

Staff Training Day



September 1st 2025

Session led and facilitated by Shahin Khan



Agenda - morning

- ▶ 8.30am - Staff registration and Ice breaker
- ▶ 9.00am - Delivering Micro -teaching and learning sessions (site specific)
- ▶ 11.20am - Micro teaching reflection (SK)
- ▶ 11.30am - Oral Health presentation NHS
- ▶ 12.30pm - Lunch



Agenda - after lunch

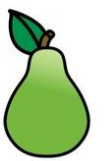
- ▶ 1.30pm - EYFS revision and quiz (NG+ SL)
- ▶ 2.00pm - Safeguarding (3 segments)
 - ▶ - segment 1 - staff led based on EYFS (small group work) 20 mins
 - ▶ - segment 2 - whole group feedback, CC + GR 20 mins
- ▶ 2.45pm - segment 3 - Safeguarding key training points (SK)
- ▶ 3.45pm - Care of Babies (CC)
- ▶ 4.45pm- Writing observations training (GR)
- ▶ 5.15pm - Quiz - review of the day - key areas of focus (CC, GR)
- ▶ 5.30pm - Evaluation - Day ends



Staff ice breaker

- ▶ Who is most likely to

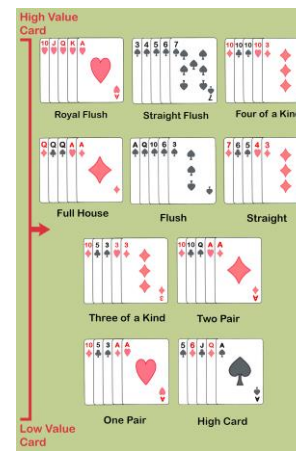




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Now to the serious part of the day

- ▶ In your groups, please in an orderly manner, claim a space in the room in your setting groups
- ▶ Deliver your 15 min micro teach
- ▶ Reconvene for a whole group debrief
- ▶ Learning outcomes?

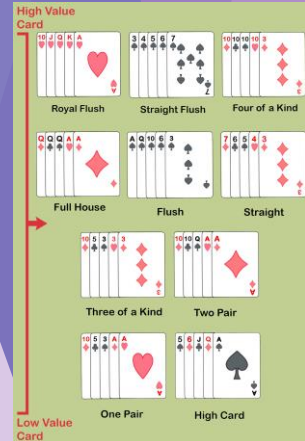


So how did your Micro teaches work out?

- ▶ What learning can we take away to our current roles and responsibilities #
- ▶ Time management
- ▶ Not always relying on others to bail you out
- ▶ Clear concise communication
- ▶ Impact on children from our behaviours and misgivings



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The importance of Oral Health in Early
years

► Presentation by
NHS team



Let's break for lunch

▶ Please be back here
ready to start to
1.30pm

EYFS Quiz

- ▶ How much do we all know about the guidance and regulations we have to work from ?
- ▶ Shannon & Nicole
(might have the answers, so listen well!)



The background features abstract, overlapping geometric shapes in various shades of purple and blue, creating a modern, layered effect. The shapes are primarily triangular and polygonal, with some areas appearing more translucent than others.

Well enough sitting and listening !

It's your turn to think, explore, discuss and
share knowledge and understanding

Over to you Georgia and Chloe

Overview of today's Safeguarding training:

- ▶ Understanding the legal definitions and responsibilities related to safeguarding in early years settings
- ▶ Recognising the main types of abuse, harm, and neglect, as well as their warning signs
- ▶ Learning how to respond promptly and effectively to concerns or disclosures
- ▶ Exploring key procedures, including referring and escalating concerns, and working as a team with other practitioners and agencies
- ▶ Practical strategies for creating a safe nursery environment—physically and emotionally—including internet safety and robust reporting systems
- ▶ Best practices for communicating with families, supporting children's voices, and maintaining accurate safeguarding records

Understanding Why Safeguarding Is Crucial in Early Years Settings

Key Points

- ▶ Protect children from harm, abuse, neglect
- ▶ Go beyond responding to suspected abuse
- ▶ Create safe, secure, nurturing environments
- ▶ Stay alert to potential risks
- ▶ Prevent harm before it occurs
- ▶ Promote physical, emotional, psychological wellbeing

Understanding Why Safeguarding Is Crucial in Early Years Settings

- ▶ Nursery-aged children are particularly vulnerable due to their developmental stage. They may lack the language, confidence, or understanding to communicate concerns or report harm. For this reason, nursery staff have a heightened responsibility to be the first line of defence against potential risks.
- ▶ Protecting Children's Rights: Every child has the right to grow up safe from abuse and neglect. Staff must ensure that these rights are upheld every day.
- ▶ Early Identification of Risk: Staff are in a unique position to observe children daily. By building strong, trusting relationships, staff can notice subtle changes in behaviour, mood, or physical health that may signal a safeguarding concern.
- ▶ Partnership with Families: Engaging openly with parents and carers fosters trust and helps build a holistic understanding of each child's needs and circumstances, making it easier to spot and respond to potential issues.

Understanding Why Safeguarding Is Crucial in Early Years Settings

- ▶ **Legal and Ethical Duty:** Safeguarding is not just best practice—it is a statutory requirement. Staff legislation, policies, and procedures and uphold them at all times.
- ▶ **Creating a Safe Environment:** This includes maintaining secure premises, ensuring robust recruitment and vetting processes for staff, and implementing clear procedures for managing visitors and volunteers.
- ▶ **Promoting Emotional and Physical Wellbeing:** A safe nursery is one where children feel heard, respected, and cared for, where their individuality is celebrated, and where they can thrive without fear of harm.
- ▶ **As nursery staff,** your proactive approach to safeguarding helps create a culture of vigilance and respect—one where children can flourish, families feel supported, and concerns are addressed quickly and appropriately.

Who is responsible ?

It is the responsibility of every adult in the nursery to remain alert.

From the nursery manager to the support team, all individuals must collaborate, promptly report any concerns, and cultivate an open, supportive environment where safeguarding is recognised as a collective responsibility.

How can staff do this ?

- Building trust with children helps them feel safe to share concerns; staff should listen, communicate respectfully, and reassure them.
- Strong, honest partnerships with parents support safeguarding; staff must share concerns carefully and respect confidentiality.
- We should maintain safe environments through regular risk assessments and clear procedures, with all staff aware of emergencies.
- Ongoing training and reflection keep staff informed and vigilant about safeguarding practices.

Main Types of Abuse, Harm, and Neglect

- ▶ **Physical Abuse:** This involves causing physical harm to a child by actions such as hitting, shaking, slapping, biting, or otherwise inflicting non-accidental injuries. In a nursery, staff should be vigilant for unexplained bruises, burns, or marks, and sudden changes in a child's physical behaviour, such as flinching when approached. It's important to remember that young children may not be able to explain how an injury occurred, so all concerns must be reported according to safeguarding procedures.
- ▶ **Emotional Abuse:** Emotional abuse may include persistent negative comments, rejection, humiliation, isolating a child from others, or consistently ignoring their needs. In nursery settings, this could look like a child showing extreme withdrawal, anxiety, or fearfulness, or being overly eager to please adults. Staff should be attentive to patterns in behaviour that might indicate a child's emotional wellbeing is at risk, and always offer a nurturing, supportive environment.

Main Types of Abuse, Harm, and Neglect

- ▶ Sexual Abuse: Sexual abuse is any act that forces or entices a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes both contact and non-contact activities, such as inappropriate touching, exposure to sexual materials, or grooming. In nurseries, staff may notice inappropriate knowledge of sexual behaviour for the child's age, changes in play, or difficulty sitting or walking. All concerns must be handled sensitively and reported immediately in line with nursery safeguarding protocols.
- ▶ Neglect: Neglect happens when a child's basic physical or emotional needs are persistently not met, which can seriously impair their health or development. Signs in a nursery might include children who are regularly dirty, hungry, poorly clothed, or consistently tired. Staff should pay attention to patterns, such as repeated illness, missed medical appointments, or children who seem withdrawn and unresponsive.
- ▶ Staff in a children's nursery must be aware of these main types of abuse, harm, and neglect, understand the signs, and feel confident about the steps to take if they have concerns. Creating a safe, observant, and supportive environment is essential to protecting every child's welfare.

Contributing Factors & Risk situations

► Understanding Contributing Factors

- Certain situations or backgrounds may increase the likelihood of a child experiencing harm. Staff should pay particular attention to:
- Family Stress or Crisis: Children living in homes affected by parental mental health issues, substance misuse, domestic violence, or financial hardship are more vulnerable. These factors can impact a caregiver's ability to provide consistent care, potentially leading to neglect or abuse.
- Social Isolation: Families who lack support networks may struggle to cope with the demands of parenting, increasing the risk to the child's wellbeing.
- Previous History: If there is a known history of safeguarding concerns—either with the child, their siblings, or within the family—this should heighten staff vigilance.
- Additional Needs or Disabilities: Children with special educational needs or disabilities may have difficulty communicating, making it harder for them to disclose harm or neglect. Staff must look for subtle changes in behaviour or presentation.
- Poor Attachment or Inconsistent Caregiving: Frequent changes in who delivers care or fractured relationships with parents or carers can be a red flag. Children may struggle emotionally and have unmet needs.
- Environmental Risks: Overcrowded housing, unsafe living conditions, or families with frequent moves can disrupt routines and put children at risk.

Contributing Factors & Risk situations

- ▶ **Recognising Vulnerable Situations**
- ▶ It is important to be alert to specific situations that may indicate increased risk, such as:
 - ▶ **Frequent Absences or Late Collection:** Persistent non-attendance or being picked up late regularly can be indicative of wider family issues or neglect.
 - ▶ **Unexplained Changes in Behaviour:** Sudden withdrawal, aggression, or fearfulness in a child should never be ignored.
 - ▶ **Lack of Engagement from Parents or Carers:** If parents are consistently difficult to contact, miss important meetings, or seem uninterested in the child's progress, this may signal difficulties at home.

Contributing Factors & Risk situations

► **Staff Responsibilities**

- All staff members have a duty to create a safe, supportive environment where children can thrive. This includes:
- Building trusting relationships so children feel comfortable and secure.
- Observing and recording any concerns or patterns that may point to harm or neglect.
- Communicating effectively with colleagues and external agencies, following the nursery's safeguarding policies.
- Participating in regular training to stay up to date with best practices and procedures.
- By remaining vigilant to contributing factors and risk situations, nursery staff can play a critical role in the early identification and prevention of abuse and neglect, helping ensure every child has the best possible start in life.

Latest Ofsted Safeguarding Guidance

- Stay updated with Ofsted safeguarding criteria
- Identify and report concerns effectively
- Maintain accurate safeguarding records
- Demonstrate strong understanding of child safety
- Ensure clear safeguarding policies are in place
- Train staff thoroughly on safeguarding procedures
- Respond swiftly and appropriately to concerns
- Follow safe recruitment procedures
- Have a Designated Safeguarding Lead (DSL)
- Know how to approach the DSL with worries

Latest Ofsted Safeguarding Guidance

1. Shape staff routines and interactions
2. Carry out regular risk assessments
3. Supervise children closely
4. Secure indoor and outdoor spaces
5. Challenge unsafe behaviour confidently
6. Monitor changes in children's behaviour
7. Maintain culture of open communication
8. Document concerns promptly and accurately
9. Follow up on issues collaboratively
10. Participate in ongoing training updates
11. Embed safeguarding in nursery environment

Local Safeguarding Children's Board Advice

1. Stay informed with local updates and policies
2. Know contact details for local safeguarding teams
3. Understand priorities like neglect, domestic abuse, emotional harm, online safety
4. Remain alert to specific risks children face in Hillingdon
5. Build trusting relationships for children to feel safe
6. Respond promptly to any concerns
7. Access policies via partnership website, newsletters, policy folders, training sessions

Role and Responsibilities of the DSL

1. Act as senior staff responsible for safeguarding in nursery
2. Ensure staff understand safeguarding duties and remain vigilant
3. Receive and assess safeguarding concerns promptly
4. Provide regular safeguarding training and policy updates
5. Maintain accurate and confidential safeguarding records
6. Liaise with external agencies when needed
7. Develop and implement safeguarding policies
8. Support staff and children emotionally and with advice
9. Promote open culture and teamwork in safeguarding
10. Enable quick and confident action on concerns

Keeping Children Safe Online and in Digital Spaces

E-Safety Responsibilities in Nursery

1. Model respectful digital behaviour
2. Obtain parental consent for images
3. Secure devices with passwords
4. Approve and supervise internet use
5. Follow social media policies strictly
6. Report e-safety breaches promptly
7. Stay updated with e-safety training



County Lines



Child Criminal Exploitation County Lines - is a geographically widespread form of harm - drug networks or gangs groom and exploit children and young people to transport drugs/money/phones to other areas.

County Lines - criminal gangs using young people to transport drugs/money/phones to other areas. Children can experience extreme violence and threats against their families to coerce them into continuing to 'work' for the gang/network.

County Lines + Cuckooing



This occurs when a drug dealer or gang takes control of a vulnerable person's home, using it to store drugs and weapons, and sometimes as a location for the sexual exploitation of girls and young women.

Child sexual exploitation (CSE) is a type of child sexual abuse involving an imbalance of power, where a child or young person under 18 is coerced, manipulated, or deceived into sexual activity.

In Hillingdon, the specialist organisation AXIS works to analyse both soft and hard intelligence related to exploitation, aiming to disrupt it through focused youth work and collaboration with statutory agencies when necessary. Concerns can also be reported to AXIS.

Contextual Safeguarding

Children can face abuse or exploitation not only from within their families but also from outside, such as at school, among peers, in the community, or online.

These risks include exploitation by gangs, trafficking, online abuse, relationship abuse, sexual exploitation, and radicalisation.

Contextual Safeguarding addresses harm occurring beyond the family environment.



Barriers to Disclosure

Reasons Children May Not Speak Up

1. Feel confused or fearful
2. Believe abuse is their fault
3. Lack vocabulary or confidence
4. Threatened or pressured to stay silent
5. Influenced by cultural or familial norms
6. Lack understanding of inappropriate behaviour

Barriers to Disclosure

How to Support and Encourage Children

1. Build trusting relationships
2. Provide reassurance and open communication
3. Listen actively and respond calmly
4. Watch for subtle distress signs
5. Use age-appropriate language and play
6. Train staff to recognise abuse indicators
7. Ensure proper reporting procedures

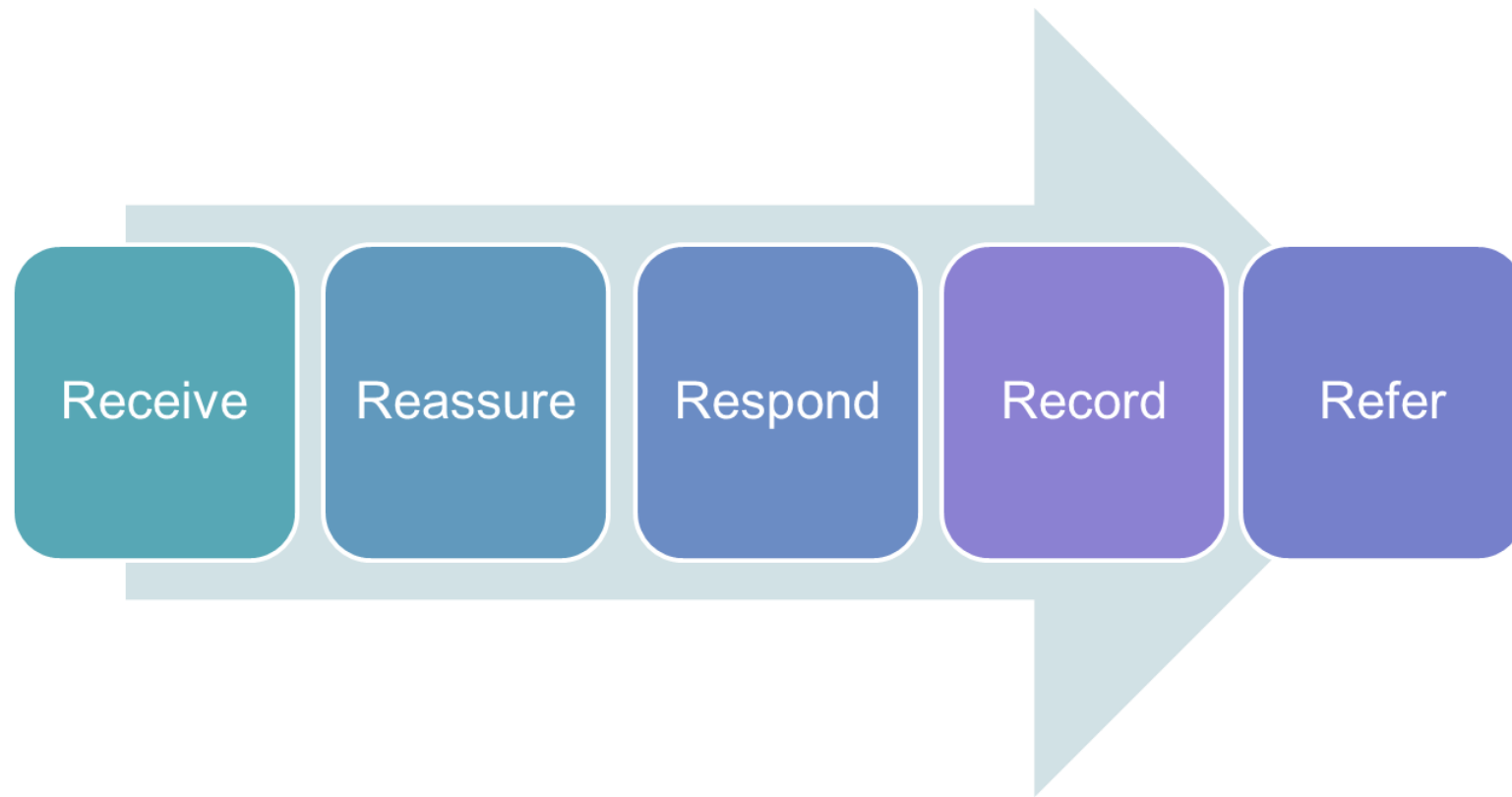
How to Recognise and Respond to Concerns

1. Observe behaviour changes closely
2. Listen carefully to children's expressions
3. Notice unexplained physical signs
4. Consider family context and stressors
5. Build trusting relationships with families

Understanding the Referral Process

1. Record observations clearly with dates and times
2. Report concerns immediately to the designated safeguarding lead
3. Avoid investigating or questioning the child yourself
4. Follow our safeguarding policies and procedures
5. Maintain confidentiality and protect the child's privacy
6. Stay observant and approachable to support child safety

Managing disclosures The 5 R's



When NOT to talk to parents first.

- ▶ Always call the LSP for advice if:
 - There is suspected sexual abuse
 - There is a concern that parents could destroy evidence or hinder police investigation
 - It is possible the parents could put pressure on the child to be silent
 - There is a physical injury and the parent is named as the abuse
- ▶ Do not put a child, or yourself, at risk.



Disqualification by Association

1. Prevents individuals linked to serious offences from working with children
2. Requires nursery staff to declare relevant cautions or convictions
3. Includes offences of anyone living in the staff member's household
4. Staff must read and understand nursery policies on this topic
5. Inform manager or safeguarding lead about any relevant offences
6. Cooperate with investigations and provide accurate information
7. Ensures child safety and may lead to disciplinary action if breached

Prevent Duty

Prevent Duty Actions for Early Years Staff

1. Document observations with detailed dates and incidents
2. Discuss concerns with the designated safeguarding lead
3. Follow internal reporting and escalation procedures
4. Participate in training on radicalisation signs
5. Stay vigilant to protect vulnerable children

Female Genital Mutilation (FGM)

1. Recognise potential FGM risks in children or families
2. Identify cultural, emotional, and physical signs of FGM risk
3. Conduct age-appropriate conversations to ensure children feel safe
4. Follow our safeguarding procedures for reporting concerns
5. Participate in regular training on safeguarding and cultural sensitivity
6. Report all concerns promptly, trusting your instincts
7. Foster a nursery environment prioritising children's safety and well-being

The Toxic Trio

Recognising Domestic Abuse in Children

1. Notice behaviour changes like withdrawal and anxiety
2. Observe signs of aggression or unexplained fear
3. Listen for mentions of scary arguments at home
4. Watch for reluctance to return home
5. Build trust to encourage children to share feelings
6. Record disclosures factually and confidentially

The Toxic Trio

Signs and Responses for Parental Mental Health

1. Notice inconsistent attendance
2. Observe lack of engagement in activities
3. Recognise visible distress during drop-off
4. Stay non-judgmental and supportive
5. Offer resources and support information

The Toxic Trio

Recognising Substance Misuse Signs

1. Parents appearing intoxicated
2. Neglecting basic care needs
3. Children arriving tired or hungry
4. Children appearing unkempt
5. Approach families with sensitivity
6. Follow nursery safeguarding procedures

The Toxic Trio

1. Develop awareness of Toxic Trio indicators
2. Engage children with age-appropriate communication
3. Participate in regular safeguarding training
4. Document concerns promptly and accurately
5. Collaborate with colleagues and external agencies
6. Stay vigilant and compassionate for child safety

Managing allegations against staff

Key Practices for Handling Allegations

1. Report all concerns immediately to DSL or authorities
2. Keep factual, objective written records promptly
3. DSL assesses allegations and consults external agencies
4. Maintain clear communication with relevant parties
5. Monitor behaviour changes and maintain secure records
6. Ensure confidentiality, restrict sharing details

Managing allegations against staff

Key Practices for Handling Allegations

1. Treat all staff fairly, avoid premature judgements
2. Provide support and counselling to affected staff
3. Prioritise child welfare with precautionary measures
4. Offer staff guidance on rights and responsibilities
5. Support children and families sensitively during investigations
6. Follow procedures to embed safeguarding culture

GDPR and Child Protection

1. Nursery staff must understand GDPR and safeguarding links
2. Treat children's welfare details as highly sensitive
3. Securely store all records, restrict staff access
4. Share information only with authorised professionals
5. Use secure communication methods for sensitive data
6. Log safeguarding concerns promptly and accurately
7. Provide regular safeguarding and data protection training

Case Scenarios and Discussion

- ▶ Scenario 1: Unexplained Injuries
- ▶ During routine playtime, you notice that a child, Sam, has several bruises on their arms and legs.
- ▶ When asked, Sam gives vague explanations, and their account changes each time.
- ▶ Over the past few weeks, you have also observed Sam becoming quieter and more withdrawn.
- ▶ What steps should you take next? How would you document your observations, and who would you speak to within the nursery or externally?

Case Scenarios and Discussion

- ▶ Scenario 2: Concerns About Neglect
- ▶ Emily often arrives at nursery in the same clothes for several days, appears hungry, and is frequently tired. Her packed lunch is sometimes missing or contains inappropriate food.
- ▶ You are aware that her family has recently been going through financial difficulties.
- ▶ How should you approach this situation?
- ▶ Who would you consult with, and how can you support both Emily and her family appropriately and sensitively?

Case Scenarios and Discussion

- ▶ Scenario 3: Disclosures of Possible Harm
- ▶ During a quiet moment, another child, Alex, tells you that they are frightened to go home because "bad things happen" there, but won't give any details.
- ▶ Alex seems visibly upset and anxious.
- ▶ What is your immediate response?
- ▶ What procedures should you follow to ensure Alex is protected and their concerns are taken seriously, while maintaining confidentiality and following nursery policy?

Whistle blowing



Whistle blowing is an important aspect of safeguarding whereby staff and volunteers are encouraged to share genuine concerns about a colleague's behaviour

The behaviour may not involve direct child abuse but it may include concerns about safeguarding practice, failures to protect a child, transgressing the code of conduct or pushing boundaries beyond normal limits

You need to be clear about:

- Your own duty to report any unsafe practice
- What to do if the response to your concern is not satisfactory

Safeguarding also includes keeping yourself, as a professional - **Professional Conduct**

- Follow your code of conduct and behaviour policies.
- Report any concerns about practices or colleague behaviour.
- Keep clear, dated records and notes.
- Be cautious online, especially on social media; protect confidentiality and set appropriate security.
- Do not accept friend requests from children or parents to maintain professional boundaries.
- Remember that posts may be seen by vulnerable children or parents and could be misinterpreted.



Key Contacts for Immediate Advice and Action

- ▶ Designated Safeguarding Lead (DSL)
- ▶ Deputy DSL
- ▶ Local Safeguarding Children Partnership
- ▶ Children's Social Care
- ▶ NSPCC Helpline (if applicable): 0808 800 5000

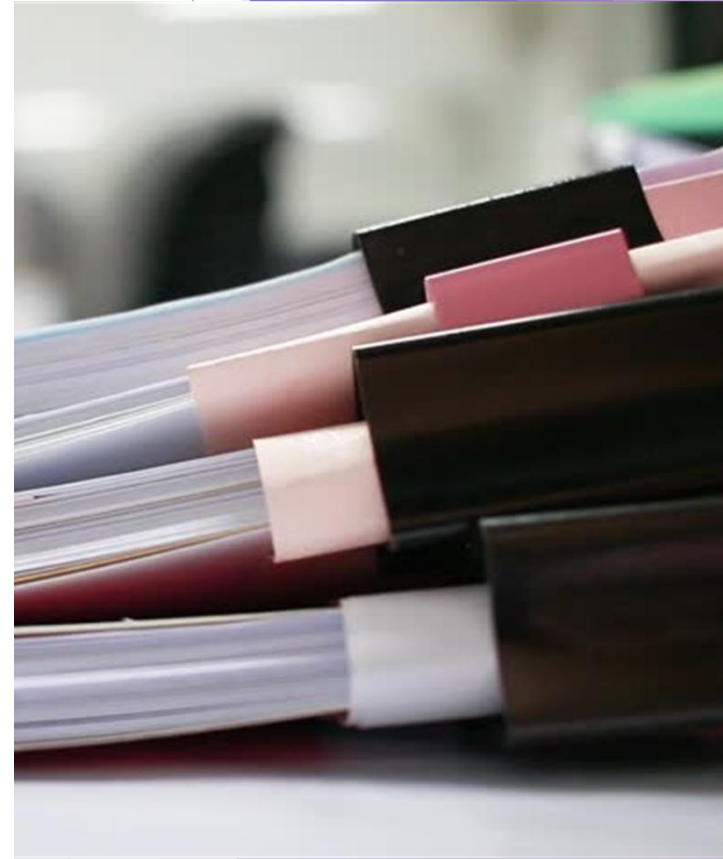
Summary and next steps

Key Points from Today's Session

1. Emphasise protecting children's personal information
2. Keep child welfare records confidential
3. Store records securely with limited access
4. Use private, secure communication methods
5. Record safeguarding concerns accurately and promptly
6. Follow policies when sharing information
7. Participate in regular safeguarding training

Safeguarding reforms Sept 2025- The key changes include:

- Amendments to promote safer recruitment, such as: new expectations to provide and obtain references and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- ▶
- New obligations for providers to follow up if a child is absent for a prolonged period and amendments to ensure providers have additional emergency contact details.
- New measures to ensure safer eating.
- ▶
- Creation of a safeguarding training criteria annex and a requirement for safeguarding policies to detail how training is delivered and supported in practice.
- PFA providers will need to be registered to offer approved courses. Main changes – you will need to check with your paediatric first aid provider to ensure they offer an approved course.
- New requirements to support whistleblowing.
- Updates to ensure that children's privacy during nappy changing and toileting is considered and balanced with safeguarding considerations.



When does your responsibility for Safeguarding stop?

It does not !

Any questions ??

Care of Babies training (CC)



Writing Observations training (GR)



Review of the day - GR + CC

▶ Have you been listening?

That's all folks!

- ▶ Thank you for attending,
please complete your
reflection log in your CPD
folders

