working procedures
- Emergency First Aid
- Risk Assessment and Dynamic Risk Management
- Safeguarding and supervision policies
- Use of communication tools and emergency systems

9. Review and Compliance

This policy will be reviewed annually or after any lone working incident. Breaches or negligence in following this policy may result in disciplinary action.

NatureKids

Manual Handling Policy

Date Created: July 2024

Date Reviewed: July 2025

Reviewed by: Zoe Endacott

Deadline for policy to be reviewed by: July 2026



The purpose of this policy is to introduce procedures and provide training designed to ensure that our employees and volunteers apply an ergonomic approach whilst carrying out tasks and operations that involve manual handling, in order to prevent injury.

Responsibilities of Employees/volunteers:

- Follow appropriate systems of work laid down for their safety;
- Make proper use of equipment provided for their safety;
- Co-operate with their employer on health and safety matters;
- Inform employer if they identify hazardous handling activities;
- Take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include:

- Lifting and carrying younger children;
- Lifting and moving outdoor play equipment;
- Lifting and moving furniture;
- Lifting and moving supplier's deliveries;
- Lifting and moving storage equipment;
- Maintenance tasks involving the upgrading of fixtures and fittings;
- Lifting and moving of objects should always be done by mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand;
- the load to be lifted or moved must be inspected for sharp edges and wet patches;
- the route over which the load is to be lifted should be inspected to ensure it is free of obstructions;
- Employees should not attempt to lift or move a load which is too heavy to manage comfortably. Employees should ask for assistance if there is any danger of strain;
- When lifting an object off the ground, employees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back;
- Employees should not attempt to obtain items from shelves which are beyond their reach. A ladder or stepping stool should be used;
- Employees should not use chairs or any makeshift device for climbing.

Lifting and Carrying Children

As part of our care, there are times when we are required to lift young children, e.g. to give comfort etc. We advise all our staff to sit or crouch with the child to comfort them rather than standing or walking around.

Guidance for good handling techniques

Before taking on any task or operation that involves lifting or moving, staff must observe the following:

1. Plan the lift.

- Decide where is the load to be placed;
- Use appropriate handling aids if possible;
- Get help with the load if required;
- Remove any obstructions;
- Where possible use a mechanical aid such as a trolley or barrow.

2. Lifting technique.

- Position the feet apart giving a balanced stable base for lifting;
- Place leading leg as far forward as is comfortable and if possible pointing in the direction you plan to go.

3. Adopt a good posture.

- When lifting from a low level, bend the knees;
- Do not kneel or over flex the knees;
- Keep the back straight;
- Lean forward over the load if necessary to get a good grip;
- Keep the shoulders level and facing in the same direction as the hips.

4. Get a firm grip.

5. Keep close to the load.

- Try to keep the arms within the boundary formed by the legs;
- The best position and type of grip depends on the circumstances and individual preference: but it must be secure;
- A hook grip is less tiring than keeping the fingers straight;
- If you need to vary the grip as the lift proceeds, do it as smoothly as possible.

close to the load.

- Keep the load close to the trunk for as long as possible;
- Keep the heaviest side of the load next to the trunk. If a close approach to the load is not possible, slide it towards you before trying to lift.
- Don't jerk.
- Lift smoothly, keeping control of the load.

7. Move the feet.

- Don't twist the trunk when turning to the side. 8. Put down, and then adjust.

- If precise positioning of the load is necessary, put it down first, then slide it into the desired position.

Slips and Trips

Potential areas for slips and trips will be noted as part of the NatureKids' Risk Assessment procedure. Where possible these hazards will be eliminated. Any residual risk will be noted and shared with all other staff and recorded if necessary.



NatureKids

Missing Child Policy

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026

Overview

At NatureKids, the safety and wellbeing of all children is of paramount importance.

We take every care to ensure children cannot leave the security of the setting unattended and have strict procedures and policies in place to ensure as much as possible that this cannot happen.

This policy outlines the steps we take to mitigate the risk of a 'lost child'. This policy also sets out the procedure we practice regularly (at least once each half term) in case of a 'lost child' incident. This procedure is known and understood by all staff and would immediately be initiated in the case of a 'lost child'.

This policy is supported by many other policies and procedures such as:

- NatureKids Health and Safety Policy,
- Accident and Incident Policy,
- Emergency Procedure,
- Pick up and Drop Off Policy,
- Outings Policy- Any outings from the regular setting are thoroughly planned and only undertaken after risk assessments have been completed and when the appropriate adult to child ratios are present.
- Site and Outings Risk Assessments
- Other related safeguarding policy documents such as staff/volunteer/student suitability, induction and training.

At NatureKids, we take the following measures to minimise the likelihood of a missing child:

- Ensuring child to adult ratios are always followed
- Maintaining accurate registers of children on site and up-to-date contact information. Registers are completed and stored securely online, as are contact details.
- Regularly head counting the children throughout the session to ensure all children are accounted for.
- Doing "NatureKids NatureKids Count Off!" - getting the children to count off aloud whenever we gather and move between spaces. The children are actively involved in this and taught to recognise that it helps them to stay safe.
- All staff will be aware of the 'magic number' for each day, and will regularly ask each other and the children what it is today.
- The magic number will be written on the main staff clipboard with details of children for the day.
- Maintaining excellent communication between staff, for example explicitly informing each other when taking a child to the toilet/to change wet clothes etc.

- Reinforcing safety and boundary rules on a daily basis - at the start of each session and when new children join our setting. NatureKids camp is enclosed by a clear boundary and daily discussions reinforce staying within boundaries.
- Reinforce boundaries through regular games and practice activities such as “Base Camp, Base Camp, Base Camp!”
- Teaching the children what to do if they get lost. We stay where we are, we make a nest by a tree and we wait. We will regularly ask the children what they would do if they felt lost.
- Ensure that the main gates of the site are locked at all times.
- **Hold regular drills of missing child/emergency procedure. This will take place every half term at the least.**
- Share information on ‘staying safe’ via email. This could be suggesting they play ‘1,2,3 where are you?’ at home.
- Ensuring all staff have read and are familiar with this policy and procedure. **Staff are consulted when this policy is reviewed.**
- All staff have access to and are aware of our emergency signal. We use a whistle to alert staff of an incident. Staff then know to gather children immediately and perform a headcount.
- Staff will always be made aware of any child who may potentially leave the NatureKids area or hide. Any children who pose such a risk will be included on an individual Risk Assessment.
- Staff will always be made aware of any child who may wander or run during a planned outing. Any children who pose such a risk will be included on Outing Risk Assessments.
- When off site, children will walk in pairs and full Risk Assessment shared and followed.

If a child goes missing whilst at the setting premises:

In the unlikely event that it is found that a child has left the NatureKids area, or is missing, we will act in accordance with the following procedures.

- As soon as it is noticed that a child is missing, the emergency whistle will be blown once.
- On hearing the whistle, a member of staff will gather the children using our gathering call.
- The children will line up, a head count taken and be quickly and calmly taken to the fire circle area (or main activity room if indoors) by an experienced staff member. Another head count will be taken using the Register for the day. The manager/director may ask another member of staff to accompany this group to ensure all children are accounted for, before that staff member joins the search.
- In most instances, one or two members of staff will supervise children at the fire circle (/main room if indoors) and all other members of staff will search.
- The senior member of staff (manager or deputy) will begin the search immediately. The manager/deputy will direct staff members depending on numbers on site ensuring one staff member immediately checks and remains at the road area.
- Staff will begin the search in the main play areas calling “Base Camp, Base Camp, Base Camp!” and “where are you (name)?” If the child hasn’t been missing for long then a member of staff will stay in the play area in case the child is hidden.
- If the child is not located during the search of the immediate NatureKids area, then a member of staff will head straight to the main gates to check for a breach.
- Staff will search the area surrounding the site

- **As soon as the child is found, the member of staff who has found the child and ensured they are safe will alert other staff using the walkie-talkies, or blow their whistle twice. Two long, loud blows.** When the whistle signal is heard, it can be repeated by other staff members to alert people who are unable to hear the first signal.

- If after 15 minutes of thorough searching the child is still missing, the manager/deputy will call 999 to inform the police and then the child's parents/ carers. If the Director/manager is not on site, they will also be called.

- If staff feel it necessary, the emergency services may be called sooner, but always within 15 minutes of initial alert.

- The senior person on site (Manager/Deputy) will be the point of contact for the police as well as support staff.

- The Senior person on site (Manager/Deputy) will talk to the staff to establish chain of events so far.

- All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the NatureKids area.

- The staff will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised. At least one member of staff will distract them by singing songs, reading a story, playing a game etc.

- Whilst waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other staff members will maintain as normal a routine as is possible for the rest of the children attending.

If a child goes missing during risk assessed outings:

- As soon as it is noticed that a child is missing, staff tell the person in charge (usually the Manager/ Deputy manager) or blow the whistle.

- The children will be gathered and a headcount will be carried out to ensure that no other child has gone astray;

- The Manager or Deputy will nominate as many staff as possible to thoroughly search the immediate vicinity of the last place the child was seen;

- If after 15 minutes of thorough searching the child is still missing, the manager/deputy will inform the police and then the child's parent/carer. If the director is not present, they will also be called.

- The director Zoe Endacott will arrive as soon as possible.

- The manager or deputy will be the point of contact for the police as well as support staff;

- The manager will talk to staff to establish what happened;

- All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the area.

- The staff will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.

- While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other staff members will maintain as normal a routine as is possible for the rest of the children attending the setting.

Following any Lost Child Incident, staff will:

- Write
 - the date and time at which the Incident Form is being completed and by who
 - Information regarding the staff/ children in the group/outing;
 - Detailed information regarding when the child was last seen in the group/outing and by whom;
 - Detailed information regarding what action has been taken including the very best estimate of the time at which the child went missing.
 - A conclusion is drawn as to how the breach of security happened.
 - This will be reviewed and appropriate and swift action taken
- Inform the LADO within 24 hours
- Inform OFSTED as soon as is reasonably possible and within 2 weeks

The Investigation

In the first instance, the Director Zoe Endacott will carry out a full investigation into the incident. This will include taking written statements from all the staff present at the time, or who were on the outing.

There may be action taken against any member of staff who they believe is found to be at fault.

If the incident warrants a police investigation, all staff will cooperate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. The LADO may be involved if it seems likely that there is a child protection issue to address.

The incident will reported to the Health and Safety Executive under RIDDOR arrangements and the incident will be recorded in accordance with our Accident and Incident policy; the Local Authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution. OFSTED will be informed.

NatureKids **Outings Policy**

Date Created: Feb 2025

Date Reviewed: May 2025

Reviewed by: Zoe Endacott

Deadline for policy to be reviewed by: May 2026



Policy Statement

The safety and well-being of all children attending our Clubs are of utmost importance. This outings policy outlines the procedures and guidelines to ensure that all trips, whether within the local area or further afield, are safe, well-organised, and appropriate for children aged 5 to 12 years old.

Objectives

To provide children with opportunities to engage in enriching and educational experiences outside the holiday club.

To ensure all outings are planned and executed with the highest level of safety.

To promote teamwork and cooperation while enhancing the children's social skills and confidence.

1. Risk Assessment

A comprehensive risk assessment will be conducted prior to each outing, covering transportation, environment, and potential hazards.

The risk assessment will be reviewed and updated regularly, especially for new or unfamiliar locations.

A specific risk management plan will be created for each outing, including detailed arrangements for emergencies.

2. Staffing Ratios

The staffing ratio will be in line with Ofsted guidelines, ensuring the safety of all children.

3. Parental Consent

Parental consent will be obtained for all outings prior to departure. This will include details about the destination, planned activities, and contact information.

Parents will be notified of the date, time, and any special requirements (e.g., clothing, packed lunch) ahead of each trip.

4. Transport Arrangements

Only reputable and insured transport providers will be used (e.g., minibuses or coaches with seat belts and appropriate licenses).

Emergency contact details and any relevant medical information will be carried by staff.

Staff will ensure that children are seated safely and correctly before departure.

5. Children's Supervision

Children will be closely supervised during outings, with staff maintaining a headcount at regular intervals (upon departure, during stops, and at key moments of the trip).

Staff will carry a list of children, their parents' contact details, and any special needs or medical conditions.

6. Communication

Staff will carry mobile phones with emergency numbers programmed in, and ensure they are fully charged before leaving the holiday club.

Parents will be informed about the outing schedule and the time of return to the club.

7. Emergency Procedures

In the event of an emergency, the designated lead staff member will follow the club's emergency protocols, including contacting emergency services if necessary.

A first-aid kit will be carried by staff at all times. Additionally, at least one staff member will be trained in first aid.

8. Clothing and Preparation

Children will be advised on suitable clothing for each outing based on weather conditions (e.g., hats, sunscreen, raincoats, appropriate shoes).

Parents will be asked to provide a packed lunch if necessary, along with any required medication (e.g., inhalers, epipens), which will be kept with the first aid kit and carried with a member of staff at all times.

9. Behaviour Expectations

Children will be briefed on appropriate behaviour for outings, including respect for staff, fellow children, and the public.

If a child's behaviour is deemed unsafe, disruptive, or inappropriate, a parent may be asked to collect the child from the outing early.

10. First-Aid & Medical Needs

A designated first-aider will be on each outing.

Any children with medical needs (e.g., allergies, asthma) will have appropriate medication with them, and staff will be aware of their medical requirements.

Parents will ensure that children are up-to-date with any prescribed medication.

11. Monitoring and Evaluation

Each outing will be reviewed by staff after completion to assess any issues or improvements for future trips.

Feedback will be sought from children and parents to ensure outings are enjoyable and beneficial.

General

By adhering to this outings policy, the holiday club ensures that all outings are fun, safe, and enriching for the children in our care.

NatureKids **Risk Assessment Policy**

Date Created: July 2024

Date Reviewed: May 2025

Reviewed by: Zoe Endacott

Deadline for policy to be reviewed by: May 2026



Through our sessions, NatureKids aims to develop children's self esteem, independence and motivation and this involves exposure to risky activities. We are committed to providing a safe learning environment and do our utmost to make it 'safe enough' so as not to cause harm but give children the benefits that come from engaging in risky activities.

To ensure we effectively manage risk, NatureKids will:

- Rigorously risk assess every site where NatureKids activities are to take place.
- Risk assess each activity and ensure staff/volunteers implement the relevant measures/procedures as noted in the site Risk Assessment document.
- Train staff/trainees in how to effectively manage risk.
- Ensure staff carry out pre-session checks prior to a NatureKids session as near to the start of the session as is reasonably practical.
- Recognise risk assessment is a continuous dynamic process and ensure risk assessments are regularly reviewed and updated by staff.
- Meet our duty of care to those attending NatureKids sessions when engaging in risky activities by ensuring all staff and volunteers are aware of the correct procedures and safety measures in place.

Staff will:

- Have read and understood the appropriate Risk Assessment document prior to the session and be clear on the safety measures in place.
- Be constantly vigilant with ongoing risk assessment during sessions.
- If any new hazards arise, implement safety measures immediately to ensure the site and activities remain 'safe enough' during sessions and for future sessions.

- During sessions, ensure safety measures and relevant procedures are followed at all times by adults and children.
- Demonstrate to staff, volunteers and children of potential hazards and safe methods of working to further minimise risk.
- Ensure children/staff/volunteers/trainees follow these procedures and adults model correct procedures at all times.
- If appropriate, involve children/trainees in risk assessment process as part of learning.
- Be responsible for teaching children/trainees adequate skills in order to keep themselves safe, particularly in relation to the use of tools and fire.

Site risk assessment:

- Have read and understood the site risk assessment
- Carry out pre-session checks prior to a NatureKids session as near to the start of the session as is reasonably practical.
- Note any new hazards and put appropriate measures in place to manage the risk in situ.
- The master site risk assessment/activity risk benefits should be updated to record any new hazards and mitigation measures in place.
- SLT will ensure major hazards on site are dealt with to ensure learners/staff and volunteers are 'safe enough'

Activity risk/benefit assessment

- Risky activities planned in advance must be risk assessed using activity risk/benefit template prior to the activity taking place
- Measures should be adhered to during the activity and any additional necessary measures added to the risk/benefit assessment.
- Staff must carry out dynamic risk assessment during sessions to ensure learner safety.
- As risky activities evolve during the programme, staff should complete the activity risk benefit assessments to reflect the measures put in place.

Risk Assessments relating to child/staff/volunteer health:

- Health risk assessments will be carried out as and when required to ensure appropriate provision is in place to avoid damage to an individual's health.

- These will be shared with and agreed by staff/volunteers working with the individual in question.
- In the event of global pandemic, NatureKids will carry out all measures as laid out by government guidelines as a minimum.
- Additional measures will be put in place to protect the health and wellbeing of both learners and staff appropriate to individual needs.

When writing Risk Assessment documents NatureKids staff consistently apply the five-step HSE (Health and Safety Executive) approach to risk assessment for all sites and activities used during sessions:

- Look for hazards
- Decide who may be harmed and how
- Evaluate the risks and decide whether existing controls are adequate or whether more should be done.
- Record findings, including amendments to standing risk assessments based on site visits or observations.
- Review assessments on a regular basis (or if circumstances change which may affect the rigour of the assessment) and revise if necessary

Related Policies

Health and Safety Policy

Safeguarding Policy

Other Relevant Documents

Keeping Children Safe in Education (KCSiE): Sept 2022

Working Together to Safeguard Children: July 2018

Education Child Protection Record Keeping Guidance Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings: Oct 2015

Health and Safety at Work etc Act 1974



NatureKids

Child Protection and Safeguarding Policy and Procedure

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026

Key contacts

- Designated Safeguarding Lead:
- Zoe Endacott 07779646358

East Sussex - Piddinghoe & Lewes Quaker Meeting House

- Local Authority Designated Officer (LADO): Donna Davies
- Assistant LADO: Susan Giles
- - Consultation via the online portal [here](#)
- Referrals into Early Help and Social Care Single Point of Advice (SPOA):
- 01323 464222
- [Contacting the Single Point of Advice \(SPoA\) | East Sussex County Council](#)
- **Emergency Duty Service (after hours, weekends and public holidays):**
- 01273 335905
- National police Prevent advice line on 0800 011 3764

SPoA should be the main contact point for professionals in line with the guidance provided here:

Contacting the Single Point of Advice (SPoA) | East Sussex County Council

The Emergency Duty Service (EDS) should be contacted with serious immediate safeguarding concerns regarding children that cannot wait until the next working day.

EDS operates Monday to Thursday 5 pm to 8.30 am and Fridays, weekends, and bank holidays, 4.30 pm to 8.30 am.

West Sussex - Stanmer Park

- Local Authority Designated Officers (LADO): Miriam Williams, Donna Tomlinson, and Victoria Williams. They are responsible for managing allegations of abuse against adults who work with or volunteer with children. You can contact the LADO team for advice or to report concerns about adults working with children who may have behaved inappropriately.

Contact Information:

- Consultation Contact Number: 0330 222 6450 (available 09:00 - 17:00)
- LADO Service Contact Number (via Integrated Front Door (IFD)): 01403 229900
- LADO Service Email Address: LADO@WestSussex.gov.uk
- For urgent safeguarding concerns requiring a same-day response, contact the Integrated Front Door on 01403 229900. Note: If you are not ready to make a referral, you can still contact the LADO team for advice.

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2. INTRODUCTION

1. Our whole setting approach to safeguarding is based upon an understanding of the local context and an attitude of '*it could happen here*'. We believe that children should feel safe and respected and understand the importance of helping them to know how to stay safe and ask for help if they need it.
2. Our participants' welfare is our paramount concern. The governing body will ensure that our setting will safeguard and promote the welfare of children and work together with other agencies to ensure that our setting has robust arrangements to identify, assess and support those children who are experiencing or likely to experience harm.
3. Our setting is a community and all those directly connected - staff, volunteers, directors, parents, families and children - have an essential role to play in making it safe and secure.
4. Safeguarding is not an isolated activity which is undertaken by a select few within only certain areas of setting practice. Safeguarding children is everyone's responsibility and everyone at our setting who has contact with children and families must play an active role in keeping children safe from harm. In that respect we take a whole setting approach to safeguarding, ensuring that it is at the forefront of all our work, that it underpins all of our policies and processes and that everything we do is always with the best interests of the children at heart.
5. Our setting will provide a caring, positive and stimulating environment that promotes the social, physical, emotional and moral development of the individual child, and where children feel safe.
6. We always take a child centred approach to our work and ensure that we listen to the voice of the child so that all children feel heard and understood. When children talk to an adult about a concern they may have, they will always be taken seriously, they will always be supported and kept safe, they will never be given the impression that they are creating a problem or have anything to feel ashamed about.
7. We understand that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child.
8. So that children are able and confident to raise concerns with adults we ensure that our safeguarding systems are well promoted, easily understood and easily accessible. Alongside this we expect all staff to develop positive relationships with children, which build trust and facilitate communication.
9. To support children who may not wish to directly speak with an adult in the setting there are other means such as **worry boxes**.

10. We recognise that abuse may occur in a range of situations: within families or households, within the community, online or face to face. We also recognise too that it is not only adults who may abuse children but also that children can abuse other children as well.
11. We recognise that just because children are not raising concerns, that is not to say that there are no concerns. For example, there may be no reported cases of child on child abuse, but such abuse may still be taking place and is simply not being reported. This is why it is so important to listen to children, teach them about risk and safety and raise awareness around how to seek support and what the setting will do.
12. We take a zero-tolerance approach to child on child abuse. Further information on this area of work is within Appendix C of this policy. This should also be read alongside the Behaviour & Wellbeing Policy.
13. We will work with parents to build an understanding of the setting's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies, such as Children's Social Care, in some situations.

2. SCOPE

1. In line with the law, this policy defines a child as anyone under the age of 18 years.
2. Safeguarding and promoting the welfare of children is defined as:
 - Protecting children from maltreatment
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable children to have the best outcomes
3. Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
4. This policy applies to all adults engaged in any activity at the setting, including all permanent, temporary and support staff, directors, volunteers, contractors and external service or activity providers. Within this document the term 'staff' will be used to denote those adults, specified within the previous sentence.

3. ROLES AND RESPONSIBILITIES

1. The setting's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At our setting the DSL is ZOE ENDACOTT. The DSL's responsibilities are described in Appendix E of this policy.
2. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child

protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.

3. The manager for dealing with allegations of abuse made against setting staff members is the DSL. The manager for dealing with allegations against the DSL is the Operations Director, if in place, otherwise all such allegations must be referred to the appropriate LADO, on the contact details above. The procedure for managing allegations is detailed in Appendix A of this policy.
4. The DSL will ensure that the policies and procedures are fully implemented, and resources and time are allocated to enable staff to discharge their safeguarding responsibilities.
5. The Director is responsible for ensuring that safeguarding arrangements are fully embedded within the setting's ethos and reflected in the setting's day-to-day practice as part of a whole setting approach.
6. We will ensure that all staff members, directors, volunteers and external providers have received training so that they know how to recognise potential safeguarding concerns, how to respond to children who disclose concerns and what to do if they are concerned about a child.
7. All new staff will be provided with a copy of this policy as part of their induction. Existing staff are expected to read the policy at least annually, to familiarise themselves with any updated practice. In either circumstance staff are expected to read the document in its entirety to ensure that they are aware of not just their own role and responsibilities but also the role of other key members of staff, such as the DSL.

4. SUPPORTING CHILDREN

1. Our setting will support all children by:

- taking a child centred approach to all aspects of our work;
- providing a preventive curriculum which includes social and emotional aspects of learning;
- ensuring a comprehensive response across the curriculum to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly at setting and at home;
- filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material,
- ensuring that safeguarding is included in safety talks & embedded in NatureKids' ethos, to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- recognising that activities should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;
- providing children with appropriate adults to approach if they are in difficulties;
- ensuring that our safeguarding systems are well promoted, easily understood and easily accessible to children;
- ensuring that when children talk to an adult about a concern they may have they will always be taken seriously, they will always be supported and kept safe, they will never be given the impression that they are creating a problem or have anything to feel ashamed about.
- Ensuring that our systems of gathering children's voice capture the full breadth of the child demographic, including children with SEND and those who are vulnerable or have experienced challenges in their lives, to understand the experience of children at the setting, so that this can inform the development of safeguarding practice.
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring that all staff have a clear understanding of the needs of the children they are working with and understand that whilst all children need to be protected some groups of children are potentially at greater risk of harm through additional vulnerabilities or circumstances.

2. Additional vulnerabilities and circumstances can include:

- Looked after children
- Previously looked after children
- Children who have a mental health need
- Children who are young carers

- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - Children frequently going missing from care or from home
 - Children at risk of modern slavery, trafficking, sexual or criminal exploitation
 - Children in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
 - Children with a family member in prison, or who is affected by parental offending
 - Children at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - Children misusing drugs or alcohol themselves;
 - Children who have returned home to their family from care;
 - Children showing early signs of abuse and/or neglect;
 - Children at risk of being radicalised or exploited;
 - Privately fostered children
 - Children who are persistently absent from education, including persistent absences for part of the setting day
 - Children or young people who identify as lesbian, gay, bi or trans (LGBT), or who are perceived by other children to be LGBT (whether they are or not).
 - Being LGBT, or perceived to be, is not in itself an inherent risk factor for harm, but this group can be targeted by other children. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open, so as a setting we endeavour to reduce any additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
3. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children (whether or not they have a statutory Education, Health and Care Plan). These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - being more prone to peer group isolation or bullying/cyberbullying (including prejudice based bullying) than other children;
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in managing or reporting these challenges.
 - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or colleges without understanding the consequences of doing so.
4. Children who have a social worker due to safeguarding or welfare needs may be vulnerable to further harm due to experiences of adversity and trauma, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and positive mental health. Our setting will identify the additional needs of these children and provide extra monitoring and pastoral/academic support to mitigate these additional barriers. We recognise that even when social care intervention has ended, these additional barriers may persist, therefore so too will our additional monitoring and support.

5. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and education. Our setting will identify the additional needs of these children and provide extra monitoring and pastoral support to mitigate these additional barriers. Where necessary, referrals will be made to mental health professionals for further support.
6. Our setting takes a trauma informed approach to supporting children, considering their lived experience, and factoring this into how we can best support them with their welfare and engage them with their learning.

5. CHILD PROTECTION AND SAFEGUARDING PROCEDURE

1. We have developed a structured procedure in line with Pan-Sussex Child Protection and Safeguarding Procedures and Keeping Children Safe in Education: 2023, which will be followed by all members of the setting community in cases where there are welfare or safeguarding concerns. This is detailed in Appendix A of this policy.
2. In line with the procedures, the Children's Social Care Single Point of Advice (SPoA) will be contacted as soon as there is a significant concern, or where level 3 support is required.
3. Where a crime may have been committed the police will be involved as necessary (using the NPCC-[When to call the police](#) guidance to inform this decision.
4. Where the police speak with children formally at setting then the requirement, outlined in [PACE Code C 2019](#), for children to have an Appropriate Adult will be adhered to.
5. The names of the DSLs will be clearly advertised on the website, with a statement explaining NatureKids' role in referring and monitoring welfare and safeguarding concerns.
6. We will ensure that all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website and by **referring to them in our introductory setting materials**.

6. THE MANAGEMENT OF SAFEGUARDING

1. We recognise that safeguarding is not a discrete area of work: there is a safeguarding dimension to almost every area of setting practice. As part of our whole setting approach, and to ensure an holistic view of all children, we have structures and systems in place, such as scheduled meetings and shared databases, to ensure that the DSL has oversight of areas of setting organisation which may not fall directly within their remit, but may impact upon effective safeguarding. These areas include behaviour, attendance, medical needs/first aid, SEND and bullying. Information from these areas will be factored into safeguarding decision making for individual children so that their needs are considered holistically.

2. We will ensure that the DSL is kept informed of any incident of physical intervention with a child and will be aware of behaviour plans for specific children. See Behaviour & Wellbeing Policy for further information.
3. We will ensure that the DSL is kept informed of attendance patterns, and where there are concerns for individual children the response to this will be considered within the context of safeguarding.
4. We will ensure that the DSL is kept informed of arrangements for first aid and children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.
5. Systems are in place to ensure that hate incidents, e.g. racist, homophobic, transphobic gender or disability-based bullying/cyberbullying, are reported, recorded and considered under safeguarding arrangements by the DSL. See Behaviour & Wellbeing Policy for further information.

7. REPORTING CONCERNS AND RECORD KEEPING

1. All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with the ESSCP Keeping Records of Child Protection and Welfare Concerns Guidance. At our setting we store records in a password protected drive. If a form has been filled in by hand, it will be scanned and the electronic version saved into the correct drive. The handwritten original will be destroyed once we have securely saved a copy.
2. The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.
3. Records will include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome

Please refer to Appendix G for guidance on recording and analysing concerns

4. The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.
5. We will continue to support any child leaving the setting about whom there have been concerns by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the child's new setting as a matter of priority, and within 5 working days.

6. When a child is due to transfer to another setting the DSL will consider if it would be appropriate to share any information with the new setting or college in advance of the child leaving. For example, information that would allow the new setting or college to continue supporting children who have or have had a social worker and been victims of abuse and have that support in place for when the child arrives.
7. When a new child joins our setting, and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL, the Designated Teacher for Looked After Children (LAC), and staff members as necessary.

8. SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

1. Our setting has robust safer recruitment procedures to help prevent unsuitable people from working with children.
2. All individuals working in any capacity at our setting will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: September 2023.
3. We will ensure that agencies and third parties supplying staff provide us with written confirmation that they have made the appropriate level of safeguarding checks on individuals working in our setting. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.
4. Professional visitors, such as Educational Psychologists, Social Workers or Local Authority Officers, will be expected to provide a professional proof of identity. Where necessary we will seek further reassurances from their employers that these persons have suitable DBS clearance etc.
5. External organisations can provide a varied and useful range of information, resources and speakers that can help our setting to enrich children's education, but we will always give careful consideration to the suitability of any external organisations. This may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.
6. Parents or other relatives of children or other visitors attending activities such as a parents evening or sports day will not be expected to provide any DBS or barred list checks. The Directors and DSL will decide case by case or event by event the level of supervision, if any, required for such persons.
7. We will ensure that we receive written confirmation from Alternative Provision providers that they have made the appropriate level of safeguarding checks on individuals working for their organisation.
8. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

9. We will ensure that at least one member of every interview panel has completed s a f e r recruitment training.
10. The DSL is responsible for ensuring that our single central record is accurate and up to date.
11. **We have a procedure in place to manage allegations against members of staff and volunteers, including low-level concerns, no matter how small, in line with Keeping Children Safe in Education: September 2023.** This procedure is detailed in Appendix A of this policy.

9. STAFF INDUCTION, TRAINING AND DEVELOPMENT

1. All new members of staff will be given an induction which includes the following:
 - Issue and explain the safeguarding and child protection policy
 - Issue and explain the behaviour policy
 - Issue and explain the staff behaviour policy/code of conduct
 - Issue and explain the policy/guidance which includes the safeguarding response to children who go missing from the setting
 - Explain the role of the DSL and share the identities of the DSL and all DDSLs
 - Issue Part One or Annex A* and Annex B of Keeping Children Safe in Education September 2023
 - Child protection and safeguarding training (including online safety)
 - All new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.

*Part One of Keeping Children Safe in Education is ‘information for all staff’ and in general **all** staff will be expected to read it. Annex A is a condensed version of Part One and it may be issued instead of Part One to *some* staff who do not directly work with children. Decisions around which version is read by whom will be made on an individual basis by the Directors and DSL.

2. The safeguarding induction and ongoing safeguarding training of staff will be integrated, aligned and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning. In particular it will include:
 - Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
 - Staff advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
 - When concerned about the welfare of a child, staff should always act in the best interests of the child.
 - Staff understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

- Staff understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour and positive mental health and that these barriers may persist even when the social care intervention ceases.
 - Staff understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour and education.
 - Staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
 - Staff understand that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
 - Staff to be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of setting and online.
 - Staff to understand, that even if there are no reports in the settings of child on child abuse it does not mean it is not happening, it may be the case that it is just not being reported.
 - Staff to understand the importance of challenging inappropriate behaviours between children, that are actually 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 know how to respond to a child who makes a disclosure of abuse or harm.
 - If staff are unsure, they should always speak to the DSL or deputy DSL.
 - If staff have any concerns about a child’s welfare, they should act on them immediately.
 - Staff should not assume a colleague or another professional will take action.
 - The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPoA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
 - Teaching staff in all subject areas to understand that there will be various opportunities, planned and unplanned, to reference, reinforce or develop aspects of the safeguarding agenda within their lessons such as online safety, healthy relationships, challenging hate or prejudice and critical thinking.
3. The DSL will undergo updated safeguarding and child protection training every two years. In addition to this their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role.

4. All staff members of the setting will receive appropriate safeguarding and child protection training (whole-setting training) annually. The DSL will provide ongoing briefings to the setting on any changes to safeguarding and child protection legislation and procedures and relevant learning from local and national serious case reviews as required, throughout the year.
5. Staff members who miss whole setting training will be required to undertake other relevant training to make up for it, e.g. by joining another setting's whole-setting training, or receiving 1:1 training from the DSL. The DSL will be responsible for arranging this.
6. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding and child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-setting training if it takes place during their period of work for the setting.
7. On the first occasion which staff members provided by other agencies and third parties, e.g. supply teachers and contractors come to our setting to work; they will be provided with details of the safeguarding arrangements at our setting, which will include identifying the DSL and the process for reporting welfare concerns. This will be in the form of the **Visitor Information Leaflet**.
8. The setting will maintain accurate records of staff induction and training.

10. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

1. We recognise that all matters relating to safeguarding and child protection are confidential.
2. The DSL will disclose information about a child to other members of staff on a need-to-know basis, and in the best interests of the child.
3. All staff members are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
4. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
5. All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
6. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix A of this policy.

11. INTER-AGENCY WORKING

1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.
2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
3. We will participate in safeguarding practice reviews (previously known as serious case reviews), other reviews and file audits as and when required to do so by the ESSCP. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

12. CONTRACTORS, VOLUNTEERS, VISITORS, SERVICE AND ACTIVITY PROVIDERS, ALTERNATIVE PROVISION PROVIDERS

1. We will ensure that contractors and providers are aware of our setting safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns. Any person entering the site for the first time will be provided with details of the safeguarding arrangements at our setting, which will include identifying the DSL and the process for reporting welfare concerns. This will be in the form of the Visitor Information Leaflet.
2. We will seek written confirmation that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: September 2023. If assurance is not obtained, permission to work with our children or use our setting premises may be refused.
3. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
4. When the setting place a child with an alternative provision provider, the setting continues to be responsible for the safeguarding of that child. The setting will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the setting would otherwise perform in respect of our own staff. We will also ensure that the alternative provision provider is aware of any risk factors or safeguarding concerns for any child placed with them by us and that they can meet their needs. In respect of us being responsible for the safeguarding of that child we will establish agreements and protocols with the alternative provision provider for the sharing of information such as daily attendance or emerging concerns.

13. SITE SECURITY

1. The setting site is surrounded by a continuous perimeter fence to reduce the risk of unauthorised access/egress.
2. All staff members have a responsibility to ensure our buildings and grounds are **s e c u r e** and for reporting concerns that may come to light.
3. We check the identity of all visitors and volunteers coming into setting. Visitors are expected to sign in and out in the office visitors' log and to **display a visitor's badge** while on the setting site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Staff will wear blue t-shirts and yellow lanyards displaying a NatureKids Staff badge and will be clearly identifiable.
4. The setting will not accept the behaviour of any individual, parent or anyone else, that threatens setting security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the setting site.

14. WHISTLEBLOWING AND COMPLAINTS

1. We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
2. We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues (including low-level concerns). If necessary, they will speak with the headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns with any of the aforementioned they can contact the NSPCC helpline on 0800 028 0285 or via help@nspcc.org.uk or [Whistleblowing Advice Line NSPCC](#)
3. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. This is outlined in our **Complaints Procedure**.

15. QUALITY ASSURANCE

1. We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL.
2. The Directors will ensure that action is taken to remedy without delay any areas for development identified in safeguarding and child protection arrangements.

16. THE LEGAL FRAMEWORK

1. Section 175 of the Education Act 2002 places a duty on governing bodies of maintained settings and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the setting are exercised with a view to safeguarding and promoting the welfare of children who are children at the setting. Section 157 of the same Act places a similar duty on non-maintained and independent educational establishments, including free settings and academies.
2. Under section 10 of the Children Act 2004, all maintained settings, further education colleges and independent settings, including free settings, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
3. Under section 14B of the Children Act 2004, the East Sussex Safeguarding Children Partnership (ESSCP) can require a setting, college or early years provider to supply information in order to perform its functions. This must be complied with.
4. Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and settings providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage
5. This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:
 - *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*
 - *Keeping Children Safe in Education: Statutory Guidance for settings and Colleges, September 2023*
 - *Pan-Sussex Child Protection and Safeguarding Procedures*
 - *Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018*
 - *What to do if you're worried a child is being abused, March 2015*
 - *Statutory Framework for the Early Years Foundation Stage, September 2021*

17. POLICY REVIEW

1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with that policy review cycle.
2. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

18. LINKED POLICIES AND PROCEDURES

1. The following policies are available from the SLES Safeguarding czone page:
 - **Staff Behaviour Policy / Code of Conduct**

- **Keeping Records of Child Protection and Welfare Concerns**
- **Protocol for Managing Child on Child Harmful Sexual Behaviour in settings**

2. The following policies are held by NatureKids:

- 1: Behaviour & Wellbeing Policy
- 2: Confidentiality Policy
- 3: Cameras, Mobile Phones and Social Media
- 4: Emergency Procedures
- 5: Missing Child Procedure
- 6: Health & Safety
- 7: Equality and Diversity
- 8: Safeguarding
9. Complaints Procedure
10. Documentation, Information, & Record Keeping
11. Adverse Weather Policy
12. Missing Child Policy
13. Emergency Evacuation Policy and Procedures
14. Drop Off and Pickup Policy
15. Allergies and Allergic Reactions Policy
16. Visitors Policy
17. Risk Assessments

APPENDIX A

Child Protection and Safeguarding Procedure

1. DEFINITIONS

- 1. Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 2. Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 3. Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

4. **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
5. **Safeguarding** is the action we take to promote the welfare of children and protect them from harm.
 - protecting children from maltreatment;
 - preventing impairment of children's mental or physical health and development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.

2. CATEGORIES OF ABUSE

1. **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
2. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (which is classed within a broader range of issues known as child on child abuse) in education and all staff should be aware of it and of the setting policy and procedures for dealing with it. The setting response to child on child abuse is detailed within Appendix C of this policy.

5. Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.
6. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.
7. Depending on the age and capacity of the child, staff should be aware of possible self-neglect, e.g. where a child may not be following medical guidance or taking medication as prescribed. Where this is the case this should be raised as a safeguarding concern.

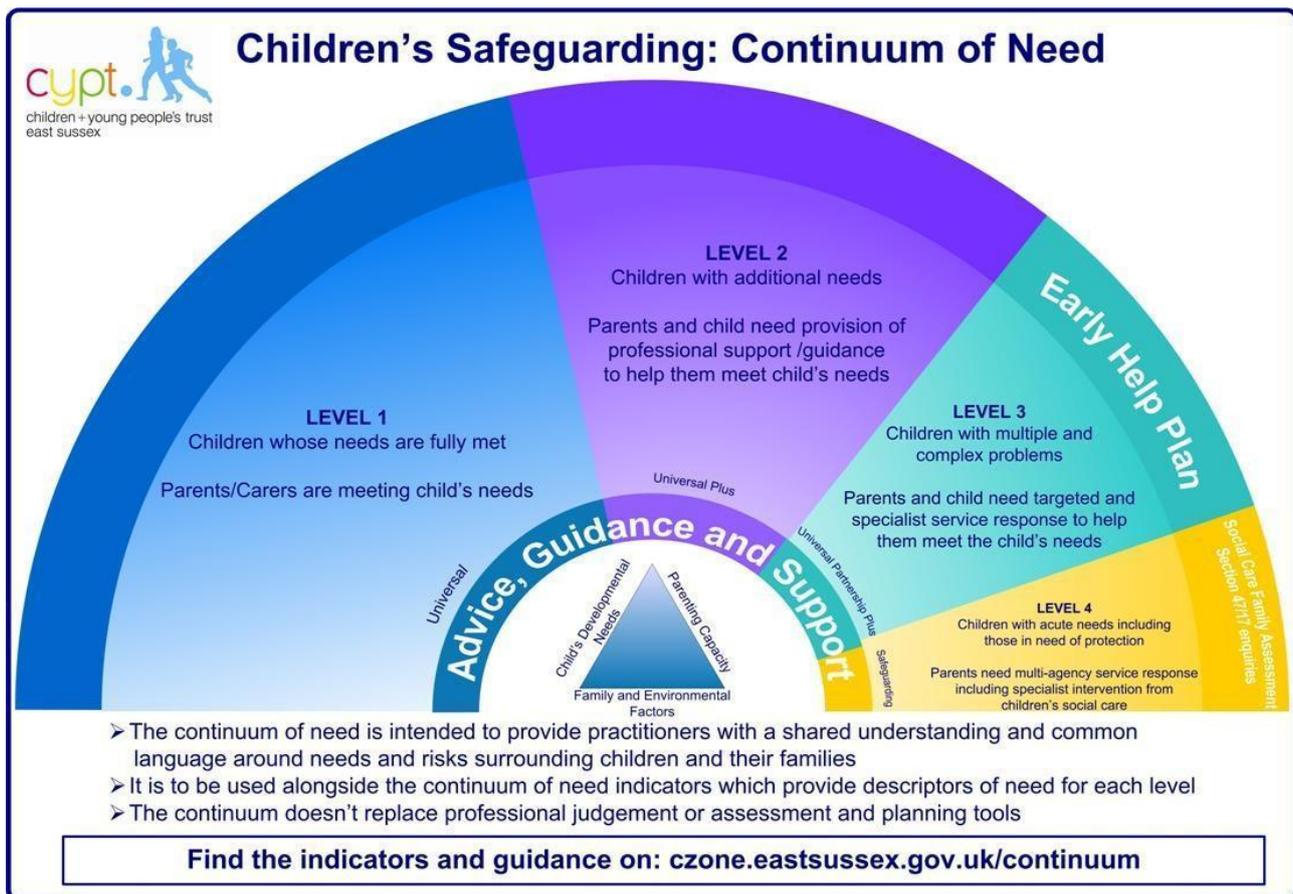
3. RECOGNITION – WHAT TO LOOK FOR

1. Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://sussexchildprotection.procedures.org.uk/page/contents> for further guidance.
2. In an abusive relationship, the child may:
 - appear frightened of their parent(s)
 - act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
 - however, they may also not exhibit any signs of stress/fear
3. In an abusive relationship, the parent or carer may:
 - persistently avoid child health services and treatment of the child's illnesses
 - have unrealistic expectations of the child
 - frequently complain about or to the child and fail to provide attention or praise
 - be absent
 - be misusing substances
 - persistently refuse to allow access on home visits by professionals

- be involved in domestic violence and abuse
 - be socially isolated
4. Serious case reviews, now known as safeguarding practice reviews, have found that parental substance misuse, domestic abuse and mental health problems, if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty; frequent house moves or eviction.

4. SAFEGUARDING CHILDREN CONTINUUM OF NEED

1. The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. It is important that all members of staff are familiar with it.
2. The Continuum of Need shows that a child's or family's additional needs can be on a range from one to four, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



3. The Continuum of Need identifies four levels of need.

Level 1:

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

Level 2:

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

Level 3 _____:

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

Level 4:

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

4. By referring to the Continuum of Need and indicators, the setting can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.
5. When assessing cases of possible neglect the ESCC Neglect Matrix will be used. This tool mirrors the Continuum of Need, but with greater focus upon potential indicators of neglect mapped across each of the four levels of need.

5. WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

1. When concerned about the welfare of a child, staff should always act in the best interests of the child.
2. Staff should always speak to the DSL or deputy DSL about any concern with a child.
3. If staff have any concerns about a child's welfare, they should act on them immediately.
4. Staff should not assume a colleague or another professional will take action.
5. The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPoA (see appendix H). In these circumstances,

any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

6. At NatureKids, all concerns should be reported using the **welfare concern form** and any other associated forms, which are available in paper form.

Refer to Appendix I for the Safeguarding Reporting Process Flowchart

6. DEALING WITH A DISCLOSURE MADE BY A CHILD

1. If a child discloses that he or she has been abused or experienced harm in some way, the member of staff or volunteer should follow this guidance.
 - Listen to what is being said without displaying shock or disbelief.
 - Only ask questions when necessary to clarify.
 - Accept what is being said.
 - Allow the child to talk freely – do not put words in the child’s mouth.
 - Reassure the child that what has happened is not his or her fault.
 - Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
 - Stress that it was the right thing to tell.
 - Do not criticise the alleged perpetrator.
 - Explain what has to be done next and who has to be told.
 - Inform the DSL without delay.
 - Complete the child protection welfare concern form and pass it to the DSL.
 - Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

7. DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD

1. In general we will always discuss any concerns the setting may have with the child’s parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
2. If we make a decision not to discuss our concerns with the child’s parents or carers this will be recorded in the child’s safeguarding file with a full explanation for our decision.
3. It is important to consider the child’s wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
4. When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

5. How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
6. If concerns have arisen as a result of information given by a child, we will reassure the child but not promise confidentiality.
7. We will discuss our concerns with the parents and seek their consent to making a referral to Children's Social Care, unless we consider that this would place the child at increased risk of significant harm.
8. We do not need the parents' consent to make a referral if we consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
9. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to Children's Social Care.
10. If we decide to refer a child without the parents' consent, we will record this with a full explanation of our decision.
11. When we make our referral, we will agree with Children's Social Care what the child and parents will be told, by whom and when.

8. EARLY HELP FOR CHILDREN AND FAMILIES

1. Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our setting or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
2. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for the children identified in part 4 of the main policy document.
3. Our setting will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children July 2018* and local guidance, to any child who needs it.
4. We will pool our knowledge within the setting and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the East Sussex Safeguarding Continuum of Need tool to identify what level of need the child or their family has.
5. We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

6. We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.
7. If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate, or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Single Point of Advice for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

9. CHILDREN'S SOCIALCARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

1. Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), we will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.
2. We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
3. We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the child's wishes, and views are considered in their own right in planning.
4. If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
5. We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.
6. We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

10. INFORMATION SHARING AND CONSENT

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

2. The setting may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
3. We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
4. The Data Protection Act 2018 and the General Data Protection Regulations 2018 are not barriers to sharing information and do not change duties under safeguarding. They are there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
5. We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
6. We will be clear about the purpose of sharing confidential information and only share as much as we need to achieve the purpose.
7. We will try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we will record this with a full explanation of the decision.
8. Consent will not be sought from parents or carers (or the child, if they have sufficient understanding), if:
 - it would place a child at increased risk of harm; or
 - it would place an adult at risk of serious harm; or
 - it would prejudice a criminal investigation; or
 - it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
 - required by law or a court order to share information.
9. Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.
10. Consent is necessary, for:
 - Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
 - Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

11. Where there is any doubt about the need for seeking consent, advice will be sought from the DSL or from the Children's Social Care Single Point of Advice.
12. A record will be made of the decision to share information, with or without consent, and the reasons for it. Equally a record will be made of any decision not to share information including the reason for this.

11. RECORD KEEPING

1. Accurate and timely record keeping is an important part of the setting's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
2. All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely.
3. Records will include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
4. Records will be factual, accurate, relevant, up to date and auditable. They will support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
5. All staff members, directors, volunteers, contractors and activity providers will ensure that they record and report safeguarding concerns in line with guidance from the ESSCP Keeping Records of Child Protection and Welfare Concerns Guidance.
6. The DSL will ensure that records are maintained accurately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

12. PROFESSIONAL CHALLENGE AND DISAGREEMENTS

1. Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
2. We will promote a culture within our setting that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of safeguarding in the setting. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead or the Director.

3. Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
4. If there are any professional disagreements with practitioners from other agencies, the DSL or the Directors will raise concerns with the relevant agency's safeguarding lead in line with section 7.2 [*Resolving Professional Differences*](#) guidance in the Pan-Sussex Child Protection and Safeguarding Procedures.
5. If the setting disagrees with the child protection conference chair's decision, the DSL or the headteacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

13. PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF

1. Within this document the term staff should be broadly read as any adult working within the setting, whether directly employed, providing a contracted service, a one-off service such as a supply teacher or a volunteer.
2. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our setting. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
3. Allegations sometimes arise from a differing understanding of the same event but, when they occur, they are distressing and difficult for all concerned. We also recognise that some allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
4. We will take all possible steps to safeguard our children and to ensure that the adults in our setting are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education September 2023 and Pan Sussex Procedures are adhered to and will follow the flowchart in Appendix F of this policy.
5. If an allegation is made or information is received about an adult who works in our setting which indicates that they have:
 - behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children

the member of staff receiving the information will inform the DSL immediately. Should an allegation be made against the DSL, this will be reported to the Chair of directors. In the event that neither the DSL nor Chair of directors are contactable on that day, the information must be passed to and dealt with by either the member of staff acting as the DSL or the Vice Chair of directors.

6. The DSL or Chair of directors will follow the flowchart in Appendix F of this policy. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.
7. Any member of staff or volunteer who does not feel confident to raise their concerns with the DSL or Chair of directors should follow the flowchart in Appendix F of this policy and make the appropriate contact direct.
8. Supporting people:
 - The setting together with Children’s Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
 - The headteacher will ensure that the child and family are kept informed of the progress of the investigation.
 - The setting will need to contact their Personnel/HR lead for the organisation for advice in relation to the investigation of any allegation in line with the Councils’ Disciplinary Policy, where appropriate.
 - The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which will be chaired by Children’s Social Care or the LADO if the staff member is employed by ESCC).
 - The Personnel/HR lead for the organisation will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
 - The Director will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
 - The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).
9. The setting has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the Personnel/HR lead for the organisation. In the case of a member of teaching staff, a decision will be made about whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.
10. In line with Keeping Children Safe in Education September 2023, under no circumstances will the setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

11. Where there are conduct issues with a supply teacher, which may not reach the threshold for safeguarding, we will consult the LADO nonetheless.
12. The agency for the supply teacher will be fully involved and expected to co-operate in any enquiries from the LADO, police and/or children's social services.
13. Where directed to do so by the LADO, police and/or children's social services, the setting will support any safeguarding investigation of a supply teacher by collecting the facts when an allegation is made.
14. In this respect it may be that the setting take a lead on that safeguarding element of investigation.

14. PROCEDURE FOR MANAGING LOW-LEVEL CONCERNS

1. As part of our whole setting approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.
2. Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. This will encourage an open and transparent culture; enable our setting to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the setting.
3. If anyone has a 'low-level' concern this does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in section 13 of this annex. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
4. Examples of such behaviour could include, but are not limited to:
 - Being over friendly with children;
 - Having favourites;
 - Taking photographs of children on their mobile phone;
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - Using inappropriate sexualised, intimidating or offensive language.
 - Humiliating children .

5. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.
6. It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly with the DSL (this should include self-referral) so that they can be recorded and dealt with appropriately. (Where the concerns may be about the DSL, see 13.5 above for who to refer these to). Ensuring they are dealt with effectively should also protect those working in or on behalf of settings and colleges from becoming the subject of potential false low-level concerns or misunderstandings.
7. If the concern has been raised via a third party, the Director will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved, along with any witnesses.
8. Where a low-level concern arises about supply staff or contractors, their employer will be notified so that any potential patterns of inappropriate behaviour can be identified.
9. If there is ever any doubt as to whether information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, then the LADO will be consulted.
10. To ensure that there is clarity about how staff should behave, and to avoid inadvertent or thoughtless behaviour, staff should ensure that they have fully read and understood the **Staff Code of Conduct**.

15. THE USE OF 'REASONABLE FORCE'

1. There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.
2. Please see [Sussex Restrictive Physical Intervention Policy](#) for further guidance on the use of reasonable force and restrictive physical interventions.
3. When managing incidents of reasonable force and restrictive physical interventions the setting will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

APPENDIX B

1. INTRODUCTION

1. Annex B of Keeping Children Safe in Education September 2023 identifies a number of specific safeguarding issues, listed below, which all staff need to be aware of. All staff must read Annex B of Keeping Children Safe in Education September 2023 to ensure that they can identify any indicators of any of these possible issues and raise them with the DSL where they have a concern about a child at the setting.
 - Child abduction and community safety incidents
 - Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
 - County lines
 - Children and the court system
 - Children missing from education
 - Children with family members in prison
 - Cybercrime
 - Domestic abuse
 - Homelessness
 - Mental health
 - Modern Slavery and the National Referral Mechanism
 - Preventing radicalisation, the Prevent duty and the Channel Process
 - Sexual violence and sexual harassment between children in settings and colleges
 - Serious Violence
 - So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)
2. There is mandatory reporting duty for staff with regards to FGM so staff should take careful note of that when reading Annex B of Keeping Children Safe in Education.
3. Within this appendix there is further local information, in addition to the information provided in Annex B of Keeping Children Safe in Education September 2023, on the following issues
 - Children Missing from Education
 - CCE, CSE and County Lines: MACE
 - Domestic abuse
 - Children with medical conditions
 - Prevent
 - Private Fostering
 - Self-Harm and suicidal behaviour
4. Child on child abuse is dealt with separately in Appendix C of this policy.
5. Further information about preventing extremism and radicalisation (the Prevent Duty) is provided in Appendix D of this policy.

2. CHILDREN WHO ARE ABSENT FROM EDUCATION

1. All staff should be aware that children being absent from setting or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. This includes when problems are first emerging but also where children are already known to Children's Social Care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. It is important that staff are aware of their setting or college's unauthorised absence procedures and children missing education procedures.
2. All staff should be aware of the importance of completing registers in a timely and accurate way.
3. All in-setting procedures around absence, as per the Attendance Policy, should be followed by staff. Although the DSL has oversight of attendance, this does not prevent staff from speaking directly with the DSL about the attendance/absence of any child about whom they have concerns, and indeed they should do so.

3. CCE, CSE AND COUNTY LINES: MACE

1. As part of the graduated support available to settings for MACE (Multi Agency Child Exploitation) and VARP (Vulnerable Adolescent Risk Panel) children at risk of exclusion there is a mechanism to ensure that settings are aware of the support available to them to maintain the placement when a child open to the MACE Operational Group or VARP is at risk of exclusion. To ensure settings are aware of the universal support available to maintain full time education in these cases, and to provide an opportunity for additional, targeted, multi-agency support where required, an Education Review Meeting (ERM) can be requested by the setting, through the MACE Operational Group process, or through the VARP, as a tool to prevent exclusion. An ERM will also be automatically triggered by the fixed term exclusion of a child open to MACE Operational Group or VARP, to prevent the risk associated with further exclusion. Further information on ERMs is on the Behaviour and Attendance Service, [ESBAS Resources page](#).

4. DOMESTIC ABUSE

1. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some

cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

2. When approaching conversations with children or adults about domestic violence and abuse we will do so in line with the ESCC Domestic Abuse Toolkit: Supported Conversations with Young People and their Carers

5. CHILDREN WITH MEDICAL CONDITIONS

1. Children with medical conditions will be supported in accordance with the statutory guidance Supporting Children at setting with Medical Conditions 2015.^w
2. The setting will ensure that arrangements are in place to support children with medical conditions. These arrangements will be informed through liaison with the parents and medical professionals, where appropriate, and dependent on the age and capacity, the child as well.
3. Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.
4. The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.
5. Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.
6. The DSL will consult with Health Professionals and consider further safeguarding actions in the event of:
 - concerns about attendance
 - if a medical condition is impacting on a child's ability to participate in normal setting activities
 - if emergency treatment is being provided regularly
 - If there has been a significant health event at setting
7. In respect of health concerns for a child the DSL will give due consideration to the possibility of fabricated or induced illness and perplexing presentations.

6. PRIVATE FOSTERING

1. Parents and carers often fail to notify settings about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

2. Private Fostering definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step-parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.
3. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or into prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.
4. In any setting, staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current, having been made in an emergency.
5. Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

7. SELF-HARM AND SUICIDAL BEHAVIOUR

1. Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. We will make use of the ESCC [Self-harm Toolkit](#) to support our practice in this area.
2. The DSL will always make onward referrals to mental health specialist services or Children's Social Care, in line with the Pan-Sussex Child Protection and Safeguarding Procedures.
3. Within East Sussex there is a protocol so that when a young person attends the Emergency Department of The Conquest Hastings or the Eastbourne District General Hospital, and self-harm is evident, the hospital will seek to share information with the DSL at the young person's setting or college. The sharing of this information is based entirely upon consent from the young person/parent/carer, so the setting will not receive information about every incident. Where the setting does receive information about an incident of self-harm, this will be a care plan devised by a paediatric liaison mental health nurse who assessed the young person at the hospital. Any care plan received will be used to inform the ongoing safeguarding of that young person and communication/liason with the young person/parent/carer will be arranged to facilitate this.
4. If a young person's presentation at the Emergency Department represents a safeguarding concern, then the safeguarding team at the hospital will raise this through their own safeguarding processes and SPOA will be informed. In this respect not all presentations at the Emergency Department will automatically trigger a referral to SPOA, so if on receipt of

a care plan from the hospital further concerns emerge, either from existing contextual information the setting has, or from new information shared by the young person, then we will follow our usual safeguarding processes and consider making a referral to SPOA.

Further information on the local procedures in response to the above issues can be found within section 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#).

APPENDIX C

At this setting we take a zero-tolerance approach to child on child abuse.

1. Throughout this appendix reference will be made to the terms perpetrator and victim. These terms appear within DfE guidance such as Keeping Children Safe in Education and are easily understood. These terms are being used within this document to aid the flow of sentences however when discussing incidents of child on child abuse with children, parents or carers the term perpetrator will be replaced with ‘child who has displayed X behaviour’ and victim will be replaced with ‘child who has experienced X behaviour’.
2. All staff will be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of setting and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
3. 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 children (teenage relationship abuse);
 - 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 nudes 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)
4. All staff understand the importance of challenging inappropriate behaviours between children that are actually 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.

5. All staff understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of setting staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they will act on them immediately rather than wait to be told.
6. The initial response to a report of child on child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse to report or come forward.
7. Staff understand that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.
8. Staff will be mindful that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
9. All staff will reassure victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the setting or college will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
10. All staff understand, that even if there are no reports in the setting of child on child abuse it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important for staff to speak with the DSL or a DDSL if they have any concerns regarding child on child abuse.
11. If an allegation of child on child abuse is made:
 - The initial response to a report from a child is important. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
 - Staff will record the disclosure and inform the DSL.
 - The DSL will assess the information and identify appropriate outcomes to the incident, which may include setting-based support or interventions, and or referrals to other agencies, as necessary, such as SPoA, Children's Social Care, CAMHS and the Police (if the allegation involves a potential criminal offence).
 - Where it is necessary to contact the police we will explain to those children involved that the law is in place to protect children and young people rather than to necessarily criminalise them, and this will be explained in such a way that avoids alarming or distressing them.
 - When responding to a disclosure of child on child abuse the wishes of the victim, in terms of how they want to proceed, will be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed

and any support that they will be offered. This will however need to be balanced with the setting's duty and responsibilities to protect other children.

- A risk assessment will be completed and where necessary a written support plan created for all children involved, including the child/ren who has experienced the abusive behaviour and the child/ren who is alleged to have displayed the abusive behaviour as well as any others affected, with a named person they can all talk to if needed.
- Any risk assessment will give consideration to potential intra-familial harms and any necessary support for siblings.
- Where an incident has occurred within the setting then the time and location will be identified, and a risk assessment completed to make the location safer.
- Risk assessments and support plans will be completed in conjunction with parents/carers, the child (depending on their age) and with support from any other agencies involved such as Children's Social Care or the police.
- If the incident involves a Harmful Sexual Behaviour (HSB) then the guidance in the [East Sussex Protocol for Managing Peer on Peer Harmful Sexual Behaviour in settings](#) will be followed and a Safeguarding Risk Reduction Plan created accordingly.
- Incidents involving consensual and non-consensual sharing of nudes and semi nudes images and or videos will be managed in line with guidance in [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Any risk assessments/support plans devised will be shared with staff within the setting, as necessary, to ensure that staff are aware of the additional measure in place to safeguard those children.
- All incidents of child on child abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting/sharing nudes and semi-nudes or whether the incident was potentially criminal).

12. The setting will minimise the risk of child on child abuse by:

- Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Addressing any inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys, whilst at the same time recognising that any of these issues can affect any children regardless of their gender.
- Ensuring our whole setting approach to safeguarding and preventive curriculum helps to educate children about appropriate behaviour and consent.
- Ensuring children are aware of the different ways in which they can speak with a trusted adult in the setting, either directly or through other means such as worry boxes or online help buttons, which are monitored by key staff in the safeguarding team. (amend this sentence to reflect what the systems in your setting are)
- Ensuring children are aware of the different ways in which they can speak with an adult outside of the setting through agencies such as Child Line or the NSPCC.

- Ensuring that staff are aware of child on child abuse and maintain an attitude of ‘it could happen here’, as they do with all areas of safeguarding.
 - Ensuring that staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves.
13. Sexual violence and sexual harassment between children is an element of child on child abuse which requires particular consideration due to the potentially criminal nature of incidents. As with other areas of child on child abuse these types of behaviours and incidents may occur within the community, outside of the setting day, or indeed within the setting premises, during the setting day. In either instance the abuse could be occurring face to face or online. In many cases abuse will take place concurrently via online channels and in daily life.
 14. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk of experiencing sexual violence or harassment. Although it is more likely that it will be perpetrated by boys, it is recognised that boys will at times be victims as well. In any case, all child on child abuse is unacceptable and will be taken seriously and not tolerated.
 15. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our setting as well.
 16. Sexual violence and harassment form part of a broader range of Harmful Sexual Behaviours (HSB). All problematic and Harmful Sexual Behaviours will be responded to by the setting. Sexual violence refers to those behaviours which are offences under the Sexual Offences Act 2003, as described below:
 - **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (settings should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)
 - **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity

is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
 - the age of consent is 16;
 - sexual intercourse without consent is rape.
17. When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of setting. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
18. Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual “jokes” or taunting;
 - physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (the setting will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim).
 - displaying pictures, photos or drawings of a sexual nature;
 - upskirting;
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.
19. All child on child abuse is unacceptable and will be taken seriously.

APPENDIX D

1. All settings and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.
2. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is all part of our whole setting approach to safeguarding.
3. When approaching this area of work our setting uses the following accepted Governmental definitions of extremism, radicalisation and terrorism:
 - **Extremism** is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
 - **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
 - **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
4. There is no place for extremist views of any kind in our setting, whether from internal sources, children, staff or directors, or external sources - setting community, external agencies or individuals.
5. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by children or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for children and the Code of Conduct for staff.
6. We are aware that technology is a significant component of many safeguarding and wellbeing issues and that children are at risk of being exposed to illegal, inappropriate or harmful content including radicalisation and extremism online. As such the setting will ensure that children are safe from terrorist and extremist material when accessing the internet in setting by establishing appropriate levels of filtering and supporting this with our Preventative Curriculum.
7. We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
8. We will teach and encourage children to respect one another and to respect difference, especially those of a different faith or no faith.

9. We will ensure that all our teaching approaches help our children build resilience to extremism and give children a positive sense of identity through the development of critical thinking skills.
10. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
11. We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation.
12. As part of our whole setting safeguarding responsibilities setting staff will be alert to:
 - Disclosures by children of their exposure to the extremist actions, views, or materials of others outside of setting, such as in their homes or community groups, especially where children have not actively sought these out.
 - Graffiti symbols, writing or artwork promoting extremist messages or images.
 - Children accessing extremist material online, including through social networking sites.
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - Partner settings, local authority services, and police reports of issues affecting children in other settings or settings.
 - Children voicing opinions drawn from extremist ideologies and narratives.
 - Use of extremist or 'hate' terms to exclude others or incite violence.
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
 - Attempts to impose extremist views or practices on others.
 - Anti-Western or Anti-British views.
13. We encourage the use of external agencies or speakers to enrich the experiences of our children ; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our children .
14. Our setting will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
 - Any messages communicated to children are consistent with the ethos of the setting and do not marginalise any communities, groups or individuals
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise children through extreme or narrow views of faith, religion or culture or other ideologies
 - Activities avoid contradictory messages or duplication
 - Activities are matched to the needs of children
 - Activities are carefully evaluated by settings to ensure that they are effective
15. We recognise, however, that the ethos of our setting is to encourage children to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

16. We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.
 - All concerns will be reported to the DSL.
 - All concerns will be fully investigated and responded to from a safeguarding perspective, alongside, where needs be, the Behaviour Policy/Code of Conduct.
 - Parents/carers will be contacted, and the concern discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident.
 - If a crime has been committed then the police will be contacted.
 - If the setting are concerned that someone is vulnerable to radicalisation, we will submit a [Prevent referral form](#). This referral is screened by the police Prevent team to determine if the young person is vulnerable to being drawn into terrorism.
 - If a vulnerability is identified the case will be discussed at the local 'Channel' meeting - a voluntary programme through which individuals consent to receive support to address their vulnerabilities and reduce the risk to them.
 - The setting will have a representative at these meetings.
17. The arrangements for recruiting all staff, directors and volunteers, to our setting will follow guidance for safer recruitment. Within this we will be alert to the possibility that people may seek to gain positions within our setting to unduly influence our settings' character and ethos. We are aware that such people seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
18. Where the setting premises are used for non-setting activities we will ensure due diligence around those activities to ensure that these do not conflict with the Prevent Duty.
19. The DSL will complete Prevent Training. Whole setting safeguarding training will include Prevent.
20. The ongoing whole setting approach to fulfilling the Prevent Duty will be informed by a risk assessment which will take into account the local context and the child demographic. This will determine the level and frequency of any additional training as well as curriculum content or interventions for groups or individual children .

Risk assessment considerations for 2023/24 (East Sussex)

Local Channel referral themes currently include:

- Males (13-17yrs): Think families and future outcomes for younger children.
- Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms.
- ASD traits are often present but should not be considered as the only vulnerability
- Racist views (comfortable in expressing these openly to peers either online or in person) and other hate themes: religion/sexuality/disability
- Mental health: anxiety, low mood, depression and self-harm

- Historic and current bullying which have left a negative impression on them about their setting: how they view their peers and as well as staff who dealt with any incidents – creating a sense of injustice and grievance.
- Isolation/loner with few ‘real friends’/peers – creating no sense of belonging.

APPENDIX E

1. Role of the Designated Safeguarding Lead

1. The Designated Safeguarding Lead (DSL) at our setting will always be a senior member of staff from the setting leadership team, and their lead responsibility for safeguarding and child protection (including online safety) will always be explicit in their job description.
2. The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively.
3. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

2. Availability

1. During session times, the DSL or a deputy will always be available (during setting hours, or out of hours for a setting arranged activity such as a setting trip) for staff in the setting to discuss any safeguarding concerns.

3. Manage referrals

1. The DSL will refer cases:
 - of suspected abuse and neglect to East Sussex children's social care as required and support staff who make referrals to East Sussex children's social care;
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
 - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - where a crime may have been committed to the Police as required. using the NPCC-[When to call the police](#) guidance to inform this decision.
 - Registered early years settings must notify Ofsted, or the childminder agency with which they are registered, of any serious accident, illness, or injury to, or death of, any child while in their care and of the action taken. Notify the ESCC Early Years Improvement Team who will provide further advice and guidance.

4. Working with others

1. The DSL will:
 - act as a source of support, advice and expertise for all staff;
 - act as a point of contact with the safeguarding partners;
 - liaise with the Directors to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the “case manager“ and the LADO for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- where relevant to the setting, liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Where relevant to the setting, work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at setting.
- This includes:
 - ensuring that the setting knows who the cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Liaise with agencies providing early help services and coordinate referrals from the setting to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children’s social care where the situation does not improve.

5. Information sharing and managing the child protection file

1. The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.
2. Records will include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome
3. The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.
4. Where children leave the setting (including in year transfers) the DSL will ensure their child protection file is transferred to the new setting or college as soon as possible, and within 5

days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main child file, by secure transit, and confirmation of receipt will be obtained. We will make use of the ESCC [Transition - Information Sharing](#) guidance to support this process.

5. When our setting receives safeguarding information about a new or existing child this will be shared by the DSL with other key members of staff such as the SENCO.
6. Because a lack of information about their circumstances can impact on a child's safety, welfare and educational outcomes, in addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new setting or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the new setting or college.
7. Where a parent/carer has expressed their intention to remove a child from the setting with a view to educating at home, the DSL will liaise with East Sussex [Elective Home Education](#) (EHE) Team to ensure that any safeguarding concerns (should there be any) are shared adequately with them, so as to inform next steps.

6. Raising Awareness

1. The DSL will:
 - organise whole setting safeguarding and child protection training for all staff members annually and provide regular ongoing updates throughout the year;
 - ensure each member of staff has access to, and understands, the setting's child protection policy and procedures, especially new and part-time staff;
 - ensure the setting's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
 - ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the setting in this;
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
 - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and setting leadership staff.
 - This will include ensuring that the setting, and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
 - Ensure that staff understand that children who have a social worker due to safeguarding or welfare needs may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and positive mental health.
 - Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absences or missing education where there are known

safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

- Ensure that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding and child protection policy and speaking to the DSL.

7. Training, knowledge and skills

1. The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. This training will provide the DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:
 - understand the assessment process for providing early help and statutory intervention, including the East Sussex continuum of need and the SPOA referral arrangements;
 - have a working knowledge of how East Sussex conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
 - understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations and practitioners;
 - understand and support the setting with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at setting;
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and

radicalisation and are confident they have the capability to support children with SEND to stay safe online;

- obtain access to resources and attend any relevant or refresher training courses; and,
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect them.
2. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

8. Providing support to staff

1. Training will support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- ensure that staff are supported during the referrals processes; and
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

9. Understanding the views of children

1. It is important that children feel heard and understood at our setting. Therefore, the DSL will be supported in developing knowledge and skills to:
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them; and
 - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

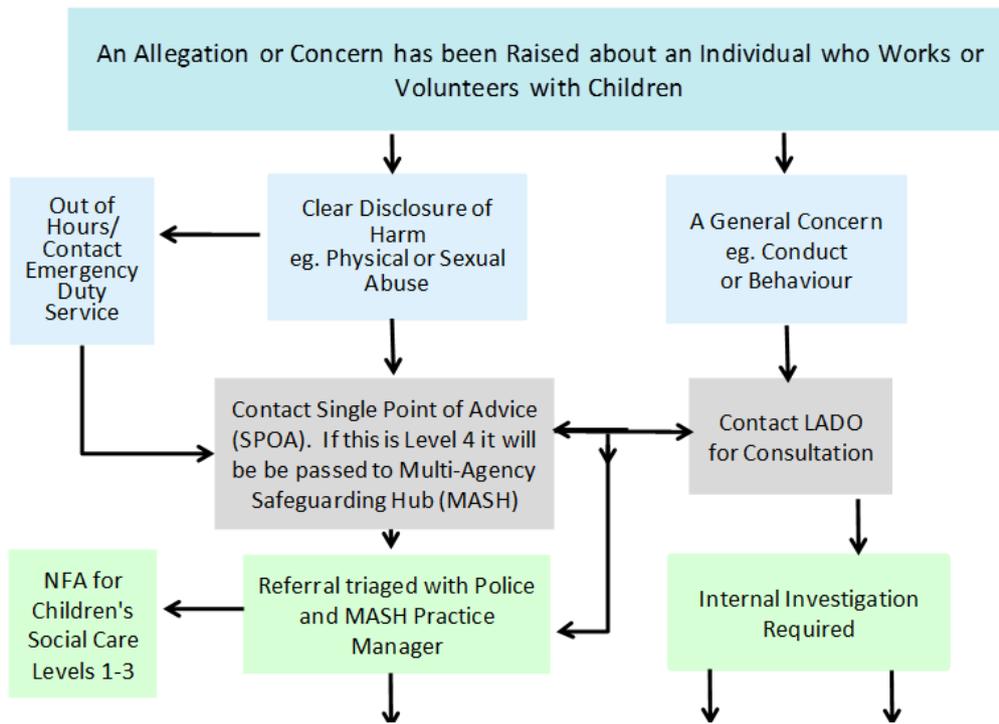
10. Holding and sharing information

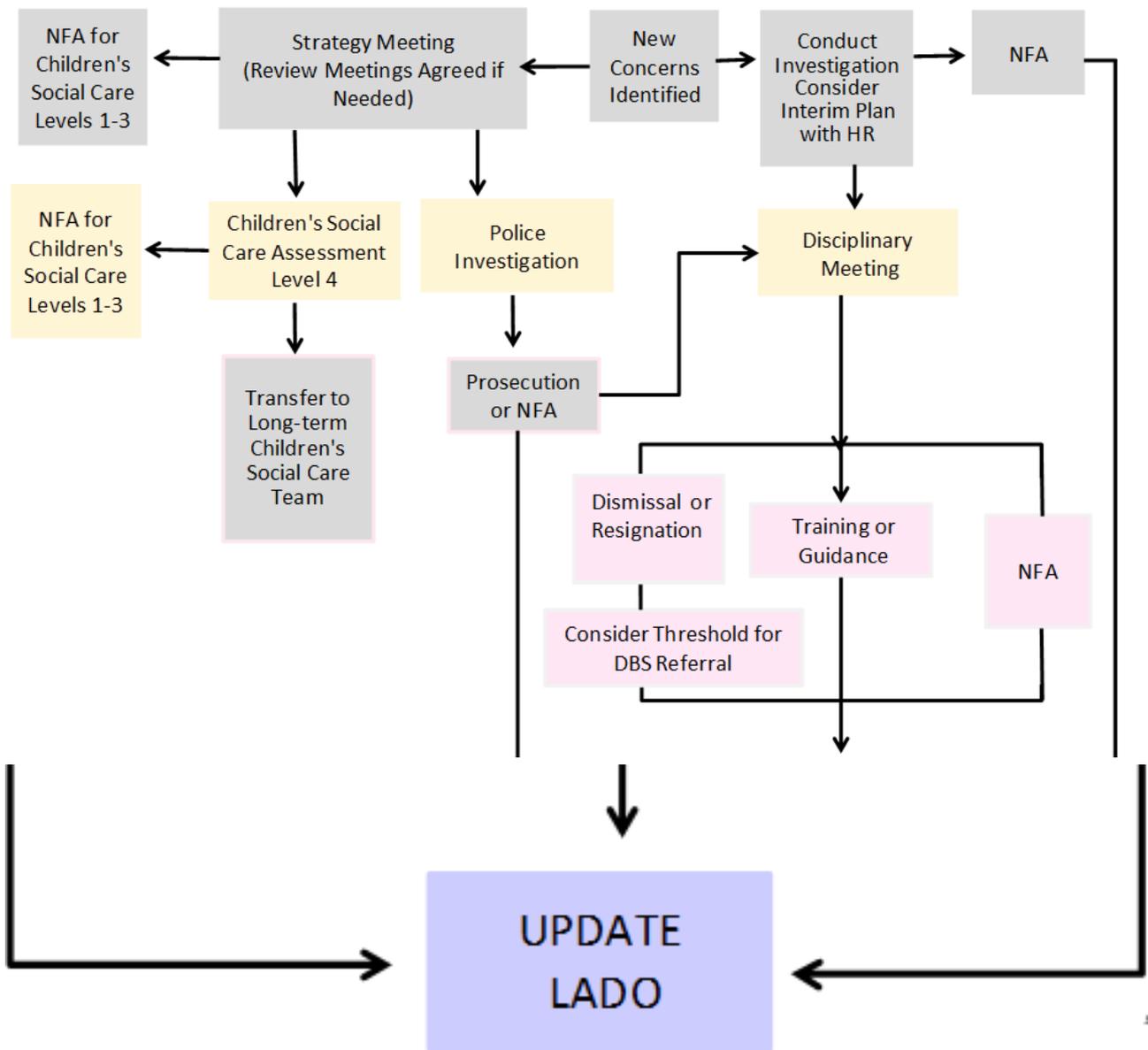
1. Due to the critical importance of recording, holding, using and sharing information effectively the DSL will be equipped to:
- understand the importance of information sharing, both within the setting, and with other settings and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
 - be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

11. Quality Assurance

1. Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum twice a year).
2. Complete a self-assessment audit of the setting's safeguarding arrangements at frequencies specified by the ESSCP and using the audit tool provided by ESCC/SLES for this purpose.
3. Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
4. Take lead responsibility for remedying any areas for development identified in safeguarding and child protection arrangements.

APPENDIX F





APPENDIX G

When **recording** a concern, the record must:

Accurate	<ul style="list-style-type: none"> • Be specific. • Use a body map if the concern relates to a part of the body, and describe the injury/bruise/mark etc.
Adequate	<ul style="list-style-type: none"> • Be written for a range of audiences, both internally and externally, e.g. Children's
Comprehensive	<ul style="list-style-type: none"> • Include context that led up to incident. • Include immediate actions taken and any action taken to speak to children involved in the concern. • Any further actions taken (such as a referral being made). • The reasons why a decision was made not
Factual	<ul style="list-style-type: none"> • Answer who, when, why, what • Justify any subjective statements with
Relevant	<ul style="list-style-type: none"> • Include all information relating to the concern, including the context. • Do not include information which is not
The name and role of the person/s.	<ul style="list-style-type: none"> • To whom the concern was made • The full names of all parties involved in the incident e.g., Jenny Smith, DSL, Bob Day,
Timely	<ul style="list-style-type: none"> • Recorded and passed on as soon as possible on before the end of the setting day.

Good Practice Example of Recording by Class Teacher

On 05/02/19, period 1 at 9:40am, Miss Robinson class teacher for Art saw three equally spaced apart 1" marks on the right forearm of Teddy Davis, (see attached body map) when Teddy rolled up their sleeves to paint a picture. The marks appeared to be cuts which had healed due to the presence of a scab on each. Class teacher asked Teddy about the marks and Teddy replied 'I fell over'. Class teacher sent Teddy to the medical room, Mr Bing, first aider felt that the cuts were superficial, healing and required no medical attention.

Class teacher raised the concern with Mrs Roberts DSL verbally. DSL asked for the concern to be recorded. Class teacher recorded the concern and passed this to the DSL at 10:35am. DSL will action from this point.

APPENDIX H

Before you contact the Single Point of Advice (SPoA)

Discuss your concerns about a young person with the safeguarding lead in your organisation. Assess the level of need by reading and using the [Continuum of Need](#)

The SPoA advises:

- If you have concerns or enquiries relating to a child/ren who are already open to a Social Worker, please contact the Social Worker directly. If you are unsure who their worker is, you can find details by accessing SingleView. Please do not contact SPOA regarding families who already have a Social Worker, unless you are making a CAMHS referral. If you have immediate safeguarding concerns relating to a child that does not already have a Social Worker and is at risk of harm, or if a child has sustained an injury, please call SPoA on 01323 464222.
- practitioners with concerns reaching Level 3 or 4 (targeted and child protection services)
- when a practitioner and safeguarding lead manager assess that the child is at immediate risk of significant harm. Phone SPoA immediately and say your concern is about immediate risk
- when the safeguarding lead is not available
- practitioners with concerns about a child with emotional, wellbeing or mental health issues. SPoA is now the contact point for referrals to Child and Adolescent Mental Health Services (CAMHS)

What SPoA will ask you

- have you checked SingleView to see if an East Sussex County Council service is already supporting the child? If so, have you spoken to that service?
- who else you have spoken to?
- details of child and family
- a summary of your concerns
- have you referred to the Continuum of Need?
- Do you need to report a child protection concern? (forms below)

Reporting a child protection concern using a form

You can report a child protection on the Children's Portal to report your concerns to SPOA.

- [Register for the Children's Portal and submit the form online](#)
- [Download a paper form](#) and email it to the [Single Point of Advice team](#)

If a child is at risk of immediate harm, or has sustained an injury, please call SPOA directly on **01323 464 222** before completing your referral.

Contacting the SPoA

Telephone: **01323 464 222** Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm. Out of hours, with serious concerns that cannot wait until the next working day, contact our Emergency Duty Service.

Telephone: **01273 335 906** or **01273 335 905** Monday to Thursday 5pm to 8.30am and Fridays, weekends and bank holidays after 4.30pm to 8.30am

Email: [Single Point of Advice team](#)

Do not use GCSx email – it is no longer in use.

The Council doesn't normally offer advice about Level 1 and 2 needs – instead see [Organisations that help families](#)

SingleView access

SingleView gives partners an overview of Children's Services involvements, case status and relationships.

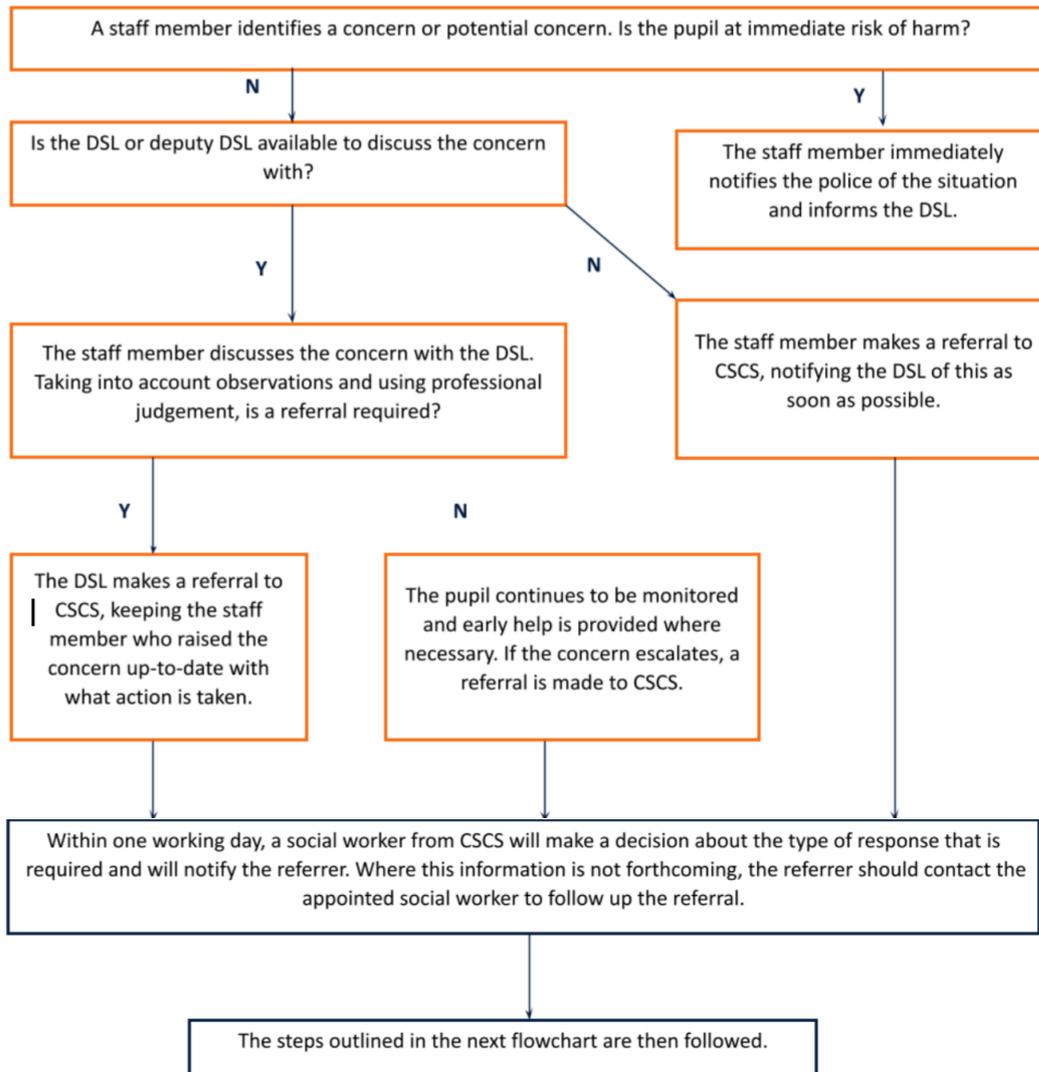
For SingleView information and applications see [SingleView](#).

APPENDIX I

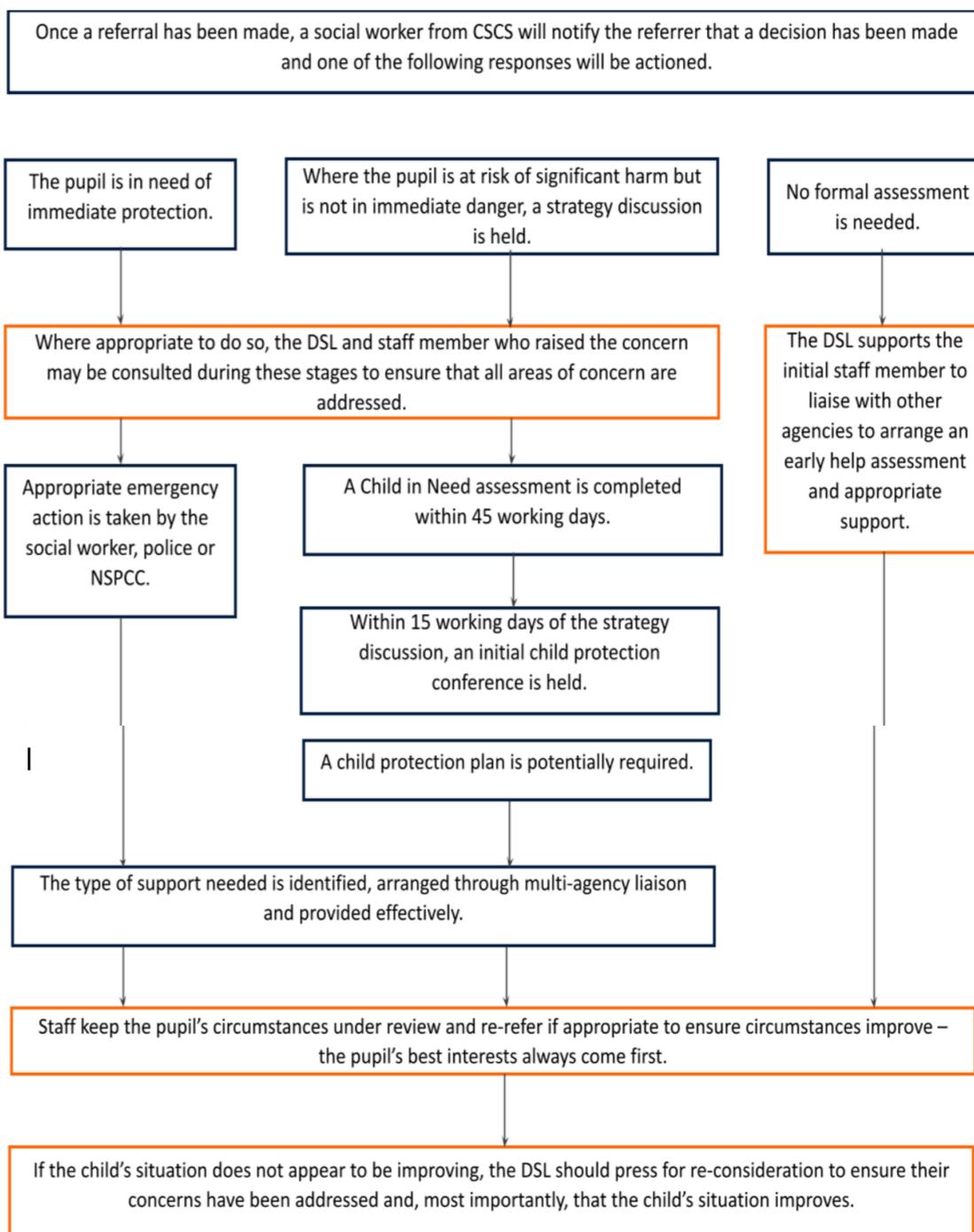
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the setting are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



NatureKids **Sickness & Medications Policy**

Date Created: July 2024
Date Reviewed: June 2025
Reviewed by: Zoe Endacott
Deadline for policy to be reviewed by: June 2026



Overview

Our aim

The health of the children in our care is a priority and we work hard to provide the best possible care with this in mind. It is essential that we take all necessary steps to minimise the spread of infection and take appropriate action if a child becomes unwell whilst at the setting.

Sickness and our outdoor setting

We recognise and celebrate the numerous benefits of our outdoor setting. However, we also must acknowledge that the outdoor environment poses additional challenges for sick children. NatureKids is very different to a solely indoor setting. We are exposed to the elements, which can be far more physically demanding on the children than an indoor setting. We will always err on the side of caution regarding any actual or suspected illness.

As teachers, educators and carers, our job is to ensure the wellbeing of all NatureKids attendees, and we are unable to care for sick or convalescing children outdoors who cannot partake in outdoor activities.

Please note; if your child misses any sessions/days due to illness we cannot refund the monies paid or offer an alternative session.

The role of parents/carers

We request that parents/carers:

- Do not bring their child to a session if they are at all unwell;
- Notify us as soon as possible if a child is unwell and cannot attend a session;
- Notify us as soon as possible of any infectious disease* in order for us to inform other parents/carers, adults vulnerable to infection, parents/carers of children vulnerable to infection;
- Be aware of notifiable infectious diseases. Please refer the list below;
- Call us before leaving home if they are unsure if their child is well enough to attend to avoid distress and upset if a child has to be turned away.
- Do not return their child to the setting until they are clear of infection, this is essential to minimise the spread of illness.

We ask that parents/carers understand that we cannot permit children with the following conditions to attend:

- Vomiting and/or diarrhoea; a child may not return to NatureKids until 48 hrs after the last episode of vomiting/diarrhoea;
- High temperature; we request that children do not return until 48hrs after the fever has subsided. This must be without the intervention of antipyretics, such as paracetamol and ibuprofen;

- Infectious disease. We request that children do not return until clear of infection and no longer contagious. Further details can be found below in ‘Infectious diseases and exclusion periods’

Infectious diseases and exclusion periods

We refer to NHS & Public Health England guidelines regarding the length of time a child should be excluded from contact with other children at our setting.

Our list below provides some examples of illnesses and the required exclusion periods we request.

The full list can be found here.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522337/Guidance_on_infection_control_in_schools.pdf

- Chicken Pox and Shingles - At least 6 days after the appearance of the last crop of spots, when they are fully crusted over and when the child feels well enough.
- Bronchiolitis - Until fully recovered
- Conjunctivitis - Once treatment has begun and they are well enough
- Diarrhoea and Vomiting - 48 Hours after the symptoms have ceased
- Roseola Slapped cheek disease - Until they feel physically well
- Hand foot and mouth disease - Until all the blisters have healed
- Head Lice - Once the treatment has been given
- Hepatitis A - Until they feel well and for 5 days after the onset of the jaundice
- Cold Sores - Until the child is well enough
- Impetigo - Once the infection has completely healed
- Measles - At least 4 days after the rash first appears and the child is well enough
- Mumps - 9 days after the swelling subsides
- Ringworm - At least 24 hours after the first course of treatment has been given.
- Rubella (German Measles) - At least five days after the rash first appears and until the child is well enough.
- Scabies - At least 24 hours after the first course of treatment has been given
- Scarlet Fever - Once they are well enough
- Threadworms - At least 24 hours after the first course of treatment has been given
- Verrucae - Verrucae must be covered with a waterproof plaster.
- Whooping Cough - Once they are well enough
- Meningitis - Until the child is well enough
- A child on antibiotics - At least 48 hours after the first course of antibiotics has been given and the child is well enough. This is to ensure no adverse reaction takes place and the child can be monitored by the parent / carer at home.
- At least 24hrs after any medical intervention including vaccinations has been given/started and the child is well enough. This is to ensure no adverse reaction takes place and the child can be monitored closely by the parent/carer at home.
- See Coronavirus/ Covid 19 policy for updated Government advice.

Minimising the spread of infection/sickness at NatureKids

As well as ensuring parents are aware of our sickness policy and exclusion periods, we work hard on site to minimise the spread of sickness and infection:

- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.

- Staff that are sick or unwell do not attend the setting and only return to work once they are well enough to do so.
- Cuts or open sores, whether on adults or children will be covered with a sticky plaster or other suitable dressing.
- We keep a list of notifiable diseases, and provide information to parents about sickness and disease.

When a child becomes unwell during a session

When a child becomes unwell during a session, we will make every effort to contact the parent/carer to discuss the problem and decide on what course of action to take and appropriate treatment will be administered by staff. If a parent/carer cannot be contacted.

Staff will follow First Aid procedures and continue efforts to contact a parent/carer or, if necessary, an emergency contact provided on enrolment. Please note in the case of an emergency, we will contact the emergency services before contacting the parents/carers.

In order to assess the child's condition, we may take the child's temperature using a forehead thermometer. Importantly, if the child's temperature is above 38°C the parent/carer will be called to advise them of their child's condition and request that they are collected as soon as possible.

Prescription and nonprescription medication

Neither prescribed or non-prescribed medication can be given without prior parental/carer signed consent. The manager will discuss the need for administering medication with parents/carers. This is in order to ascertain whether it is appropriate for medication to be administered at the setting. On arrival at the setting, if a child needs medication to control a temperature or pain, we will ask that they do not attend NatureKids that day. Medical consent forms will be available on enrolment.

Children with medical needs or long-term health conditions

Children or families will not be excluded because of any condition they may have. Children with medical needs who attend our setting will receive the support and appropriate care they may need during their time with us. We aim to seek clarity on the roles and responsibilities of our setting and of the parents/carers in respect of each child's medical needs. A Medications Form must be completed regarding any medication we may need to give, and a Health Care Plan will be put in place. Health Care Plans will be written in collaboration with parents and shared with all staff.

Head lice

Children with head lice will not be excluded from the setting. However, head lice must be treated promptly by parents and carers. Parents will be notified if there is a case of head lice at the setting.

NatureKids
Suncare Policy

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026



At NatureKids we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life. We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Staff will work with the parents of children to decide & agree on suitable precautions to protect children from burning, including those with more sensitive skin types & those that may be more tolerant to the sunshine, eg black and/or Asian colouring
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard after this date
- NatureKids will provide sun cream for any children who do not have their own with parental permission on the enrolment form.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is our prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent in the sun; On hot days, the group will make use of the shadiest parts of our woodland camp between 11.00am – 2.30pm. Open areas such as the main field & first field will be avoided.
- Children will be encouraged to apply sun cream at frequent intervals during the day in warm weather

- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Additional shade will be provided to ensure children are able to escape the sun should they wish or need to.

NatureKids
Uncollected Child Policy

Date Created: July 2024
Date Reviewed: May 2025
Reviewed by: Zoe Endacott
Deadline for policy to be reviewed by: May 2026



NatureKids has the highest regard for the safety of the young people in our care – from the moment they arrive to the moment that they leave.

At the end of every session, NatureKids will ensure that all young people are collected by a parent, carer or designated adult, in accordance with the Drop off and Pickup Policy. If for some reason a child is not collected at the end of a session, the following procedures will be activated:

If a parent, carer or designated adult is more than 15 minutes late in collecting their child, the lead member of staff will call the parent, carer or designated adult, and use any other emergency contact details available in order to try to ascertain the cause for the delay, and how long it is likely to last. Messages will always be left on any answer-phone requesting a prompt reply.

While waiting to be collected, the child will be supervised by at least two members of staff who will offer them as much support and reassurance as is necessary.

If, after repeated attempts, no contact is made with the parent, carer or designated adult, and a further period of 30 minutes has elapsed, The Manager or lead staff member will call the local social services department for advice.

The child will remain in the care of NatureKids until they are collected by the parent, carer or designated adult, or alternatively placed in the care of social services.

In the event of the social services being called and responsibility for the child being passed to a child protection agency, The Manager or lead staff member will attempt to leave a further telephone message with the parent/carers or designated adults' answerphone. Furthermore, a note will be left on the door of NatureKids' premises informing the parent, carer or designated adult of what has happened. The note will reassure them of their young person's safety and instruct them to contact the local social services department.

Under no circumstances will a child be taken to the home of a member of staff, or away from NatureKids' premises unless absolutely necessary.

Incidents of late collection will be recorded by staff and discussed with parents/carers at the earliest opportunity. Parents and carers will be informed that persistent late collection may result in the imposition of a fine or the loss of their young person's place at NatureKids.

NatureKids

Visitors Policy

Date Created: July 2024

Reviewed by: Zoe Endacott

Date Reviewed: July 2025

Deadline for policy to be reviewed by: July 2026



Statement of Intent

From time to time we may have visitors to our NatureKids Clubs for many reasons. This policy is in place to ensure the safety of the children as well as the staff remains a priority at all times when visitors are onsite. All visitors will be made aware of our requirements and expectations during their visit.

Visitor Procedure

We may accept visitors for the following reasons:

- External curriculum enhancement providers (eg. Music/Yoga)
- Volunteers and Forest School Placements
- Student Placements/ Work Experience placements
- New parents for show arounds and settles
- Local Authority and Inclusion Service representatives

From time to time, we may also need to receive visitors from;

- Contractors (eg Tree surgeons)
- Assessors/Inspectors

For these visitors we have the following systems of control in place:

- 1) Before the visit, we make visitors aware of our visitor policy via email
- 2) On arrival, visitors are greeted at the gate and on the journey to camp made aware of the settings emergency procedures.
- 4) Visitors sign in
- 5) Visitors are then shown where to leave their possessions and accompanied around the site.

Visitor Sign-In

Visitors must identify themselves at the entry to the setting. The site gates are locked during the day and so any visitors will call the NatureKids manager on arrival to be let in. They will be let in by a member of staff and asked what the purpose of the visit is or whom they are coming to see, and provide identification. This identification should be validated if a member of staff is at all unsure.

The following information on all visitors to the setting will be logged in a designated visitor book:

- Date
- Time in
- Name of visitor;
- Organisation(if appropriate)
- Reason for Visit
- Time out
- Visitor signature

]Visitors to the site are asked not to use personal cameras or mobile phones in accordance with our Camera and Mobile Phone Policy.

During their visit, visitors will be asked to remain clearly visible to staff at all times they are on the premises.

Upon finishing their visit, the visitor will have to sign out of the premises in the visitor book and will be escorted to the front gate at the site.

Contractors, suppliers and all other visitors requiring access to the other areas of the setting must only be permitted entry on the authority of the NatureKids Manager.

Where practical, the individual/s should be escorted during their visit to the setting. Regardless of the circumstances, no access should be granted to anyone who does not have the Manager's authority to be there.

Unexpected Visitors

If an unexpected visitor has no suitable reason to be on the premises they will be asked to leave immediately and escorted from the premises. If the visitor repeatedly refuses to leave, the police will then be telephoned immediately (see Emergency Evacuation Policy for further information). A record will be made of any such incidents on an Accident/Incident form, and the Manager will be immediately notified.