



SAFEGUARDING POLICY

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Statement of intent

The Little Firefly Forest School is committed to looking after the welfare and safety of children and young people.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a safeguarding lead and deputies
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance
- sharing information about safeguarding and good practice with children and their families via leaflets, posters and one-to-one discussions
- making sure that children, young people and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately

- using our procedures to manage any allegations against staff and volunteers appropriately
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

The purpose of this policy statement

- Is to protect children and young people who receive The Little Firefly Forest School's services from harm.
- Is to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of The Little Firefly including paid staff, volunteers, agency staff and students.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England.

Legislation

In England, child safeguarding legislation is covered by three main acts:

- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017

Together, these provide the framework for child protection and safeguarding.

- The Equality Act 2010

Policy and guidance

Working together to safeguard children 2023

The Department for Education (DfE) published the latest version of 'Working together to safeguard children', the key statutory guidance for anyone working with children in England, in December 2023. The guidance sets out how organisations and individuals should work together to protect children. It highlights the importance of implementing a child-centred approach while considering the needs of the whole family.

Keeping children safe in education 2025

This is statutory guidance from the DfE. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children include everyone under the age of 18.

Information sharing guidance for safeguarding practitioners

This HM Government advice outlines the importance of sharing information about children, young people and their families in order to safeguard children. It should be read alongside the statutory guidance 'Working together to safeguard children 2023'. The advice is non-statutory.

What to do if you're worried a child is being abused

The DfE published advice for practitioners in March 2015 that describes the indicators of abuse and neglect and the actions to take if you think a child is being abused or neglected. It's relevant for anyone who comes into contact with children and families while working and applies to the statutory, voluntary and independent sectors.

Mandatory reporting of female genital mutilation (FGM)

This Home Office guidance published in 2016 gives health and social care professionals, teachers and the police information on their responsibilities under the female genital mutilation mandatory reporting duty.

Prevent duty guidance

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

Contacts

At The Little Firefly Forest School:

Nursery owner	Georgina Adams info@thelittlefireflyforestschool.co.uk 07738212008
Designated safeguarding lead	Georgina Adams <i>As above</i>
Deputy designated safeguarding lead(s)	Alison Johnson (Upton, Tues, Thurs, Fri) alisonfireflyforestschool@gmail.com 07719065286 Christina Vaughan (Kingston Blount, Mon-Tues) christinafireflyforestschool@gmail.com

	07546393421 Katharine King (Kingston Blount, Wed-Fri) katharinefireflyforestschoo@gmail.com 07519896523
Prevent lead	Georgina Adams <i>As above</i>

In the Buckinghamshire local authority (for Upton setting):

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team processes all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 (Mon-Fri, 9am-5pm) 0800 999 7677 (out of hours Emergency Duty Team) Secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis.	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education.	01296 383293 https://familyinfo.buckinghamshire.gov.uk/
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	https://www.buckssafeguarding.org.uk/childrenpartnership/
Thames Valley Police	101 (999 if an emergency)

In the Oxfordshire local authority (for Kingston Blount setting):

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01865 810603 ESAT.safeguardingchildren@oxfordshire.gov.uk https://educationservices.oxfordshire.gov.uk/Page/27608
Oxfordshire Multi-Agency Safeguarding Hub (MASH)	01865 519800 Monday to Thursday: 8.30am – 5pm Friday: 8.30am – 4pm. The out-of-hours Emergency Duty Team EDT (for emergencies only) can be contacted on 0800 833408. https://www.oxfordshire.gov.uk/business/information-providers/multi-agency-safeguarding-hub
Locality and Community Support Service (LCSS) Advice and guidance to support vulnerable children, young people and families within their community	0345 2412705 LCSS@oxfordshire.gov.uk Opening hours: 8.30am – 5pm (Mon – Thurs) 8.30am – 4pm (Fri) https://www.oxfordshire.gov.uk/children-and-families/childrens-services/integrated-childrens-services/locality-and-community-support
Local Authority Designated Officer (LADO) The Oxfordshire LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Oxfordshire on either a paid or voluntary basis.	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk
Oxfordshire Family Information Service Information for families on a range of issues including childcare, finances, parenting and education.	https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page
Oxfordshire Safeguarding Children's Partnership Procedures, policies and practice guidelines	https://www.oscp.org.uk/
Thames Valley Police	101 (999 if an emergency)

What is safeguarding?

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Our designated safeguarding leads (DSLs)

Name	Email	Phone
Georgina Adams (lead)	info@thelittlefireflyforestschoo.co.uk	07738212008
Alison (Upton)	alisonfireflyforestschoo@gmail.com	07719065286
Christina Vaughan (Kingston Blount)	christinafireflyforestschoo@gmail.com	07546393421
Katharine King (Kingston Blount)	katharinefireflyforestschoo@gmail.com	07519896523

The responsibility of the DSLs is to:

- Creating a culture of safeguarding within the forest school where children are protected from harm.
- Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- Ensuring children receive the right help at the right time using the [Buckinghamshire Continuum of Need document](#) or the [Oxfordshire Threshold of Need](#).
- Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response and Early Help.

- Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Keeping written records of concern for a child, even if an immediate referral is not taken.
- Ensuring all child protection files are held separately from pupils' educational records and kept securely until the child's 25th birthday.
- Maintaining the record for staff safeguarding training.
- Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the forest school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Being available to staff and outside agencies during working hours and term time for consultation on safeguarding concerns raised.
- Having responsibility to ensure that cover is arranged outside of term-time during working hours and during periods where the DSL is not available (e.g. on leave)
- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together to Safeguard Children.
- The lead DSL completes an annual safeguarding audit with the council.
- Meeting at least twice a year with all named DSLs to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings.
- Deputy DSLs to provide the lead DSL with up-to-date information of any issues.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- Referring immediately to the Police for any cases where a criminal offence may have been committed or risk of harm is imminent.
- Completing DSL refresher training every two years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.
- To fulfil the DSL responsibilities as set out in the Keeping Children Safe in Education, Annex C.

Safeguarding training

Training is expected to be completed within staff's paid admin time and certificates sent to Georgina Adams or the administrator for the nursery training records.

Mandatory safeguarding training	Frequency
Safeguarding	Within one month of starting role, then every two years thereafter
Prevent	Within one month of starting role, then yearly thereafter
Female Genital Mutilation (FGM)	Within one month of starting role, then yearly thereafter

Non-mandatory safeguarding training	Frequency
Online safety	Within six months of starting role
Additional training for designated safeguarding leads	Frequency
Designated safeguarding lead training	Every two years
Prevent for DSLs	Yearly

Any other safeguarding training organised by The Little Firefly Forest School or its DSLs must be partaken in by staff.

All staff are expected to read The Little Firefly Forest School's safeguarding policy plus all related and named policies within this. All staff are expected to read Working Together to Safeguard Children and Keeping Children Safe in Education plus all other external references linked at the end of this policy.

Recognising and responding to abuse

These are some of the different types of abuse that children may experience and the signs that may help practitioners to spot it:

- Physical abuse
 - Bruising in unexpected or unusual places
 - Unexplained, explanation does not match injury or frequent injuries
 - Marks that look as if they have been made by a hand or object
 - Burns/scalds with clear shape of object.
- Emotional abuse
 - Be overly-affectionate towards strangers or people they haven't known for very long
 - Not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
 - Lack confidence or become wary or anxious
 - Be unable to play
 - Be aggressive or nasty towards other children and animals.
- Neglect
 - Appear hungry, dirty or smelly
 - Clothes inadequate for weather
 - Untreated injuries, health or dental
 - Poor language, communication or social skills for age and development
 - Unsuitable home environment
 - Appear to be left unsupervised.
- Sexual abuse
 - Anal or vaginal soreness or itching
 - Bruising or bleeding near the genital area
 - Discomfort when walking or sitting down
 - An unusual discharge

- Sexually transmitted infections (STI).
- Domestic abuse
 - Become aggressive
 - Display anti-social behaviour
 - Suffer from depression or anxiety
 - Not do as well at nursery - due to difficulties at home or disruption of moving to and from refuges.
- FGM
 - Have difficulty walking, standing or sitting
 - Spend longer in the bathroom or toilet
 - Appear withdrawn, anxious or depressed
 - Have unusual behaviour after an absence from school or college
 - Be particularly reluctant to undergo normal medical examinations
 - Ask for help, but may not be explicit about the problem due to embarrassment or fear.

Do not make any assumptions that a behaviour is a result of any special education needs or disabilities, consider if it could be abuse.

If you spot any of the signs of abuse, you should tell your DSL immediately. If you are just not feeling sure, have a conversation with your DSL.

What to do if a child makes a disclosure

1. Listen carefully to what they're saying - Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.
2. Give them the tools to talk - If they're struggling to talk to you, show them Childline's letter builder tool. It uses simple prompts to help them share what's happening and how they're feeling.
3. Let them know they've done the right thing by telling you - Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.
4. Tell them it's not their fault - Abuse is never a child's fault. It's important they hear, and know, this.
5. Say you'll take them seriously - They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
6. Don't confront the alleged abuser - Confronting the alleged abuser could make the situation worse for the child.
7. Explain what you'll do next - For younger children, explain you're going to speak to someone who will be able to help.
8. Report what the child has told you as soon as possible - Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon as you've spoken to the child. Try to keep these as accurate as possible.

The record can be written as a secure Google document and emailed to the DSL or handwritten on paper and given to the DSL as soon as possible after the disclosure.

What to do when there is a safeguarding concern about a child

If the child is at risk of immediate harm, you must immediately call the police on 999.

Whether you have spotted signs of abuse with a child, a child has made a disclosure or you have witnessed the abuse yourself, you should immediately tell the on-duty DSL.

You should write up exactly what you have seen or heard. This should be clear, factual and concise. If you are including a disclosure, this should be in the child's own words. This should happen as soon as possible and be given to the DSL.

The DSL will look at the evidence and decide whether:

- a. To call the police (if there is an immediate safety concern)
- b. Make a referral to the appropriate children's social services
- c. Log a note of concern internally

As our settings are in different council areas, the referral process and contacts differ. Please follow the correct process for your setting as explained below.

Kingston Blount	Upton
If immediate risk of harm to the child, call the police on 999	
The Oxfordshire Safeguarding Children Partnership require referrers to have read Oxfordshire's Threshold of Needs to determine whether the child has: 1. Universal needs 2. Additional needs 3. Complex needs 4. Critical needs The referrer can contact Locality Community Support Service (LCSS) for advice and support. If the level is determined to be Level 3 or 4 (complex or critical needs), then the DSL should obtain consent from the parent/carers (unless they are implicated) and complete a MASH referral form. If the level is determined to be 1 or 2 (universal or additional needs) then the DSL can contact the LCSS for further advice and signposting or refer to a single agency for support, as identified through the Oxfordshire Family Information Service.	The Buckinghamshire Safeguarding Children Partnership (BSCP) have published The Continuum of Need document and guidance which helps identify when a child may be in need of additional support, and this is described through four levels of need: 1. children whose needs are met within universal services 2. children with additional needs showing early signs of vulnerability requiring early help 3. children in need who require statutory or specialist services and targeted early help 4. children who are suffering or likely to suffer significant harm If the level is determined to be Level 3 or 4 then the DSL should obtain consent from the parent/carers (unless they are implicated) and complete a Raise a Concern Online form. If the level is determined to be 1 or 2 then the DSL can refer to a single agency for support, as identified through the Buckinghamshire

	Family Information Service.
If the risk level is considered low then the DSL is to complete a 'Note of concern' template and save in a Google Drive folder of the child's initials. This folder is set up by the lead DSL and should be shared between the DSLs only.	

Supporting a child through a safeguarding concern

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. The behaviour of a child in these circumstances may range from normal to aggressive or withdrawn.

Our setting will support children by:

- Promoting a safe, caring and positive environment
- Being sensitive to the child's experience

If a child leaves forest school, we will:

- Ensure that safeguarding concerns and medical records are passed onto the child's next setting as a matter of urgency. We will ensure consent is given where required.

Supporting families through a safeguarding concern

It can be a difficult time for families navigating their way through a safeguarding situation. At The Little Firefly, we can support families through this by being a friendly and open face for them to talk to. We can research and signpost families to any support they may be able to receive from the local council or charities, as well as any reading or information available that may be relevant.

Supporting staff through a safeguarding concern

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Prevention and early help

We recognise that our forest school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

We will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty

- Include opportunities at forest school for children to learn skills to stay safe from harm; anti-bullying, road safety, fire safety, online safety, consent.
- Use tools like '[The Three Houses](#)' where appropriate, asking children about their worries, happy times and their dreams.

Our early years practitioners will endeavour to build a strong, open and approachable relationship with the children's families where concerns can be highlighted and support and signposting can happen in a safe and welcomed way.

Policies, procedures and code of conduct

The Little Firefly Forest School has a comprehensive list of policies and procedures for staff and volunteers to follow. Those relating to safeguarding are listed at the end of this document. All staff are expected to read, sign and follow the policies.

The Little Firefly Forest School has a staff code of conduct which must be read and signed by staff before starting their role. Any agency staff, volunteers or students who work at the setting must also agree to the code of conduct.

Safeguarding issues covered in separate policies include (alphabetically):

Allegation of abuse against a staff member

The Little Firefly Forest School has a separate policy addressing this. It outlines what procedures we should follow to protect staff from allegations, what process to follow in the event of an allegation against a member of staff and who to contact in both Bucks County Council and Oxfordshire County Council areas.

Attendance

In line with the new Early Years Foundation Stage statutory guidance 2025, the attendance policy explains how we monitor the attendance of children who attend The Little Firefly Forest School and procedures to follow with prolonged or unexplained absences.

Data Protection

Ensuring we comply with the data protection act and GDPR laws and legislation.

Health and Safety (including COSHH)

Our health and safety policy outlines how we protect children physically in the forest school environment and keep them safe.

Information sharing

This policy discusses how we keep information confidential but also when we are obliged to share information in the interest of a child's safety.

Internet, social media and online abuse

The Little Firefly's online presence, the staff's usage of social media and communication with those within and outside of TLF.

Mobile phones, cameras and photos

The Little Firefly Forest School has a separate policy addressing this. It outlines rules around work phones, personal phones, the company camera, smartwatches and rules around photo and video-sharing.

Record keeping

The Little Firefly Forest School has a record keeping policy discussing confidentiality, children's records, noting concerns and so forth. All safeguarding records must be kept in a safe place.

Relationship, behaviour and communication (inc anti-bullying)

This policy explains how we prevent and respond to bullying at The Little Firefly, as well as manage relationships and behaviour.

Safer recruitment

The Little Firefly Forest School has a safer recruitment policy discussing the procedures we follow when recruiting someone to TLF and also our ongoing vetting checks.

Visitors

The visitors policy gives guidance around how to manage visitors on-site, including any devices they may have with them and how to log it.

Whistleblowing

The Little Firefly Forest School has a whistleblowing policy.

This is by no means an exhaustive list of safeguarding policies. The Little Firefly will continue to review, update and introduce policies where new legislation and guidance is given.

Promoting a safeguarding culture at The Little Firefly

At The Little Firefly, we feel really strongly about embedding safeguarding as a culture into our workplace. We have many ways we do this, including:

- In our staff meetings, safeguarding is a key item on our running agenda and is discussed at every team meeting.
- Using staff admin time to research serious case reviews and explore the legislation, guidance and resources provided in the links at the end of this policy

- Being encouraged to use professional curiosity and culturally competent curiosity - understanding that a family's background, ethnicity, religion, financial situation or educational ability may affect their understanding or beliefs.
- Encouraging open discussions with our colleagues about being professionally curious in our roles. We understand there may be some barriers within this; being concerned about looking 'nosy', unconscious bias, lack of time or confidence to name a few. We want to adopt an open culture where 'just a feeling' is a legitimate reason to have a conversation about safeguarding children within our teams.
- Sharing safeguarding posters, leaflets and other materials with all staff, families and volunteers.

Policies, procedures and risk assessments referred to in this document:

- Allegation of abuse against a staff member policy
- Camera, mobile phone and photo policy
- Data protection policy
- Staff code of conduct
- Information sharing policy
- Internet, social media and online abuse policy
- Record keeping policy
- Relationship, behaviour and communication (inc anti-bullying) policy
- Safer recruitment policy
- Visitors policy
- Whistleblowing policy

External references:

- [EYFS statutory framework for group and school-based providers](#)
- [Working together to safeguard children 2023: statutory guidance](#)
- [Keeping children safe in education 2025](#)
- [Definitions and signs of child abuse](#) - NSPCC
- [Children Act 1989](#)
- [Equality Act 2010](#)
- [UN Convention on the Rights of the Child - Summary](#)
- [Home - Oxfordshire Safeguarding Children Partnership](#)
- [Home - Buckinghamshire Safeguarding Children Partnership](#)
- [Case review process in each UK nation | NSPCC Learning](#)
- [How to have difficult conversations with children | NSPCC Learning](#)
- [HM Government - Multi-agency statutory guidance on Female Genital Mutilation](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Information sharing advice for safeguarding practitioners - GOV.UK](#)
- [What to do if you're worried a child is being abused - GOV.UK](#)
- [Me first Three houses tool](#)