

Document No:	NU009
Issue No.	2
Issue Date:	2025-10-01
Review Date:	2028-10-01
Originator:	Nursery Manager
Responsibility:	Director of Student Services and Marketing

SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS POLICY (COLLEGE NURSERIES)

Leicester College places the highest importance on safeguarding and the safety and wellbeing of students is paramount in all College activities. Our commitment to safeguarding applies to all staff, students and other College users; including volunteers, external contractors, remote students, apprentices, students studying higher education and employers where students have work placements.

The three main elements to Leicester College Safeguarding and Prevent Policy:

Preventing: creating a positive environment, raising awareness of safeguarding priorities within teaching activities and pastoral support to children, young people and vulnerable adults and maintaining an attitude of 'it could happen here'.

Protecting: ensuring policies and procedures are in place to minimise the risks to children, young people and vulnerable adults, including well-trained staff who are supported to respond appropriately and sensitively to safeguarding concerns.

Supporting: to children and vulnerable adults and staff who may have been abused neglected, exploited or radicalised.

Leicester College Designated Safeguarding Lead is:

Zoe Butler, Director of Student Services

Leicester College Day Nurseries Designated Safeguarding Leads are:

APC Nursery: Jackie Elton/Demi Ward

FPC Nursery: Jane Samuel/Tara Gilbert/Leigh Fowler

1. POLICY STATEMENT

- 1.1. We are committed to safeguarding children, young people, and vulnerable adults. We uphold their right to be strong, resilient, and listened to, placing this at the heart of all our activities.
- 1.2. A young person is defined as someone aged 16–19. In an early years setting, this may include students, apprentice educators, or parents/carers.
- 1.3. A vulnerable adult, as defined by the Care Act 2014, is a person aged 18 or over who may require community care services due to mental or physical disability, age, or illness, and who may be unable to protect themselves from harm or exploitation. In early years, this may include service users, parents/carers, or volunteers.
- 1.4. Leicester College Nurseries are committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.

2. KEY COMMITMENT 1: STAFF TRAINING AND AWARENESS

- 2.1. All staff receive appropriate training in child protection and have access to the nursery's safeguarding policies and procedures, including those of the Local Safeguarding Partners.
- 2.2. Staff are informed about vulnerabilities in families, including social exclusion, domestic violence, mental illness, substance misuse, and parental learning disabilities.
- 2.3. Training includes awareness of inequalities related to race, gender, disability, language, religion, sexual orientation, and culture.
- 2.4. We use Early Years Foundation Stage (EYFS) curriculum materials to help children become strong, resilient, and heard.
- 2.5. Services promote emotional and social development in age-appropriate ways, including teaching children how to stay safe.
- 2.6. We adhere to all EYFS Safeguarding and Welfare requirements.

3. KEY COMMITMENT 2: SAFEGUARDING PROCEDURES AND RESPONSIBILITIES

- 3.1. All nursery staff are trained in accordance with Annex C of the EYFS (September 2025) and refresh their training every two years.
- 3.2. Staff complete Leicester College Safeguarding and Prevent Training annually.
- 3.3. Safeguarding topics are covered in staff meetings and refreshed biennially.

3.4. The Designated Safeguarding Lead (DSL) provides ongoing support through:

- One-to-one meetings
- Team briefings
- LSCPB updates
- Group supervision
- Joint review of safeguarding procedures

3.5. Procedures are in place to prevent known abusers from joining the organisation.

3.6. Safeguarding is a shared responsibility across all roles.

3.7. Clear procedures exist for handling allegations, concerns about care quality, and complaints.

3.8. Reporting procedures cover:

- Abuse of children or young people
- Children in need (Section 17, Children Act 1989)
- Children at risk of significant harm
- Abuse of vulnerable adults
- Escalation and professional challenge
- Partnership working with agencies for children under protection plans or receiving early help

3.9. Procedures consider diversity and inclusion to ensure equal treatment.

3.10. Record keeping, confidentiality, and information sharing comply with data protection laws.

3.11. We follow government and Local Safeguarding Partners guidance on extremism.

4. KEY COMMITMENT 3: ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

4.1. Each nursery has a DSL responsible for all safeguarding matters.

4.2. The DSL maintains links with statutory and voluntary safeguarding organisations.

4.3. The DSL ensures staff are trained to identify abuse (physical, emotional, sexual, neglect) and understand additional vulnerabilities.

4.4. Staff are trained in social factors affecting vulnerability, including:

- Social exclusion
- Domestic violence and coercive control
- Mental illness

- Substance misuse
- Parental learning disability
- Radicalisation

4.5. Staff are also trained in contextual safeguarding issues such as:

- Abuse of disabled children
- Fabricated or induced illness
- Spirit possession-related abuse
- Sexual exploitation
- Trafficking
- Female genital mutilation (FGM)
- Extra-familial threats
- Gang involvement and county lines

4.6. The DSL is informed and trained in safeguarding vulnerable adults.

5. KEY COMMITMENT 4: EARLY HELP AND STRATEGIC ENGAGEMENT

5.1. Procedures are in place to help staff identify and respond to families who may benefit from Early Help.

5.2. DSLs support staff in making timely and appropriate decisions.

5.3. DSLs contribute to local safeguarding arrangements by:

- Understanding how education and childcare are represented within Local Safeguarding Partnership (LSP) structures
- Sharing insights from their cohort with LSP leaders

6. COMMUNICATION AND REVIEW

6.1. This policy will be made available on the College website and Staff Net. It will be reviewed at least every three years.

7. REFERENCES

7.1. PRIMARY LEGISLATION

- *Children Act 1989, s.47*
- *Protection of Children Act 1999*
- *Care Act 2014*
- *Children Act 2004 s11*
- *Children and Social Work Act 2017*
- *Safeguarding Vulnerable Groups Act 2006*
- *Counter-Terrorism and Security Act 2015*
- *General Data Protection Regulation 2018*
- *Data Protection Act 2018*
- *Modern Slavery Act 2015*
- *Sexual Offences Act 2003*

- *Serious Crime Act 2015*
- *Criminal Justice and Court Services Act 2000*
- *Human Rights Act 1998*
- *Equalities Act 2006*
- *Equalities Act 2010*
- *Disability Discrimination Act 1995*
- *Data Protection Act 2018*
- *Freedom of Information Act 2000*

7.2. LEGAL REFERENCES

- HMG (2023), *Working Together to Safeguard Children*
- *Statutory Framework for the Early Years Foundation Stage* (2024)
- HMG (2015), *What to Do if You are Worried a Child is Being Abused*
- HMG (2015), *Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism'*
- *Keeping Children Safe in Education* 2024
- OFSTED (2024), *Education Inspection Framework*
- DoH (2000), *The framework for the assessment of children in need and their families*
- *The Common Assessment Framework* (2006)
- DfE (2015), *Statutory guidance on inter-agency working to safeguard and promote the welfare of children*

8. **FURTHER GUIDANCE**

- DfE (2024), *Information sharing advice for safeguarding practitioners*
- CWDC (2009) *The Team Around the Child (TAC) and the Lead Professional*
- CWDC (2010), *The Common Assessment Framework (CAF) – guide for practitioners*
- HMG (2016), *Multi-Agency Statutory Guidance on Female Genital Mutilation*
- MINISTRY OF JUSTICE (2014), *Multi-Agency Public Protection Arrangements (MAPPA)*
- HMG (2010), *Safeguarding Children from Abuse Linked to a Belief in Spirit Possession*
- HMG (2007), *Safeguarding Children in whom Illness is Fabricated or Induced*
- DfE (2009), *Safeguarding Disabled Children: Practice Guidance*
- DfE and Home Office (2011), *Safeguarding Children who may have been Trafficked*
- DfE (2017), *Child sexual exploitation: definition and guide for practitioners*
- HMG (2014), *Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines*
- EARLY YEARS ALLIANCE (n.d.), *Spotlight: Creating a culture of safeguarding*

- EARLY YEARS ALLIANCE (n.d.), *Developing an effective safeguarding culture in early years education*