

The Lodge Nursery School

Safeguarding and Child Protection Policy

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Key role and responsibilities

Early Years Designated Safeguarding Lead (DSL) / Designated Child Protection Officer (CPO): Amelia Clark and Caroline Nokes and Heidi Guinane deputises

1.0. Policy statement

The Lodge Safeguarding Children and Child Protection Policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004 and related guidance. This includes:

- The Early Years Foundation Stage 2017 (EYFS)
- DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Framework for the Assessment of Children in Need and their Families 2000
- Kent and Medway Online Safeguarding Procedures
- Ofsted Education Inspection Framework (2019).

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

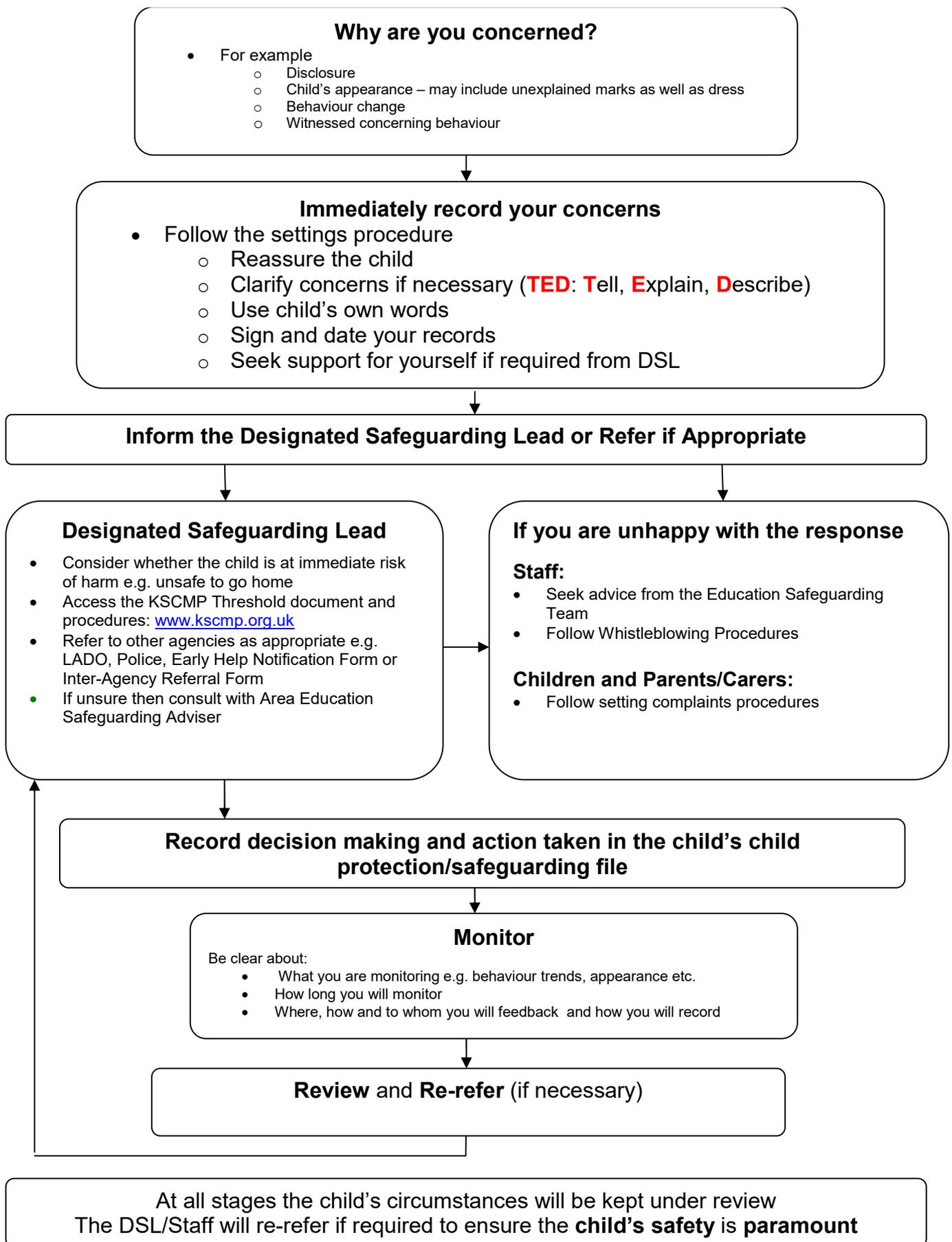
Date agreed: October 2019

Ratified by: Proprietor, Amelia Clark

Date of next review: October 2020

This policy will be reviewed and ratified at least annually and/or following any updates to national and local guidance and procedures.

2.0. What to do if you have a welfare concern in The Lodge Nursery School



3.0. What is Safeguarding?

'The ACTION we take to promote the welfare of children and protect them from harm'

Working Together to Safeguard Children (2018) states that safeguarding and promoting the welfare of children is defined as:

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

It also reminds us that safeguarding is ***"everyone's responsibility. Everyone who comes into contact with children and families has a role to play."*** (WTSC 2018 p 11) Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

The setting acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children and the court system
- Children Missing Education (CME)
- Children with family members in prison
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child criminal exploitation (County Lines)
- Domestic Abuse
- Homelessness
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based abuse
- Mental health
- Missing children and adults
- Online safety
- Peer on Peer Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Youth produced sexual imagery or "Sexting"

- Our setting's core safeguarding principles are:
 - That settings are an important part of the wider safeguarding system for children.
 - It is a whole setting responsibility to safeguard and promote the welfare of children as its paramount concern
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance
- There are four main elements to our safeguarding policy
- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff including temporary staff and volunteers and are consistent with those of the Kent Safeguarding Children Board (KSCB).

4.0. Our Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2017 p5)

The Lodge is committed to building a 'culture of safety' in which the children in our care are protected from abuse and harm.

The Director of The Lodge considers all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

As part of the safeguarding of the setting we are committed to:

- Maintaining children's welfare as our paramount concern;
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to;
- Developing appropriate and positive relationships between children and the adults that care for them;
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
- Using learning at the setting to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making. This is so that young children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
- Working with parents to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- Ensuring all staff have regular training and are able to recognise the signs and symptoms of abuse and are aware of the setting's procedures and lines of communication;
- Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

The Lodge adheres to the Kent Safeguarding Children's Multi-Agency Partnership (KSCMP) Procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website. www.kscmp.org.uk. A contents list of the online guidance is available on the The Lodge Safeguarding file.

The Setting will respond promptly and appropriately to all incidents or concerns of abuse that may occur. The Setting's child protection procedures comply with all relevant legislation and with guidance issued by the Local Safeguarding Children Board (LSCB).

The Setting's Designated Safeguarding Lead (DSLs) is Amelia Clark with Caroline Nokes and Heidi Guinane deputising. The DSLs coordinates child protection issues and liaises with external agencies (eg Social Care, the LSCB and Ofsted).

5.0. SETTING POLICIES ON RELATED SAFEGUARDING ISSUES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with the policies listed below:

- Online Safety Policy
- Mobile Phone and Digital Images Policy
- Behaviour Management Policy
- Early Years Allegations Against Staff Policy
- Guidelines for Safeguarding Record Keeping in Settings
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for Early Years Staff
- Legal Contact guidance
- Best Practice guidance; Young People Visiting Settings
- Advice notes: Dealing with Disclosures in Early Years Settings
- General Data Protection Policy
- Staff Codes of Conduct (Inc. alcohol and drugs)
- Health and Safety Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document: Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Kent County Council Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- Intimate care and toileting policy
- First Aid and Accident Policies

Supporting Guidance (to be read and followed alongside this document)

- "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
- "What to do if you are worried a child is being abused" – DfE, March 2015
- KSCB document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"

- KCC Safeguarding Children and Child Protection – “Induction Leaflet Guidelines for Early Years Staff”
- KCC Guidelines for “Safeguarding Record Keeping”
- KCC Advice notes - “Dealing with Disclosures”
- Early Years Foundation Stage 2017 Welfare Requirements

6.0. RESPONSIBILITIES

6.1. All staff

The EYFS 2017 requires providers to *'take all necessary steps to keep children safe and well'* and accordingly, everyone involved in the care of young children has a role to play in their protection. Any member of staff in The Lodge is part of the wider safeguarding system for children and is in a unique position to observe any changes in a child's behaviour or appearance.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a duty of care to take appropriate action, working with other services as needed.

- **All members of staff have a responsibility to:**
 - provide a safe environment in which children can learn
 - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
 - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
 - provide help for children, where appropriate and reasonable
 - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
 - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
 - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
 - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
 - respond to and refer any concerns about children or other members of the community in accordance with this policy
 - Contribute towards, read and adhering to the school policies

- All members of staff in The Lodge Nursery School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.

6.2. Designated Safeguarding Lead (DSL)

The EYFS 2017 states; *'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'*. The Director of The Lodge, whose responsibility it is to ensure all legal requirements are met, has appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in our setting. They are committed to ensuring the DSL is properly supported in being able to carry out this role fully, including providing them with appropriate time and resources away from other job commitments.

The Director has appointed additional staff to deputise for the DSL. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in the setting. These responsibilities include:

- Act as a central contact point for all staff to discuss safeguarding concerns;
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Liaising with other professionals in all agencies, including social services, police and health colleagues in line with Working Together to Safeguard Children;
- Keeping apprised of any updates in policy and practice as agreed by Kent Safeguarding Children Board (via the Education Safeguarding Team);
- Being a source of support, advice and guidance to any other setting staff, both paid and voluntary. This is on an ongoing basis and on any specific safeguarding issue as required;
- Co-ordinating child protection action within the setting, including making referrals as necessary and maintaining a confidential recording system; In the case of Children in Care the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- Ensuring that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children's Services (SCS) as necessary;
- Ensuring all staff, visitors and volunteers are aware of the setting policies and procedures and their responsibilities in relation to safeguarding children;
- Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training at least every 3 years (as stipulated by the KSCB) and provide them with appropriate annual updates.
- Ensuring their own training is kept up to date by attending appropriate Designated Safeguarding Lead training every 2 years (as stipulated by the KSCB) and accessing updates at least annually, through a variety of methods which includes:
 - E-bulletins
 - Local collaboration meetings
 - Network and briefing meetings
 - Cascading of safeguarding training attended by other staff
 - Conferences
 - Online and other training.
- Representing or ensuring the setting is represented, by an appropriate senior member of staff, at inter-agency meetings in particular Strategy Discussions, Child Protection Conferences and core groups;
- Managing and monitoring the setting's part in early help child in need and child protection plans

Further details about the role of the DSL can be found in Keeping Children Safe in Education 2018, part two.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary, with parents / carers in most cases. This includes the need to make referrals to partner agencies and services. To help with this decision they may choose to consult with the Area Education Safeguarding Adviser (Sevenoaks 03000 412445, 07740 183798). Advice may also be sought from Specialist Children's Services Duty Social Workers which is now the Integrated Front Door (03000 411111 or emergency out of hours 03000 419191) who offer opportunities for consultation as part of the Child in Need / Child Protection process.

The welfare and safety of children, however, are the responsibility of all staff in the setting and ANY concern for a child's welfare MUST be reported to the DSL.

7.0. RECOGNITION AND CATEGORIES OF ABUSE

Working Together to Safeguard Children 2018 defines 'abuse' as '*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.*'

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

All staff in the setting are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education 2018' and 'What to do if you are worried a child is being abused' 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behavior's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Indicators and signs of abuse are listed in the leaflet "Safeguarding Children and Child Protection - Induction Leaflet Guidelines for Early Years" distributed to all staff. A copy of this leaflet can be found on the Safeguarding File and on the noticeboard.

8.0. **SAFEGUARDING AND CHILD PROECTION PROCEDURES**

The Lodge adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures document and additional guidance relating to the specific safeguarding issues can be found on the KSCB website www.kscb.org.uk. A contents list of the online guidance is available on Safeguarding file.

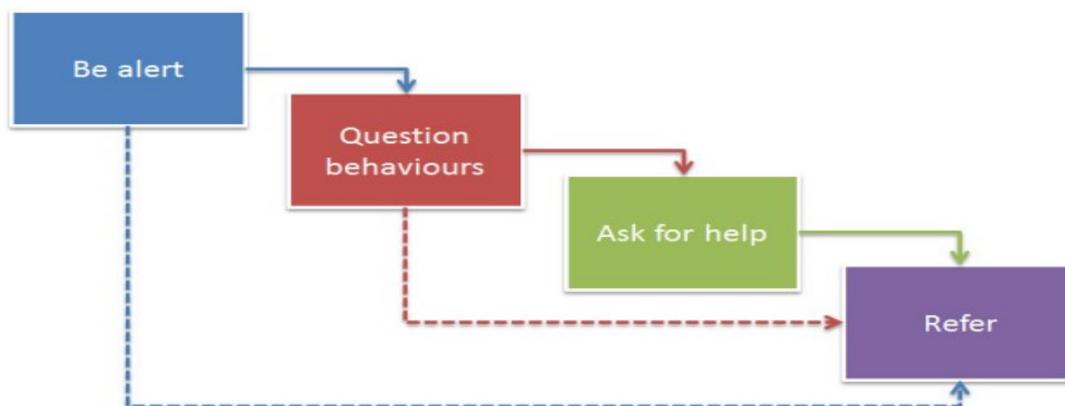
A copy of the **Kent and Medway Interagency Threshold Criteria for Children in Need**, which provides guidance for professionals including when to make a referral to Specialist Children's Services can be found on the Safeguarding File.

Additional guidance includes:

- **'What to do if you are Worried About a Child Being Abused' (DfE 2015)**
- **Information Sharing advice for safeguarding practitioners (2015)**
- **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
- **The Assessment Framework for Children in Need and their Families (2000)**

These documents provide guidance for professionals including when to make a referral to Specialist Children's Services and can be found on the safeguarding file.

'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this



approach:

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to Specialist Children's Services (SCS) and/or the Police.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns. Advice may also be sought from the Front Door Service. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.

New referrals to services will be made using the agreed process i.e. the request for service form. These requests will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. Concerns for children who are already known to services will be passed to the allocated worker / team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed. Consent will be sought, unless there is a valid reason not to do so; for example if to do so would put a child at risk of harm and / or would undermine a criminal investigation.

The role of the setting in situations where there are child protection concerns is NOT to investigate but to refer.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguarding Service or Specialist Children Services Team (03000 418707). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a

member of the Education Safeguarding Team or Specialist Children's Services who may be able to discuss the concern and provide advice on appropriate action to be taken.

If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

9.0. RECORD KEEPING

- Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **Incident/Welfare concern forms are kept on the Safeguarding file and the form file by the register.**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- The proprietor of The Lodge will be kept informed of any significant issues by the DSLs.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

If abuse is suspected or disclosed

When a child makes a disclosure to a member of staff, that member of staff will:

- Reassure the child that they were not to blame and were right to speak out
- Listen to the child but not question them
- Give reassurance that the staff member will take action
- Record the incident as soon as possible (see *Logging an incident* below).

If a member of staff witnesses or suspects abuse, they will record the incident straightaway. If a third party expresses concern that a child is being abused, we will encourage them to contact Social Care directly. If they will not do so, we will explain that the Setting is obliged to and the incident will be logged accordingly.

Logging an incident

All information about the suspected abuse or disclosure will be recorded on the **Logging a concern** form (with body map if injuries have been observed) as soon as possible after the event. The record should include:

- Date of the disclosure or of the incident causing concern

- Date and time at which the record was made
- Name and date of birth of the child involved
- A factual report of what happened. If recording a disclosure, you must use the child's own words.
- Name, signature and job title of the person making the record.

The record will be given to the Setting's DSL who will decide whether they need to contact Social Care or make a referral. All safeguarding concerns, discussions and decisions (and justification for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss with the DSL. All referrals to Social Care will be followed up in writing within 48 hours.

Incident / Logging a Concern Forms are kept on the the forms file and the policies files and the safeguarding file.

Allegations against staff

If anyone makes an allegation of child abuse against a member of staff:

- The allegation will be recorded on an **Incident record** form. Any witnesses to the incident should sign and date the entry to confirm it.
- The allegation must be reported to the Local Authority Designated Officer (LADO) and to Ofsted. The LADO will advise if other agencies (eg police) should be informed, and the Setting will act upon their advice. Any reports to the LADO will be followed up in writing within 48 hours.
- Following advice from the LADO, it may be necessary to suspend the member of staff pending full investigation of the allegation.

Staff must record any welfare concern that they have about a child on the Setting's safeguarding logging a concern form / incident form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Logging a concern forms / incident forms are kept in a secure locked cabinet by the DSL, who also completes a log of incidents,

Safeguarding records are kept separate from all other record relating to the child in the setting. They are retained in accordance with the data protection legislation and are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

Detailed guidance on Record Keeping is found in a separate document "Early Years Record Keeping Guidelines" – Staff MUST familiarise themselves with the responsibilities outlined in this document.

All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent setting or when they move to school at transition. The records should be sent under confidential and separate cover to the new DSL or person with responsibility for child protection in the receiving school.

10.0. INTER AGENCY WORKING

The Lodge recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

We are not the investigating agency when there are child protection concerns and the setting will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that the setting plays a crucial part in supporting the child while these take place.

The Lodge recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

11.0. CONFIDENTIALITY AND INFORMATION SHARING

We recognise that all matters relating to child protection are confidential. The DSL will only disclose any information about a child to other members of staff on a need to know basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document Information Sharing Advice for Safeguarding Practitioners (2015).

DfE Guidance on Information Sharing (March 2015) provides further detail.

If the setting is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local settings and schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations is maintained and that all members of the community are safeguarded.

12.0. COMPLAINTS

The setting has a **Complaints Procedure** available to parents/carers and members of staff who wish to report concerns. This can be found on the website and on the policy file. Parents are furnished with a copy on registration.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can be found on the website and on the policy file and the safeguarding file.

13.0. STAFF INDUCTION AND TRAINING

All members of staff have been made aware of part one of the “*Keeping Children Safe in Education*” (2019) which covers safeguarding information. DSLs including the proprietor have read the entire document.

All setting staff, both paid and voluntary, will be expected to undertake an appropriate level of safeguarding training. Advice on appropriate training courses will be sought from the KSCB, but any training should ensure staff have an up to date knowledge of safeguarding issues. This will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. It should also include an understanding of the setting's own safeguarding policy and procedures including the action to be taken in the event of inappropriate behaviour displayed by other members of staff, or any other person working with the children.

The proprietor will ensure the DSL attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by KSCB guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted in the setting's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include setting responsibilities, the setting child protection procedures, online safety, safe working practice and external reporting mechanisms.

The training staff receive will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation;
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

The staff training will include setting responsibilities, the setting child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates, as required, but at least annually.

All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14.0. SAFE WORKING PRACTICE

All members of staff including temporary staff and volunteers are required to work within clear guidelines on Safe Working Practice / the setting's Code of Conduct.

Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the setting's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the setting's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**.

15.0. SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2017.

The Proprietor of The Lodge recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also

provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management. Further guidance on supervision can be found in the Early Years Supervision booklet.

16.0. SAFER RECRUITMENT, SUITABLE PEOPLE AND DISQUALIFICATION

The Lodge is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.

The Proprietor of The Lodge is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and proprietor/trustees/committee members and includes appropriate information which may include:

- Dates of recruitment;
- References;
- Identity checks;
- Criminal records check reference number, including date check was obtaining and details of who obtained it;
- Eligibility to work in the UK checks;
- Other essential key data.

The setting will obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children;
- lives on the premises on which the childcare is provided and/or;
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

An additional criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.

The Lodge is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Lodge will ensure that the manager, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

The Lodge is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

17.0. Allegations against Members of Staff and Volunteers

The Lodge recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Proprietor who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

The proprietor will also ensure we meet our responsibilities under Section 35 of Safeguarding Vulnerable Groups Act 2006. This includes the duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

As a registered provider we are aware of our duty to inform Ofsted any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

All members of staff are made aware of the setting's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy which can be found in the policy file and on the website.

When in doubt – consult

18.0. ONLINE SAFETY

- It is recognised by The Lodge that the use of technology presents particular challenges and risks to children and adults both inside and outside of the setting.
- The Lodge identifies that the issues classified within online safety are considerable, but can be broadly categorised into three 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
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the setting.

- The Lodge recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community. Further information/reading about the specific approaches relating to this can be found in the settings **Online Safety Policy, Acceptable Use Policy (AUP)** and **Image Use Policy** which can be found in the policy file, the safeguarding file and on the website.
- The Lodge will ensure that appropriate filtering and monitoring systems are in place when children and staff access systems and internet provision. See the Online Safety Policy for more information.
- The Lodge acknowledges that whilst filtering and monitoring is an important part of the settings online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the settings control such as tablets, mobile phones and other internet enabled devices and technology. This is covered in more depth within the settings **Online Safety Policy** which can be found in the policy file, the safeguarding file and on the website.
- The Lodge will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the settings response to online safety can be found in the setting's **Online Safety Policy and Acceptable Use Policy** which can be found in the policy file, the safeguarding file and on the website.

19.0. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Lodge acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

The Lodge will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

20.0. SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We welcome comments from parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and

to display a visitors badge whilst onsite. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The setting will not accept the behaviour of any individual (parent or other) that threatens setting security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the setting site.

21.0. MONITORING AND REVIEW

All setting staff and volunteers will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Director being formally sought. The policy will also be available to parents.

This policy has been revised in October 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

The policy forms part of our Setting development plan and will be reviewed annually.

All staff should have access to this policy and sign to the effect that they have read and understood its contents.

The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

22.0. LOCAL SUPPORT

- All members of staff in The Lodge are made aware of local support available:
 - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - *Insert local details here:* www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
 - **Contact details for Online Safety within the Education Safeguarding Team**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, e-Safety Development Officer
 - 03000 415797
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
 - **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Childrens Social Work Service**
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**

- kscmp@kent.gov.uk
- 03000 421126

APPENDIX 1

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Forms of child abuse and neglect

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. An individual may abuse or neglect a child directly by inflicting harm, or by failing to act to prevent harm. Some forms of child abuse and neglect are listed below. A child may be abused by adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing

- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Signs of child abuse and neglect

Signs of possible abuse and neglect may include:

- significant changes in a child's behaviour
- deterioration in a child's general well-being
- unexplained bruising or marks
- comments made by a child which give cause for concern
- inappropriate behaviour displayed by other members of staff, or any other person. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images.

If abuse is suspected or disclosed

When a child makes a disclosure to a member of staff, that member of staff will:

- Reassure the child that they were not to blame and were right to speak out
- Listen to the child but not question them
- Give reassurance that the staff member will take action
- Record the incident as soon as possible (see *Logging an incident* below).

If a member of staff witnesses or suspects abuse, they will record the incident straightaway. If a third party expresses concern that a child is being abused, we will encourage them to contact Social Care directly. If they will not do so, we will explain that the Setting is obliged to and the incident will be logged accordingly.

Logging an incident

All information about the suspected abuse or disclosure will be recorded on the **Logging a concern** form as soon as possible after the event. The record should include:

- Date of the disclosure or of the incident causing concern
- Date and time at which the record was made
- Name and date of birth of the child involved
- A factual report of what happened. If recording a disclosure, you must use the child's own words.
- Name, signature and job title of the person making the record.

The record will be given to the Setting's CPO who will decide whether they need to contact Social Care or make a referral. All referrals to Social Care will be followed up in writing within 48 hours.

If any member of staff thinks that the incident has not been adequately dealt with, they may contact Social Care themselves.

Allegations against staff

If anyone makes an allegation of child abuse against a member of staff:

- The allegation will be recorded on an **Incident record** form. Any witnesses to the incident should sign and date the entry to confirm it.
- The allegation must be reported to the Local Authority Designated Officer (LADO) and to Ofsted. The LADO will advise if other agencies (e.g. police) should be informed, and the Setting will act upon their advice. Any reports to the LADO will be followed up in writing within 48 hours.
- Following advice from the LADO, it may be necessary to suspend the member of staff pending full investigation of the allegation.

Promoting awareness among staff

The Setting promotes awareness of child abuse issues through its staff training. The Setting ensures that:

- Its designated safeguarding lead has relevant experience and receives appropriate training
- Safe recruitment practices are followed for all new staff
- All staff have a copy of this Safeguarding Children policy, understand its contents and are vigilant to signs of abuse or neglect
- All staff are aware of their statutory requirements with regard to the disclosure or discovery of child abuse
- Staff are familiar with the Safeguarding File which is kept onsite with the Setting's Policies and Procedures.
- Staff are familiar with the 'What To Do If You're Worried A Child Is Being Abused' flowchart
- Its procedures are in line with the guidance in 'Working Together to Safeguard Children

Use of mobile phones and cameras

Photographs will only be taken of children with their parents' permission. Only the Setting camera will be used to take photographs of children at the Setting, except with the express permission of the manager. Neither staff nor children may use their mobile phones to take photographs at the Setting.

Appendix 2: Specific Safeguarding Issues

(Also see Annex A of Keeping Children Safe in Education 2018)

Children Missing Education

The Lodge recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The Lodge is aware that a child going missing from education is a potential indicator of abuse or neglect.

This may apply to parents/carers, older siblings, staff or other members of the community.

Child Sexual Exploitation (CSE)

All of The Lodge staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

'Child sexual exploitation is a form of child 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 (a) in exchange for something the victim needs or wants, and/or (b) 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.'

The Lodge identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at The Lodge recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

'Honour based' violence including Female Genital Mutilation (FGM)

Members of staff at The Lodge are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the

family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the setting safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes "FGM The Facts":
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1_587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf and "FGM an Overview:"
<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the setting and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Radicalisation

The Lodge recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation can be compared to grooming for sexual exploitation.

The Lodge will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at The Lodge recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at The Lodge will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the settings **Online Safety Policy**.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the child refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she...?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the child may have affection for him/her
- Do not ask the child to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Children

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- Parent Port: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

This policy was adopted by: The Lodge	Date: October 2019
To be reviewed: October 2020	Signed: Proprietor

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017)*:
Safeguarding and Welfare requirements: Child Protection and Suitable People .

What to do if you have a welfare concern in The Lodge Nursery school

Why are you concerned?

- For example
 - Disclosure
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Immediately record your concerns

- Follow the setting procedure ([see safeguarding policy and procedure](#))
 - Reassure the child
 - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead ([Amelia Clark, 07775773321](#), [Caroline Nokes 07736 649998](#))

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Threshold document and procedures: www.kscb.org.uk
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
- If unsure then consult with Area Education Safeguarding Adviser ([Lorrisa Webber, 03000412445, 07740183798, lorrisa.webber@kent.gov.uk](#))

If you are unhappy with the response

- Staff:**
 - Seek advice from the Education Safeguarding Team ([03000 415788](#))
 - Follow Whistleblowing Procedures
- Pupils and Parents:**
 - Follow setting complaints procedures ([available on our website and onsite](#)).

Record decision making and action taken in the child's child protection/safeguarding file

Monitor

- Be clear about:
- What you are monitoring e.g. behaviour trends, appearance etc.
 - How long you will monitor
 - Where, how and to whom you will feedback and how you will record

Review and Re-REFER (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will re-REFER if required to ensure the **child's safety is paramount**