

Safeguarding and Child Protection Policy 2022

Policy Statement

The Kindergartens is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. The Kindergartens' Safeguarding Children Policy (Policy) It has been updated with having due regard to Keeping Children Safe in Education KCSIE September 2022 as well as requirements from our Local Safeguarding Children's Partnership LSCP.

Purpose: This policy has been produced to ensure all staff at The Kindergartens Ltd understand and comply with statutory requirements to protect children from harm.

Who: This policy has been authorised by the Principal of the Kindergartens, is addressed to all members of staff and volunteers and will be discussed with parents before their child joins the Nursery. This Policy is reviewed annually by the Board of Governors as part of the nursery's Annual Safeguarding Review or when legislation or government guidance dictates. It applies wherever staff or volunteers are working with children even where this is away from the Nursery, for example at an activity centre or on an educational visit.

Definitions:

Child/Young Person: any young person in the setting under the age of 18 is considered a child by law. This also includes staff who are under eighteen years of age.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

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

(Definition taken from the HM Government document 'Working together to safeguard children 2018)

Designated Safeguarding Lead:

Each Nursery has appointed a Designated Safeguarding Lead (DSL). The DSL is a senior member of staff with the necessary status and authority to have lead responsibility for matters relating to safeguarding children. Each Nursery has also appointed a senior member of staff with the necessary status and authority to act as a Deputy DSL for matters relating to safeguarding children.

The Designated Safeguarding Lead (DSL) Team has the overall responsibility for the day to day oversight of safeguarding and child protection systems in the setting. The main responsibilities of the Designated Safeguarding Lead are as detailed in KCSIE Annex C but are also detailed in the Designated Safeguarding Lead Policy.

The names and contact details of the DSL and Deputy DSL for each Nursery are set out in the contacts list ON page XXX of this Policy. The DSL and Deputy DSL may be contacted through the contact

details given in relation to any safeguarding concerns and Joanne Allen, Principal, may be contacted on her mobile out of Nursery hours.

Roles and Responsibilities

The Principal must:

- Ensure that this policy is being implemented at all settings with The Kindergartens Ltd

All Designated Safeguarding Leads of the setting must:

- Complete and remain compliant with the training set out in Appendix 2.
- Have a system in place that ensures (a) this policy is implemented in the setting and (b) All staff are aware of the requirements under this policy.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities 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.
- Ensure each member of staff has access to and understands the Kindergartens' child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the Kindergartens with regard 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.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Kindergartens may put in place to protect them and to meet the requirements and procedures of the London Safeguarding Children Board.
- Where children leave the Nursery ensure their child protection file is copied for any new nursery or school and transferred securely, within 5 days, to the DSL at the new setting and a receipt is obtained confirming they have been received.

All Staff must:

- Complete all relevant Child Protection training in line with Appendix 2.
- Protect children from abuse.
- Be aware of the procedures in this Policy and to follow them.
- Know how to access and implement the procedures in this Policy, independently if necessary.
- Read and understand, Part 1 of Keeping Children Safe in Education and Annex A, as well as Annex B if the lead or manage or work directly with children.
- Provide a safe and supportive learning environment
- Be alert to the signs of abuse and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately.
- Be aware that that even if there are no reports of child-on-child, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.

- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- Help pupils understand how to keep themselves safe and manage risk.
- Keep a sufficient record of any significant complaint, conversation or event.
- Report to the Head Teacher / Principal any concerns about the conduct of adults, including low level concerns (this includes behaviour outside the nursery that might indicate an individual is unsuitable to work with children)
- Report any matters of concern in accordance with this Policy.
- Inform the Kindergartens if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the Kindergartens' Recruitment Policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the Kindergartens.

Designated Safeguarding Lead

The Designated Safeguarding Lead shall be given the time, funding training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

The main responsibilities of the Designated Safeguarding Lead are:

1. Managing referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required:
- support staff who make referrals to the local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service (DBS) as required; and / or
- refer cases where a crime may have been committed to the police as required.

2. Work with others

Liaising with Principal, Joanne Allen, on issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Liaise with the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise to staff.

3. Raising awareness

The DSL should ensure this Policy is known, understood, and used appropriately.

Ensure this Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with the Principal regarding this

Ensure this Policy is available publicly.

Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the Kindergartens' role in this.

Maintain links with the Local Safeguarding Partners (LSP) to ensure staff are aware of training opportunities and the local policies on safeguarding.

4. Child protection file

Where children leave the Nursery ensure their child protection file is copied for any new nursery or school and transferred securely, within 5 days, to the DSL at the new school and a receipt is obtained confirming they have been received.

5. Prevent

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:

- Acting as the first point of contact for parents, children, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty.
- Co-ordinating Prevent duty procedures in the Nursery.
- Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated.
- Undergoing WRAP or other appropriate training.
- Maintaining ongoing training programme for all Kindergartens employees including induction training for all new employees and keeping records of staff training; and
- Monitoring the keeping, confidentiality, and storage of records in relation to the Prevent duty.

The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable.

Relevant Statutory and Non-Statutory Advice.

Keeping Children Safe in Education (KCSIE), DfE, September 2022	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
Disqualification Under the Childcare Act 2006 – updated August 2018	https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006
Working Together to Safeguarding Children Updated Sept 2020 WT refers to the non-statutory but important advice Information sharing (2018)	Working together to Safeguard Children (September 2018 updated September 2020) (WT)
The Independent School Standards (England) Regulations, DfE, 2014. Updated 2019	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf
EYFS Framework March 2021	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
DfE Guidance What to do if you're worried a child is being abused (March 2015)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Prevent Duty 2015 – Updated April 2021	Prevent Duty: Guidance for England and Wales (July 2015, updated April 2021) (Prevent)
Safeguarding in the Early Years 2019	
Children Act 1989 and 2004	
Childcare Act 2006	
Safeguarding Vulnerable Groups Act 2006	
Children and Social Work Act 2017	

Key Personnel for Safeguarding and Child Protection at The Kindergartens

Principal:

Joanne Allen

Email: Joanne.allen@thekindergartens.co.uk

Tel: 01622833331

Mobile: 07956684125

Nominated Safeguarding Governor:

Libby Nicholas

Email: Libby.nicholas@dukeseducation.com

Tel:

Mobile:

Chairman of Dukes Education:

Aatif Hassan

Email: Aatif.hassan@dukeseducation.com

Tel: 020 3696 5300

Designated Safeguarding Leads on site at The Kindergartens (DSL)

POOH CORNER KINDERGARTEN, 48 Emperor's Gate, London SW7 4HJ

DSL: Shreya Zaveri

Email: Head.PoohCornerSW7@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

THE PARK KINDERGARTEN, St Saviour's Church, 351 Battersea Park Rd, London SW11 4LH

DSL: Annalu Penney

Email: Head.ParkSW11@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

BUMBLE BEE, The Crypt, Church of the Ascension, Pountney Road, London SW11 5TU

DSL: Mini Jain

Email: Head.BumbleBeeSW11@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Demi Patterson

THE PARK KINDERGARTEN SW2, Telford Park Tennis Club, 35a Killieser Avenue, London SW2 4NX

DSL: Elaine Bruton

Email: Head.ParkSW2@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

CRESCENT II, Holy Trinity Church Hall, Trinity Rd, London, SW17 7SQ

DSL: Gemma Ballard

Email: Head.Crescent2@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

MOUSE HOUSE SW11, 27 Mallinson Rd, London, SW11 1BW

DSL: Annabelle Dare

Email: Annabelle.dare@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

MOUSE HOLE, 2A Mallinson Rd, London, SW11 1BP

DSL: Annabelle Dare

Email: Annabelle.dare@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

MOUSE HOUSE SW6, 286 Fulham Palace Road, London, SW6 6HP

DSL: Savannagh Smith

Email: Head.MouseHouseSW6@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

MOUSE HOUSE SW18, 13-15 Barmouth Road, SW18 2DT

DSL: Cathy Koutsika

Email: Head.MouseHouseSW18@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

POOH CORNER W8, St. George's Church, Aubrey Walk, W8 7JG

DSL: Nikky Beard

Email: Head.PoohCornerW8@thekindergartens.co.uk

Tel: 01622 833331

Deputy DSL: Joanne Allen

Key External Agencies, Services and Professionals' Contact Details

Wandsworth

Children's Services:

020 8871 7440

Email:

LADO@wandsworth.gov.uk

MASH:

020 9971 7899

Lambeth

Children's Services:

020 7926 5555

Email:

helpandprotection@lambeth.gov.uk

LADO:

020 7926 4679

Kensington and Chelsea

Children's Services:

020 7361 3013

Email:

KCLADO.enquiries@rbkc.gov.uk

Designated Officer:

Alexandra Handford, Safeguarding Manager (Acting)

Telephone:

0207 598 4638

Mobile:

07973 564580

Email:

Alexandra.Handford@rbkc.gov

Hammersmith and Fulham

Children Services: 020 8753 6600
Email: Familyservices@lbhf.gov.uk

The local police non-emergency contact number is 101.

The telephone numbers of relevant Prevent partners are as follows:

Wandsworth Prevent Contact

Contact Name: Simon Cornwall
Telephone: 020 8871 6094
Telephone: 07774 331 640
MASH: 020 8871 6622
Email: SCornwall@wandsworth.gov.uk

Lambeth Prevent Contact

Contact Name: Steve Tippell
Telephone: 020 7926 2738
Email: stipell@lambeth.gov.uk
Email: prevent@lambeth.gov.uk

Hammersmith & Fulham and Kensington and Chelsea Prevent Contact

Telephone: 0208 753 5727
Email: preventenquiries@lbhf.gov.uk

Non-emergency DfE advice

Tel: 020 7340 7264
Email: counter-extremism@education.gsi.gov.uk

The National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline can be contacted on:

NSPCC:

Weston House, 42 Curtain Road, London, EC2A 3NH
Telephone: 0800 800 5000
Email: help@nspcc.org.uk

NSPCC Whistleblowing helpline: 0800 028 0285

Childline: 0900 1111

Ofsted Whistleblowing Hotline: 0300 123 3155

Forced Marriage Unit: 020 7008 0151

Email: fmu@fco.gov.uk

Our organisation does work with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

Anyone can make a referral directly to children's social care or the Local Authority Designated Officer if they believe that a child is at risk or may be at risk of significant harm.

Nursery staff do not require parental consent to make such a referral to external statutory agencies.

If a direct referral is made by a member of staff, the DSL should also be informed as soon as possible or in their absence the Principal or our safeguarding governor.

Types and Signs of abuse:

The types and signs of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 1.

The main categories of abuse outlined in KCSIE, are

- (a) Physical abuse**
- (b) Emotional abuse (including domestic abuse)**
- (c) Sexual abuse**
- (d) Neglect**

Specific safeguarding issues:

Keeping children safe in education also acknowledges the following as specific safeguarding issues. Extensive guidance on a wide variety of specific issues can be found in Annex B of KCSIE.

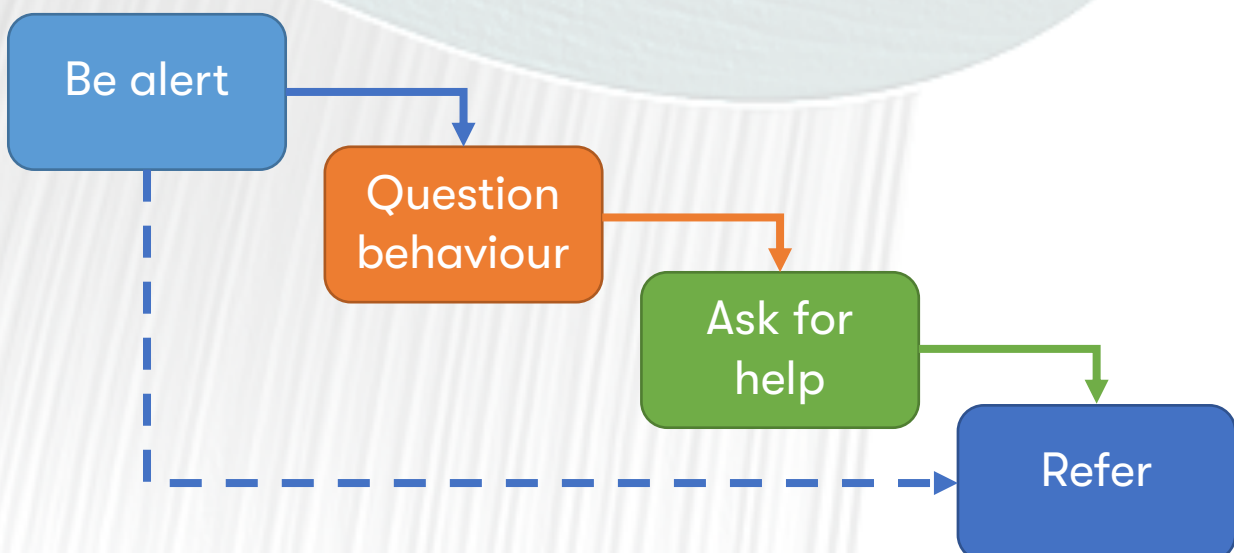
- Bullying including cyberbullying.
- Children missing from education.
- Children missing from home or care.
- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE) (including county lines/gangs).
- Children and the court system.
- Child on Child abuse.
- Domestic abuse.
- Drugs/substance misuse.
- Fabricated or induced illness.
- Faith abuse.

- Female genital mutilation (FGM).
- Forced marriage.
- Gender-based violence / violence against women and girls (VAWG).
- Hate.
- Mental health.
- Breast ironing / breast flattening.
- Homelessness.
- Preventing radicalisation (including Channel).
- Relationship abuse.
- Sexting.
- Trafficking.

The term 'toxic trio' is used to describe the issues of domestic abuse, mental ill-health, and substance misuse, identified as common features of families where significant harm to children has occurred. The toxic trio combination has been clearly linked with increased risks of abuse and neglect of children and young people.

All Staff (including Management) must:

- Ensure they identify child abuse and respond/offer support as required.



1. Procedures for responding to allegations/ suspected abuse

2.1 Initial complaint: A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and/or parent and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- must not ask leading questions, that is, a question which suggests its own answer.
- must reassure the child and/or parent but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action is taken.
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.

All other evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be kept securely with the written record and passed on when reporting the matter in accordance with this Policy.

All suspicion or complaints of abuse or any concern about a child's welfare must be reported in accordance with the procedures set out below.

If staff are ever unsure, they must always speak to the DSL.

- 2.2 Early help: The Kindergartens understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

A member of staff who considers that a child may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Partners (LSP) referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

- 2.3 Concerns about a child's welfare: If a member of staff is concerned about a child's welfare, the matter should be reported to the DSL as soon as possible. See below for the procedures for dealing with allegations against staff 2.6.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Local Safeguarding Partners (LSP) referral threshold document. Such action may include early help or a referral to children's social care. If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

- 2.4 If a child is in immediate danger or at risk of harm: If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

Anyone can make a referral in these circumstances. See below for details on making a referral. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

- 2.5 Making a referral: The relevant contact information is set out on pages 5 & 6 of this Policy. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after the referral the child's situation does not appear to be improving, the DSL (or the person making the referral) should press for reconsideration to ensure their concerns are addressed and the child's situation improves.

- 2.6 Allegations against staff: The Kindergartens has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

These procedures follow the guidance based on the Local Safeguarding Partners (LSP) procedures and will be followed where an allegation may relate to a member of staff or volunteer who has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All allegations or suspicions against staff will be taken seriously and considered as requiring a child protection response/enquiry. The local authority's designated officer will be informed immediately and in any event within one working day of all allegations that come to the Kindergartens' attention and appear to meet the criteria above.

An allegation against any member of staff or volunteer must be reported immediately to the DSL or in her absence to the Deputy DSL. If the allegation is made against the DSL, the matter must be reported immediately to the Deputy DSL or the Principal.

The allegation will be discussed immediately with the local authority's designated officer before further action is taken.

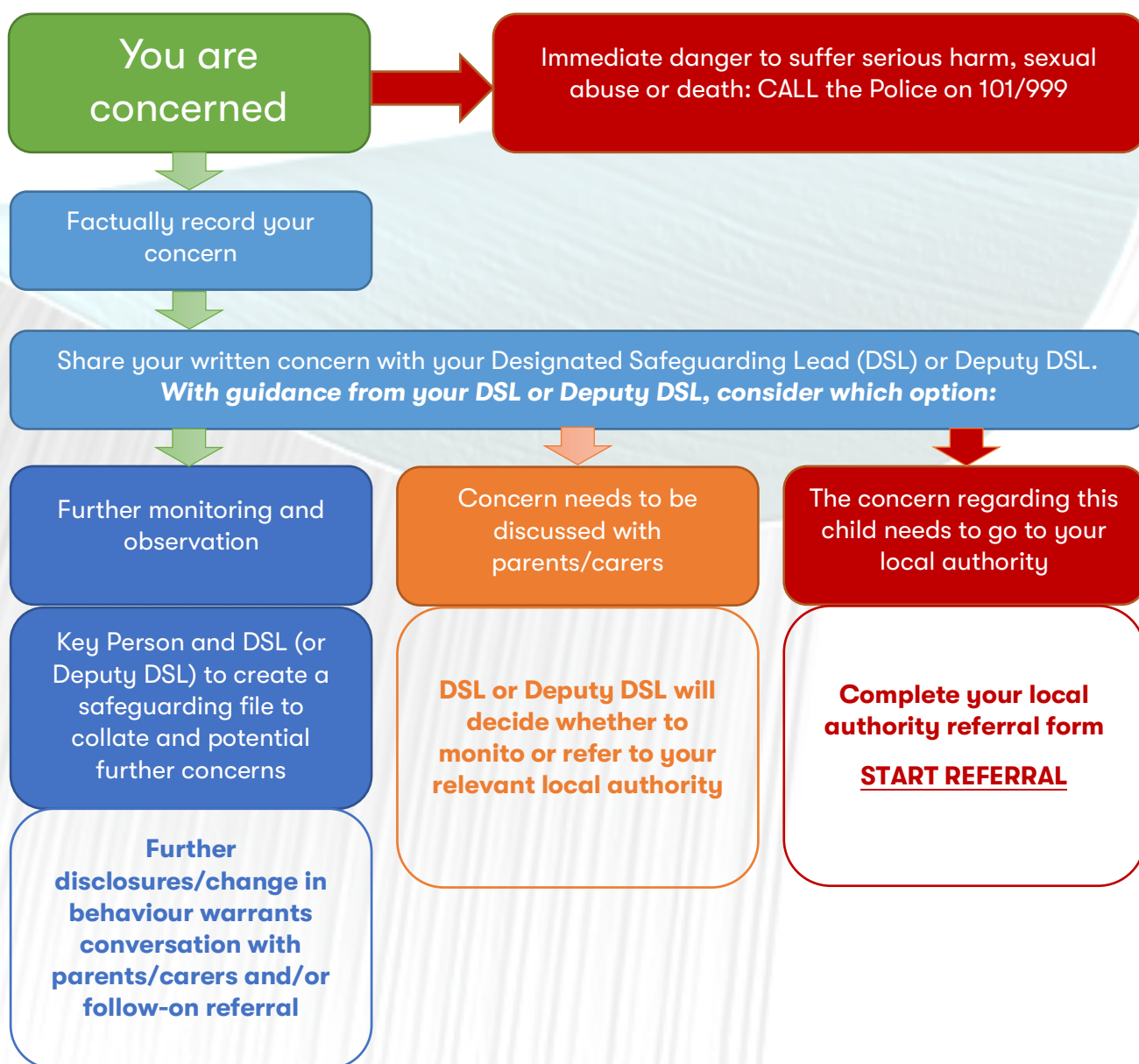
Where an allegation or complaint is made against the Head Teacher, the Designated Safeguarding Lead will report to and consult with the Principal who will follow the procedures outlined above.

The Kindergartens will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children on the Nursery premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations. These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

If the Kindergartens ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child. This guidance is contained in the Staff Handbook.

Specific Referral Pathway for Early Years Providers 2022



Staff and volunteers should also feel able to follow the Kindergartens' separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the Nursery or potential failures by the Kindergartens or its staff to properly safeguard the welfare of children, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

- 2.7 Low-Level Concerns: 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 school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.

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/other device.
- engaging with a child on a 1:1 basis in a secluded area or behind a closed door.
- using inappropriate sexualised, intimidating, or offensive language.

Staff must report any low-level concerns whatsoever to the Head Teacher and or Principal. Staff are also encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the nursery's Whistleblowing Policy.

If there is any doubt as to whether a low-level concern meets the harms threshold, then the Head Teacher and or Principal will consult with the LADO. (KCSIE 2022, paragraph 434).

- 2.8 Allegations against children: If a child is accused or suspected of causing harm to another child or children, the procedures set out in this Policy will be followed. It may be necessary to ask the parent to keep this child away from the Nursery during any investigation. Staff will work together with parents to seek a positive outcome following the conclusion of any investigation.

- 2.9 Use of mobile phones and cameras

Children are not permitted to bring mobile phones or any mobile device with a camera facility onto the Nursery premises.

Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff [Code of Conduct & Mobile Phone Policy].

Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

2.10 E-safety and online behaviour

The Nursery adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving children of the benefits provided by technology and the internet.

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

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

The Nursery's Staff Code of Conduct and Digital Usage Policy explain the responsibilities of staff in relation to keeping children safe online.

The Nursery does all it reasonably can to limit the children's exposure to the above risks in Nursery. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing children benefitting from the wealth of resources available online.

2.11 Record keeping, confidentiality and information sharing

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

All information about safeguarding and welfare issues will be shared only on a "need to know" basis. However, where the safety and welfare of a child is in question, all staff must ensure that all relevant information is provided to the Designated Safeguarding Lead without delay. The Designated Safeguarding Lead will then decide, taking advice, if necessary, whether such information needs to be disclosed to any other person.

The Kindergartens will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

Where allegations have been made against staff, the Kindergartens will consult with the local authority's designated officer and, where appropriate, the police and children's services, to agree the information that should be disclosed and to whom.

2.12 Monitoring

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Principal.

The Principal will undertake an annual review of this Policy and the Kindergartens' safeguarding procedures and will ensure that any deficiencies or weaknesses in regard to safeguarding children arrangements are remedied without delay.

Appendix: 1

Types and signs of abuse

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

Part one of Keeping children safe in education defines the following types of abuse, however, staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

Types of abuse:

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 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
5. **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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Keeping children safe in education also acknowledges the following as specific safeguarding issues. Extensive guidance on a wide variety of specific issues can be found in Annex B of KCSIE.

- Bullying including cyberbullying.
- Children missing from education.
- Children missing from home or care.
- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE) (including county lines/gangs)
- Children and the court system
- Child on Child abuse
- Domestic abuse.
- Drugs/substance misuse.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM).
- Forced marriage.
- Gender-based violence / violence against women and girls (VAWG).
- Hate.
- Mental health.
- Breast ironing / breast flattening.
- Homelessness.
- Preventing radicalisation (including Channel).
- Relationship abuse.
- Sexting.
- Trafficking.
- Witchcraft

The term 'toxic trio' is used to describe the issues of domestic abuse, mental ill-health, and substance misuse, identified as common features of families where significant harm to children has occurred. The toxic trio combination has been clearly linked with increased risks of abuse and neglect of children and young people.

6. Child sexual exploitation: Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:
- in exchange for something the victim needs or wants; and / or
 - for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

7. Female genital mutilation: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#). If staff have any concerns, they should report the matter to the DSL in accordance with this Policy.

8. Radicalisation and the Prevent duty

The Kindergartens has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The Kindergartens aims to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Kindergartens is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Kindergartens has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. The Kindergartens staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith,

in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists.
- changing their style of dress or personal appearance to accord with the group.
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause.
- loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
- possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.
- using insulting or derogatory names or labels for another group.
- speaking about the imminence of harm from the other group and the importance of action now.
- expressing attitudes that justify offending on behalf of the group, cause or ideology.
- condoning or supporting violence or harm towards others; or plotting or conspiring with others."

Protecting children from the risk of radicalisation is part of the Nursery's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

9. Special educational needs and disabilities: Additional barriers can exist when detecting the abuse or neglect of children with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The Kindergartens is mindful that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's special educational need or disability without further exploration.

- children with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Signs of abuse

Possible signs of abuse include (but are not limited to):

- a. failure to thrive and meet developmental milestones
- b. the child says s/he has been abused or asks a question which gives rise to that inference.
- c. there is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- d. the child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the child's behaviour.
- e. the child loses or gains weight.
- f. there is a general deterioration in the child's wellbeing.
- g. the child appears neglected, e.g., dirty, hungry, inadequately clothed.
- h. the child is reluctant to go home or has been openly rejected by his/her parents or carers.
- i. inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

The London Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (2015) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

Appendix: 2

Child Protection Training Procedure

The Kindergartens is committed to providing relevant Safeguarding and Child Protection training to its staff to enable them to have the knowledge and confidence to safeguard the children in The Kindergartens settings and safeguard themselves through safe working. This is a crucial element of their role as all staff members have a duty of care to safeguard the children in the nurseries and the training detailed below provides them with the competency and knowledge they require to fulfil this duty.

In order to meet this requirement, the following elements of training must be completed specific to your role and responsibilities within the timescales set. Failure to complete this training will result in non-compliance both for individuals and the DSL, which may result in disciplinary action being taken. All training detailed below MUST remain valid and be re-taken prior to the expiry date.

Individuals and DSL/Nursery Managers will be held for to account for non-attendance of training without prior notification, staff members attending the training without following the appropriate booking procedure and staff member's professional conduct during the training. The Safeguarding Team will be scrutinising all Safeguarding Training Data in relation to nursery compliance and will take action to ensure that the business of a whole is compliant.

Child Protection Training Matrix

Child Protection Training Expectations: Staff				
Course Title	When	Where	For whom	How often
Child Protection in Education	Prior to start date with the business	Educare: Online log-in and completion	Everyone in the business	Start date only
Female Genital Mutilation Awareness	Prior to start date with the business & every September	Educare: Online log-in and completion	Everyone in the business	Start date and annually
Extremism and Radicalisation	Prior to start date with the business & every September	Educare: Online log-in and completion	Everyone in the business	Start date and annually
Domestic Abuse: Children and Young People	Prior to start date with the business & every September	Educare: Online log-in and completion	Everyone in the business	Start date and annually
Child Neglect	Prior to start date with the business & every September	Educare: Online log-in and completion	Everyone in the business	Start date and annually

Safeguarding Children with Special Educational Needs and Disabilities	Prior to start date with the business & every September	Educare: Online log-in and completion	Everyone in the business	Start date and annually
Child Protection Refresher 2022	September	Educare: Online log-in and completion	Everyone in the business	Annually
Policy Reviews	Every quarter.	DSL Team will be responsible for delivering/facilitating in house with team.	All staff who are based at a nursery.	3 monthly

Child Protection Training Expectations: Designated Safeguarding Leads
(in addition to the courses outlined above)

Course Title	When	Where	For whom	How often
Child Protection Advanced	September	Educare: Online log-in and completion	All DSL's & DDSL'S	Annually
Understanding the Role of the Safeguarding Lead	September	Educare: Online log-in and completion	All DSL's & DDSL'S	Annually
Safeguarding when Employing Tutors and Coaches	September	Educare: Online log-in and completion	All DSL's & DDSL'S	Annually

Initial DSL Training	New to DSL role.	F2F Training – Book WITH Local Authority.	All DSL's & DDSL's	Completed once ONLY. (*cannot expire – to be compliant for DSL role)
Refresher DSL Training	2 year point from completing Initial DSLT.	F2F Training – 1 day	All DSL's & DDSL's	Completed on a 2 yearly cycle (*cannot expire – to be compliant for DSL role)
Policy Review – Update session	Every quarter.	DSL Team will be responsible for delivering/facilitating in house with team.	All staff who are based at a setting.	3 monthly