



Ide Hill Preschool

Child Protection Policy

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.

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Date of next full review: January 2026 (or before if necessary)

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



Key Contacts

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What to do if you have a welfare concern in Ide Hill Preschool

Why are you concerned?

For example,

- Something a child has said, for example, an allegation of harm
- Child's appearance; may include frequent or unexplained injuries/ marks/bruises and/or dress
- Behaviour change(s)
- Witnessed concerning, harmful or inappropriate behaviour



Act immediately and record your concerns. If urgent, speak to a DSL first.

Follow the settings procedure (in

- Reassure the child
- Clarify any concerns using open questions if necessary (**TED**: Tell, Explain, Describe)
- Record facts and not opinions and use child's own words.
- Sign and date your record.
- Seek support for yourself as required from DSL's Kellie Ferguson/Kate Jepson



Inform the Designated Safeguarding Lead(s): Kellie Ferguson, Kate Jepson



- If a child is at risk of immediate harm and/or is unsafe to go home, make an urgent [Request for Support to the Front Door Service via the portal](#) or call the Police on 999.
- If no immediate risk of harm, provide internal support and/or refer to other agencies in line with [Kent Safeguarding Support Level Guidance and KSCMP procedures](#), as appropriate. This may include signposting to community services and/or early help open access, a non-urgent call to the Police via 101, reporting allegations against staff to the LADO, or make a Request for Support via the [Front Door Service Portal](#).
- If the setting believes a child may be in need of support but are unclear whether to refer, a [no-named consultation](#) can be sought from the Front Door Service via **03000 411 111**
- If support is required out of working hours, the setting will contact the Out of Hours Service via **03000 41 91 91**.



If you are unhappy with the response:

Staff:

- Follow setting whistleblowing procedures.
- Follow Kent [safeguarding partnership escalation](#) procedures.

Children and Parents:

- Follow settings complaints procedures.



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



Monitor

Be clear about:

- What you are monitoring. For example, behaviour trends, appearance.
- How long you will monitor.
- Where, how and to whom you will feedback and how you will record

Review and request further support if necessary



At all stages, the child's circumstances will be kept under review.

The DSL/staff will request further support if required to ensure the **child's safety is paramount**



1. Child Focused Approach to Safeguarding

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

'Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Early Years Foundation Stage ([EYFS](#))

1.1 Introduction

- The Manager/Committee of Ide Hill Pre-school will provide a high-quality, welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence. Ide Hill Pre-school will provide age-appropriate educational opportunities to enable early years children to develop positive relationships, self-regulation, social and emotional understanding, communication, language and understanding to help them understand how to keep themselves safe, and the importance of being kind to others.
- Ide Hill Pre-school recognise that as an early years education provider, we play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to speak to trusted adults who can support them when they are concerned. Children at Ide Hill Pre-school will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Ide Hill Pre-school recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- The management, staff and committee members of Ide Hill Pre-school believe that 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 can achieve their full potential. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- Ide Hill Pre-school recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is [everybody's responsibility](#) and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and children) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.
- Staff working with children at Ide Hill Pre-school will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.



- As part of the safeguarding ethos of our setting, we are committed to:
 - Maintaining children's welfare as our paramount concern.
 - Developing a child-centered environment and fostering an open and positive organisational culture in which children feel safe, secure, valued, and respected, confident to talk openly and are sure of being listened to.
 - Developing appropriate and positive relationships between children and the adults that care for them, including working with both parents (where possible/appropriate) to ensure the welfare of all children, including, where necessary, the need to refer to other agencies when safeguarding concerns arise.
 - Using age-appropriate learning opportunities to help early years children understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support if they are concerned.
 - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse, and ensure they are aware of our procedures and reporting mechanisms.
 - Monitoring children who have been identified as "in need", including the need for protection and implementing specific interventions and taking action for those who may be at risk of harm.
 - Keeping confidential child protection records, which are stored securely and shared appropriately, including with other professionals.
 - Developing effective and supportive liaison with other agencies to ensure children are safeguarded where concerns arise.
- The procedures contained in this policy apply to all staff, including trustees, temporary or third-party agency staff and volunteers. This policy applies where there are any child protection concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or students on student/work placements (under 18s).
- Ide Hill preschool adheres to the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) safeguarding children's procedures. The full KSCMP procedures, documents and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: www.kscmp.org.uk

1.2 Policy context

- This policy is implemented in accordance with our compliance with the current statutory guidance as issued by the Department for Education [Early Years and Foundation Stage](#) (EYFS), specifically listed in section 3: the safeguarding and welfare requirements.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to:
 - Early Years and Foundation Stage (EYFS)
 - Keeping Children Safe in Education (KCSIE)
 - Working Together to Safeguard Children (WTSC)
 - Ofsted: Education Inspection Framework
 - Framework for the Assessment of Children in Need and their Families
 - [Kent and Medway Local Safeguarding Children Procedures](#)
 - The Education Act 2002
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)



- Ide Hill Pre-school will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.
- This policy will be evaluated at least annually, and will be revised as necessary, so that it reflects the current safeguarding issues and challenges, including lessons learnt. The policy will also be updated after any national or local changes, major local or national safeguarding incidents and/or learning, and/or any modifications to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and [Part One and/or Annex A](#) of KCSIE as appropriate. This can be found in the small kitchen/storeroom area.
- Parents/carers can obtain a copy of our Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website: idehillpreschool.org
- The Designated Safeguarding Lead (DSL) and manager Kellie Ferguson will ensure the Committee receive regular reporting on safeguarding activity and systems. They will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- This policy is one of a series of our integrated safeguarding portfolio and should be read and actioned in conjunction with the policies listed below:
 - Attendance, including lost or missing children
 - Arrivals and departures, including collection procedures and uncollected child arrangements
 - Behaviour management, including use of physical intervention
 - Complaints
 - Confidentiality
 - Data protection and information sharing
 - Emergency procedures, such as evacuations and lockdowns
 - First aid and accidents, including administering medication and managing illness, allergies, health, and infection
 - Health and safety
 - Image use
 - Managing allegations against staff
 - Mobile phone, cameras and all other electronic devices
 - Online safety
 - Personal and intimate care, including toilets and intimate hygiene
 - Risk assessments, such as trips/outings, use of technology, environment
 - Safe and healthy eating
 - Safer recruitment
 - Sleep and rest policies
 - Social media
 - Staff behaviour policy/code of conduct, including Acceptable Use of Technology Policies (AUP)
 - Ratios and lone working expectations, in line with EYFS
 - Visitors' policy
 - Whistleblowing

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



- [What to do if you are worried a child is being abused](#)
- [Keeping Children Safe in Education](#) (KCSIE)
- [Education Inspection Framework](#) (EIF) and '[Early years inspection handbook](#)' Ofsted
- [Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings](#) - Safer Recruitment Consortium
- [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) UK Council for Internet Safety (UKCIS)

- These documents can be found in the small kitchen/store cupboard.

1.3 Definition of safeguarding

- In line with '[Working Together to Safeguard Children](#)', safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - providing help and support to meet the needs of children as soon as problems emerge.
 - protecting children from maltreatment, whether that is within or outside the home, including online.
 - preventing impairment of children's mental and physical health or development.
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
 - promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren).
 - taking action to enable all children to have the best outcomes.
- Safeguarding "***is everyone's responsibility***" and everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- Our setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Child-on-child abuse
 - Children with family members in prison
 - Children who are absent or missing from education
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate



- Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
 - ‘Upskirting’
- Annex B of [‘Keeping Children Safe in Education’](#) (KCSIE) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read part one and annex B of KCSIE.
 - If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (or deputy).

1.4 Safer Organisational Culture

- As part of our approach to safeguarding, we will create and embed an organisational culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately.
- Our setting will ensure processes, training and support is in place for staff to promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff code of conduct policy
- Staff will be made aware of our behaviour management, physical intervention and health and safety policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions, use of reasonable force, safer eating approaches and use of first aid will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime. The leadership team at Ide Hill Pre-school will take all concerns or allegations received seriously.



- All members of staff are made aware of our Whistleblowing procedure which is to be used to raise concerns about poor or unsafe practice.
 - It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk, however where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other channels are open to them.
 - Staff can 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.
 - [Ofsted](#) provides guidance on how to make complaints about a childcare provider.
 - General guidance on whistleblowing can be found via [Whistleblowing for employees](#).
- Staff are encouraged and should feel confident to self-refer to the DSL and/or leadership team, if 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. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- Ide Hill Pre-school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.
- As a registered childcare provider, Ide Hill Pre-school has a duty to inform Ofsted of any allegations of [significant events](#). This includes but is not limited to 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 event. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and we are aware that to not do so would be an offence.

2. Key Responsibilities

2.1 Leadership & Management

- The manager Kellie Ferguson and management committee have strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The management will have regard to the EYFS guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.



- The manager Kellie Ferguson and management committee will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart. The manager Kellie Ferguson and management committee will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.
- The management committee will ensure that the Designated Safeguarding Lead is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The manager Kellie Ferguson and management committee are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership ([KSCMP](#)).
 - This includes but is not limited to safeguarding all members of our community (for example, staff, children, parents/carers, and other family members) identified with protected characteristics within the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
 - For further information about our approaches to equality, diversity, and inclusion, please access our policies.

2.2 Designated Safeguarding Lead (DSL)

- The EYFS states '*a practitioner must be designated to take lead responsibility for safeguarding children in every setting*'.
 - Kellie Ferguson, Manager is appointed as the Designated Safeguarding Lead (DSL) for our setting.
- The setting has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
 - Kate Jepson, Deputy Manager
- The DSL will attend appropriate and specific training in line with annex C of the EYFS to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL.
- In line with annex C of EYFS, the DSLs training will be renewed at least every two years. In addition, their knowledge and skills will be regularly updated through a variety of methods to maintain their skills and knowledge, keep up to date with any changes to national or local safeguarding practice/procedures, or as a result of any safeguarding concerns that occur in the setting.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in the setting. Whilst the 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.
- It is the role of the DSL to:



- provide support, advice and guidance to all staff on an ongoing basis, and on any specific safeguarding issue as required.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.
 - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker in the authority that looks after the child.
- Liaise with other agencies and professionals in line with EYFS and WTSC, including local statutory children's services agencies, and the Local [Kent Safeguarding Partners](#).
- Ensure that locally established procedures as put in place by the three safeguarding partners as part of the [Kent Safeguarding Children Multi-Agency Partnership](#) (KSCMP) procedures, including referrals, are followed, as necessary.
- Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
- Managing and monitoring the setting's role in any multi-agency plan for a child.
- Being available during setting hours for staff to discuss any safeguarding concerns and ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS.
- Liaise with the management committee to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

2.3 Members of staff

- The welfare requirement of the EYFS 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.
- Our staff are in a unique position to observe any changes in a child's behaviour or appearance, may be able to identify concerns early, provide help and support for children, promote children's welfare and prevent concerns from escalating.
- All members of staff have a responsibility to:
 - provide a safe environment in which children can learn.
 - be alert to any issues of concern in a child's life at home or elsewhere.
 - be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
 - know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact this can have upon a child.
 - be prepared to identify children who may benefit from early help, including understanding the early help process and their role in it.
 - understand our settings safeguarding policies and systems.
 - undertake and engage in regular and appropriate training on a regular basis
 - be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - know how to maintain an appropriate level of confidentiality.
 - ensure that adequate supervision of children is implemented in line with our policy expectations as listed in Behaviour/ Health and Safety policies, including that whilst children are eating, they must be within sight and hearing of an adult.



- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Staff at Ide Hill Pre-school recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.
- Staff at Ide Hill Pre-school will determine how best to build trusted relationships with children and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policies.

2.4 Children

- Children have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report any worries, knowing their concerns will be treated seriously, and they can safely express their views and give feedback.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

2.5 Parents and carers

- Parents/carers have a responsibility to:
 - Understand and adhere to any relevant setting policies and procedures.
 - Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the setting or other agencies.

3. Child Protection Procedures

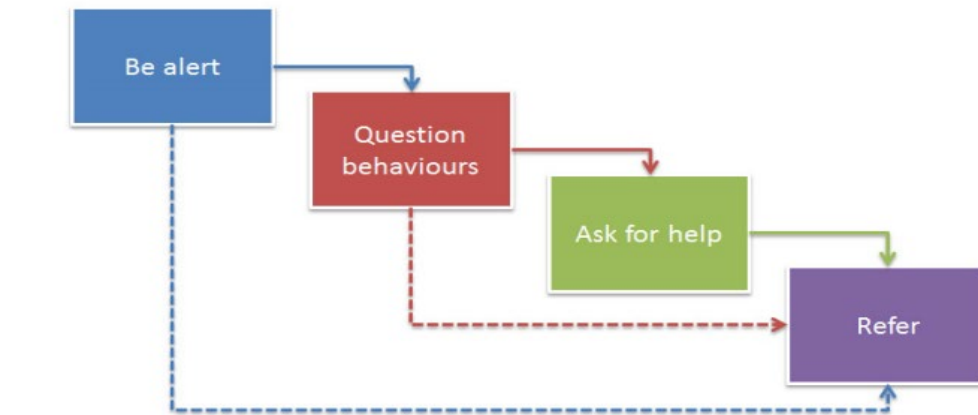
3.1 Recognising indicators of abuse, harm, neglect and exploitation

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
- All staff are made aware of the definitions and indicators of abuse, harm, neglect and exploitation as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. This is outlined locally within the [Kent Support Levels Guidance](#).
- Ide Hill Pre-school recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse



- Emotional abuse
- Neglect

- By understanding the indicators of abuse, neglect, harm and exploitation we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow the [‘What to do if you are worried a child is being abused’](#) guidance if they are concerned about a child:



[‘What to do if you are worried a child is being abused’](#)

- Ide Hill Pre-school recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect, harm and exploitation can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect, harm and exploitation do not automatically mean a child is being harmed, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- Ide Hill Pre-school recognises abuse, neglect, harm, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviors can indicate child abuse, neglect, harm and exploitation; staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse, neglect, harm and exploitation happening to themselves, other children, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the setting. Children can be at risk of abuse, neglect, harm and exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.



- Ide Hill Pre-school recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse, neglect, harm and exploitation online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- Ide Hill Pre-school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- In all cases, if staff are unsure of what action to take, they will always speak to the DSL Kellie Ferguson (or deputy) Kate Jepson.

3.2 Responding to child protection concerns

- If staff are concerned about the safety or welfare of a child, they are expected to:
 - listen carefully to the child, reflecting back the concern.
 - be non-judgmental.
 - avoid using any leading questions; only prompting the child where necessary, with open questions to clarify information. For example, who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern using the facts, for example, words the child uses or recording the location of any marks using a body map, in line with our record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of [Integrated Children's Services](#) (ICS) and are accessed via the 'Front Door Service'/[Kent Children's Services Portal](#).
- 'Early help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners, including education providers, working together and taking collective responsibility to provide the right provision in their area.
 - If early help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
 - Where Intensive Support Early Help (provided by ICS, outlined in the [KSCMP support levels guidance](#)) is considered to be appropriate, the DSL (or deputy) will make a 'request for support' via the [Kent Children's Services Portal](#).
 - Staff, including the DSL, may be required to work with other agencies and professionals in an early help assessment.



- The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent [Integrated Children's Services](#) (via the [portal](#)) and/or the police, in line with the [Kent Support Level Guidance and KSCMP procedures](#).
 - Our setting recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - If they believe a child may be in need of support but are unclear whether a Request for Support should be submitted, the DSL may seek [advice or guidance](#) from a social worker via the Front Door Service before deciding next steps.
- The DSL, Kellie Ferguson or a deputy DSL, Kate Jepson in the absence of the DSL will have overall responsibility for making referrals. However, all staff are made aware of the local process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff.
 - Staff will speak to a member of the management team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for contact information, see flowchart on page 5 (Safeguarding policy).
 - In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.
- In the event of a request for support to the Front Door Service being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will always be informed in the case of a request for support being submitted by the setting unless there is a valid reason not to do so, for example, if informing them may put a child at risk of harm or could undermine a criminal investigation.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the [Kent Escalation and Professional Challenge Policy](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- DSLs and staff will be mindful of the need for the setting to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the setting where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network.



3.3 Child Protection Records: Recording Concerns and Transferring Files

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the setting safeguarding incident/concern form and passed without delay to the DSL.
- Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Incident concern forms are recorded/kept small kitchen/store cupboard.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- 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. Child protection records will record facts and not personal opinions. A body map will be completed if visible marks or injuries to a child have been observed.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Confidential information and records about staff and children will always be held securely and will only be accessible and available to those who have a right or professional need to see them.
- Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the setting. Child protection records will be kept and shared in accordance with our responsibilities under the Data Protection Legislation and, where relevant, the Freedom of Information Act 2000.
- Ide Hill Pre-school has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements. Kate Jepson (DPO)
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting or school, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting or school in advance of a child leaving, for example, information that would allow the new setting or school to continue to provide support.
- Where the setting receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs) will be made aware of relevant information as required.
- Where a child joins the setting and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the child, and if so, if the files have been sent.



3.4 Multi-agency working

- Ide Hill Pre-school recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.
- The management committee and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, but are not exhaustive are, social workers and other professionals involved in strategy meetings and child protection conferences, early help workers, specialist services/support, equality and inclusion professionals, other schools/settings where children attend more than one setting/provision, health professionals such as paediatricians, health visitors and speech and language therapists and police

3.5 Confidentiality and information sharing

- Ide Hill Pre-school recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within EYFS, KCSIE and WTSC.
- Ide Hill Pre-school has an appropriately trained Data Protection Officer (DPO) (Kate Jepson) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.
- All staff are made aware of the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures both confidentiality and safeguarding.
 - Ide Hill Pre-school will ensure staff are aware of our confidentiality policy and will ensure there is an area where staff may talk to parents and/or carers confidentially.
 - All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
 - The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Staff have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
 - KCSIE, the [Information Commissioner's Office](#) (ICO) and DfE '[Information sharing advice for safeguarding practitioners](#)' guidance provides further details regarding information sharing principles and expectations.
- The Manager/Chairperson and DSL will only disclose relevant safeguarding information about a child with staff on a 'need to know' basis.



3.6 Complaints

- All members of our community should feel able to raise or report any concerns about children's safety or potential failures in our safeguarding regime. The Manager/Chairperson at Ide Hill Pre-school will take all concerns and whistleblowing reports seriously, and all complaints will be considered and responded to in line with the relevant and appropriate process.
- The setting has a complaints procedure available to parents, members of staff and visitors who wish to report concerns or complaints. This can be found in the small kitchen/store cupboard.
- 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.
- Any complaints that constitute an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.



4. Specific Safeguarding Issues

- Ide Hill Pre-school is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Bruising in non-mobile children

- Bruising in babies, infants or children with complex needs that are not mobile (meaning a child who is unable to move independently through rolling, crawling, cruising, or bottom shuffling) is unusual and should always be explored.
- If our setting is concerned about actual or suspected bruising on a non-mobile child, we will respond in line with the ['Kent and Medway Protocol for the Management of Actual or Suspected Bruising in Infants and Children who are not Independently Mobile'](#) procedures (2.2.8 of the KSCMP procedures).

In summary, these procedures state:

- If a child appears seriously ill or injured, emergency treatment should be sought through an emergency department (ED) and the Kent ICS should be notified of the concern and the child's location.
- In all other cases:
 - Staff must inform the DSL immediately and describe and document accurately on a body map, the size, shape, colour, and position of the mark/s on the head and/or body.
 - Any explanation of the history of the injury or comments by the parents/carers will be documented accurately (verbatim) in the child's record, along with the body map.
 - If there is a concern about parental response to the injury, no explanation, or an explanation that is inadequate, unlikely or does not rule out abuse or neglect, an immediate referral will be made to Kent ICS, who have responsibility for arranging further multi-agency assessments.
 - If there are concerns regarding the immediate safety of the child or staff, the police will be called.
 - If the setting is in any doubt as to how to respond to bruising on a non-mobile child, advice may be sought from the Front Door Service.

4.2 Child-on-child abuse

- All members of staff at Ide Hill Pre-school recognise that all children can abuse other children; this is known as child-on-child abuse, and it can happen both inside and outside of the setting and online.
- Ide Hill Pre-school recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment



- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as 'sexting' or youth produced sexual imagery)
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy.
 - Ide Hill Pre-school adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with accordingly.
 - All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
 - In order to minimise the risk of child-on-child abuse, Ide Hill Pre-school will,
 - use circle time, stories, and play-based activities to reinforce positive behaviour, empathy, and boundaries.
 - Ensure all staff follow the settings Anti-bullying and Behavioural policies.
 - Provide an age-appropriate curriculum, promoting kindness to others.
 - Ensure Safeguarding Policies are embedded throughout the setting.
 -
 - The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect any victims and alleged perpetrators, and any other children involved/impacted, in line with the relevant local/national guidance and support, for example [KSCMP](#) procedures.
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
 - Any concerns involving an online element (for example the taking and/or sharing of nude or semi-nude images) will take place in accordance with relevant local/national guidance and advice.



- Reports of harmful sexual behaviour will initially be managed internally by the setting DSL, and where necessary, will be referred to [Integrated Children's Services](#) (Early Help and/or Children's Social Work Service) via the Children's Portal and/or the police.
- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
- Staff listen to all parties carefully and be non-judgmental.
- All reports are taken seriously.
- Anti-bullying and Safeguarding policies embedded throughout the setting.
- If at any stage the DSL is unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Ide Hill Pre-school recognises that both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through serious violence or the threat of serious violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- If staff are concerned that a child within the setting or our wider community may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy. If the DSL is unsure on how to proceed, advice will be sought from the Front Door.

4.4 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or 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. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.
- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fm@fcdo.gov.uk
- If the setting employs staff with Qualified Teacher Status, Early Years Professional Status or Early Years Teacher Status, there is a specific legal duty to report concerns of FGM.
 - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl. Further information can be found at: [Mandatory reporting of female genital mutilation procedural information](#) and [FGM Mandatory reporting Duty Fact Sheet](#).
 - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Childrens Services should be informed as appropriate.



4.5 Preventing radicalisation

- Education settings, including early years providers, are often in a unique position, through interacting with children on a regular basis, to be able to identify concerning behaviour changes that may indicate they are susceptible to radicalisation.
- Ide Hill is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- Ide Hill Pre-school will ensure that all staff receive appropriate training to enable them to help them prevent learners from being radicalised into terrorism.
 - Staff training will be delivered at the earliest opportunity to ensure staff are adequately equipped for their role. This training will enable staff to be alert to any changes in children’s behaviour which could indicate that they may need help or protection and ensure they are aware of what action to take in response, including the internal Prevent referral arrangements.
 - Staff will complete e-learning courses yearly. (HM Government Prevent Awareness Course)
 - The Designated Safeguarding Leads (DSLs) will receive more in-depth training which is updated at least every two years to enable them to support other staff on Prevent matters and provide updates on relevant issues.
- Staff will report any concerns regarding radicalisation to the DSL (or a deputy), who is aware of the [local Kent Prevent procedures](#) to follow. If there is an immediate threat, the police will be contacted via 999.

4.6 Domestic abuse

- Ide Hill Pre-school recognises that:
 - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
 - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
 - Anyone can be a victim of domestic abuse, regardless of sexual identity/orientation, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
 - domestic abuse can take place within different types of relationships, including ex-partners and family members.
 - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
 - domestic abuse can have a detrimental and long-term impact on children’s health, well-being, development, and ability to learn.
 - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children’s lived experiences.
 - it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.



- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse, immediate action should be taken by speaking to the DSL or a deputy.

4.7 Modern Slavery

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: [Modern slavery: how to identify and support victims](#).
- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will be responded to in line with this policy.

5. Supporting Children Potentially at Greater Risk of Harm

- Whilst **all** children should be protected, Ide Hill Pre-school acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups:

5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)

- Ide Hill Pre-school acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect or exploitation.
- Ide Hill Pre-school recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse, neglect or exploitation such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability.
- Staff will be mindful that children with SEND or certain medical conditions, may be disproportionately impacted by safeguarding concerns and/or behaviours, without outwardly showing any signs.
- To address these additional challenges, our setting will always consider providing extra support and attention for children with SEND. The DSL/SENCO Kellie Ferguson to plan support as required.

5.2 Children requiring mental health support

- Ide Hill Pre-school has an important role to play in supporting the mental health and wellbeing of our children. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.



- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Age/ability appropriate education will be provided to children to help promote positive health, wellbeing, and resilience.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

5.3 Children who are absent for prolonged periods of time

- Attendance can be strongly associated with specific safeguarding issues. Although it is not mandatory for early years children to attend a setting, it is important for settings to be aware of where children are, if not attending when they are expected to.
- The setting will share our attendance policy with parents/carers, which lists expectations for reporting child absences and the actions the setting will take if a child is absent without notification or for a prolonged period of time.
- Where possible, the setting will hold more than two emergency contact numbers for each child. There is an expectation that contact information will be held for both parents, unless doing so puts a child at risk of harm.
- The setting will follow up on absences in a timely manner. If a child is absent for a prolonged period, or if a child is absent without notification from the parent/carer, attempts will be made to contact the child's parents and/or carers and alternative emergency contacts. The setting will consider patterns and trends in a child's absences and their personal circumstances and use professional judgement when deciding if a child's absence should be considered as prolonged. Consideration will be given to the child's vulnerability, parent/carer's vulnerability and home life.
- If the setting has any safeguarding concerns relating to a child's absence, the local Kent multi-agency safeguarding arrangements will be followed in line with section 3 of this policy and/or a police welfare check requested.

5.4 Children who may benefit from early help

- Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care,
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves



- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.
- Where it is identified a child may need early help, staff and DSLs will respond in line with section 3 of this policy.

5.5 Children who need a social worker (child in need and child protection plans)

- The DSL will hold details of social workers working with children in the setting that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform our decisions about their safety and promoting their welfare, for example, responding to absences and provision of pastoral and/or educational support.

5.6 Looked after children (including Kinship Care), previously looked after children and care leavers

- Ide Hill Pre-school recognises the common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation and a previously looked after child also potentially remains vulnerable.
- Where a child is looked after, the DSL will hold details of the social worker.

5.7 Children who are privately fostered

- [Private fostering](#) occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with children.
- Where private fostering arrangements come to the attention of the setting, we will notify Kent Integrated Children's Services in line with the local [KSCMP arrangements](#) in order to allow the local authority to check the arrangement is suitable and safe for the child.

5.8 who are Lesbian, Gay, Bisexual, or Gender Questioning

- The fact that a child or an adult may be lesbian, gay, bisexual, gender questions or transgender is not in itself an inherent risk factor for harm, however, Ide Hill pre-school recognises that children or adults who are lesbian, gay, bisexual, gender questions or transgender or may be perceived to be lesbian, gay, bisexual, gender questions or transgender (whether they are or not) can be targeted.
- Our staff will endeavour to provide a safe space which enables all members of our community to speak out or share any concerns.

Children



6. Online/Internet Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Ide Hill Pre-school will adopt a whole setting approach to internet or online safety which will empower, protect, and educate children and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Ide Hill Pre-school will ensure online/internet safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our education approaches, staff training, the role and responsibilities of the DSL and parental engagement.
- Ide Hill Pre-school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
 - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Ide Hill Pre-school recognises that technology, and the risks and harms related to it, evolve, and change rapidly. We will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.
- The Chairperson will be informed of any online safety concerns by the DSL, as appropriate. The Manager, Kellie Ferguson for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.1 Policies and procedures

- The DSL has overall responsibility for online safety within the setting but will liaise with other members of staff, as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our anti-bullying policy, social media policy and behaviour policies.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Ide Hill Pre-school uses a wide range of technology. This includes: computers, laptops and tablets.
 - All setting owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Ide Hill Pre-school recognises the specific risks that can be posed by mobile phones, cameras and all other electronic devices with imaging and sharing capabilities that may be used in the setting.



- In accordance with the EYFS Ide Hill Pre-school has appropriate mobile phone, camera and other electronic devices with image and sharing capabilities policy in place, which outline how devices are used in the setting; these policies are shared and understood by all members of the community and can be found the small kitchen/store cupboard.

6.2 Appropriate filtering and monitoring

- Ide Hill Pre-school will do all we reasonably can to limit staff and children's exposure to online risks through setting provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- If children or staff discover unsuitable sites or material, they are required to turn off monitor/screen, report the concern immediately to a teacher.
- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
- When implementing appropriate filtering and monitoring, Ide Hill Pre-school will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Ide Hill Pre-school acknowledges that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.
- Children will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Staff will directly supervise children's internet and technology use.
- Children will be directed to use age-appropriate online resources and tools by staff.

6.3 Information security and access management

- Ide Hill Pre-school is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and children.
- Ide Hill Pre-school will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.



6.4 Remote/Online learning tools and systems

- Ide Hill Pre-school will ensure any remote sharing of information, communication and use of online learning tools and/or systems will be in line with privacy and data protection requirements and any local/national guidance.
- All communication with children and parents/carers by staff will take place using setting provided or approved communication channels; for example, setting provided email accounts and phone numbers : manager@idehillpreschool.org 01732 750749 or 07929 129567
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

6.5 Staff training

- Ide Hill Pre-school will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

6.6 Educating Learners

- Ide Hill Pre-school will ensure a comprehensive curriculum response is in place to enable children to learn about and manage online risks effectively as part of providing a broad and balanced age-appropriate curriculum.

6.7 Working with parents/carers

- Ide Hill Pre-school will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:
 - Newsletters and our website and various documentation. i.e. online safety events.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- will ensure all staff understand our settings safeguarding policy and procedures and have up to date knowledge of safeguarding issues. All members of staff will be provided with access to this policy and will sign to say they have read **and** understood its contents. All staff are expected to re-read this policy



at least annually (and following any updates) to ensure they understand our expectations and requirements.

- All new staff and volunteers (including volunteers, agency and third-party staff) will receive safeguarding and child protection training (including online safety) to ensure they are aware of our internal safeguarding policy and processes as part of their induction. The setting will ensure this training is up-to-date and in line with advice from the Kent safeguarding partners. This will be delivered by regular (in-house) training by Manager/DSL, Leaflets and supporting literature.
- All staff members (including volunteers' agency and third-party staff) will receive regular and appropriate child protection training (including online safety).
 - Early Years Child Protection Awareness Training every two years. Regular In-house training from Manager/DSL. Support and open communication during staff supervisions to establish any areas which need extra training.
 - This training will be in line with the criteria as set out in annex C of the EYFS and will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way in line with the settings safeguarding policy and procedures.
 - Staff training will be renewed at least every two years; however, staff will also be required to undertake and engage with annual training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.
- In addition to specific and regular child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to maintain their skills and knowledge to safeguard children effectively and in line with our policies and procedures. Via email updates, staff meetings, notice boards and Safe-guarding information cards.
- Ide Hill Pre-school recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape our safeguarding arrangements and child protection policies. Using shared knowledge from experienced members of staff, i.e. new employees mentor system. Staff meetings and in-house training.
- The DSL will maintain an up-to-date record of who has been trained and will provide an annual report to the Manager Kellie Ferguson detailing safeguarding training undertaken.

7.2 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- Manager of Ide Hill Pre-school will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements as outlined in the safeguarding and welfare requirements of the EYFS.
- Ide Hill Pre-school recognises that regular, planned, and accountable supervision is a two-way process, which offers support and develops the knowledge, skills and values of an individual, group, or team.
 - Supervision aims to foster a culture of mutual support, teamwork, and continuous improvement, which encourages confidential discussion of sensitive issues.



- Effective supervision will enable our setting 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 should provide opportunities for staff to discuss any issues they may have, for example, child development and well-being concerns including child protection concerns, or any concerns they have about the setting or a colleague's practice.
- The setting will ensure all members of staff and volunteers receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions are effective for both the practitioner and management to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as Unions, the [Education Support Partnership](#) or other similar organisations directly.

8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

Ide Hill Pre-school is committed to developing a safe culture and ensuring that steps are taken to recruit staff and volunteers who are safe to work with children and staff. We recognise that we must ensure that people looking after children in our setting are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles, prior to commencing employment.

- Kellie Ferguson/Committee of Ide Hill Pre-school are responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its center, regardless of employee or voluntary role, and in line with the expectations listed in section 3 of the EYFS guidance.
- Kellie Ferguson/Committee of Ide Hill Pre-school is responsible for ensuring that the setting follows safe recruitment processes outlined within national and local guidance. At least one member of the interview panel will have completed safer recruitment training.
- To check and confirm the suitability of new recruits, the setting will ensure references in line with section 3 of the EYFS are obtained before employment. We will:
 - Not accept open references e.g. to whom it may concern.
 - Not rely on applicants to obtain their reference.
 - Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
 - Not accept references from a family member.



- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
 - Secure a reference from the relevant employer from the last time the applicant worked with children. If the applicant has never worked with children, then we will ensure a reference is from their current employer, training provider or education setting.
 - Ensure electronic references originate from a legitimate source.
 - Contact referees to clarify content where information is vague or insufficient information is provided.
 - Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
 - Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.
- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including 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 check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
 - Kellie Ferguson/Committee of Ide Hill Pre-school will ensure appropriate steps are taken to verify qualifications, including in cases where physical evidence cannot be produced.
 - Kellie Ferguson/Committee of Ide Hill Pre-school is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
 - Kellie Ferguson/Committee of Ide Hill Pre-school will ensure there is accurate maintenance of staff records which evidence the recruitment and vetting processes. These records will list staff, volunteers and Kellie Ferguson/Committee and include appropriate information, such as:
 - Dates of recruitment
 - Dates and details of references
 - Staff qualifications
 - Identity checks
 - Criminal records check reference number, including date a check was obtained and details of who obtained it
 - Eligibility to work in the UK checks
 - Other essential key data.
 - We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings. We will ensure that all staff and volunteers have read our child protection policy and staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.
 - When asked for references for previous employees, the setting will ensure these are provided in a timely manner by a senior person with appropriate authority. Any references for previous employees



will confirm whether the setting was satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns or allegations that meet the harm threshold. The setting will not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors

- Ide Hill Pre-school recognises that it is possible for any member of staff, including volunteers, contractors, agency and third-party staff (including supply staff) and visitors to be subject to an allegation. In accordance with WTSC, an allegation may relate to a person who works with children 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
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE) and the [local Kent allegations arrangements](#).
 - In depth information can be found within our 'Managing Allegations against Staff' policy. This can be found small kitchen/store cupboard.
 - Ensuring concerns are dealt with effectively will protect those working in or on behalf of the setting from potential false allegations or misunderstandings.
- As part of our approach to safeguarding, our setting adopts an open and transparent culture in which all concerns are dealt with promptly and appropriately. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. The management team at Ide Hill Pre-school will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager, staff are advised that allegations should be reported to the next member of senior management who will contact the LADO.
- If practitioners are concerned that appropriate safeguarding action is not being taken following an allegation against a colleague, they are advised to follow our whistleblowing process (see section 1.4 and 3.6) and/or to contact the LADO directly themselves.
- Where managers are unsure how to respond to an allegation, advice will be sought via the [LADO Education Safeguarding Advisory Service](#) enquiry form. 77777
- If Ide Hill Pre-school becomes aware of any relevant information that may lead to an employee being disqualified, we will take appropriate action to ensure the safety of children.
- As a registered provider, we will inform Ofsted of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises including the disqualification of an employee.
 - This will happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.
 - We will notify Ofsted of the action taken in response to the allegations.



- Ofsted will be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.
- All records of concerns will be kept confidential and will be held securely and retained and in compliance with safeguarding requirements, as well as the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example HR/Personnel and data retention policies).
- In all cases where concerns are reported against staff, once proceedings have been concluded, the Manager (and if they have been involved, the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.
- [Kellie Ferguson/Committee](#) of Ide Hill Pre-school will make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.
- In the situation that our setting receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

9. Physical Safety

9.1 Physical interventions

- Ide Hill Pre-School recognises that we are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.
- There may however be circumstances when it is appropriate for staff to use a physical intervention in order to safeguard children from harm, for example to avert immediate danger of personal injury to any person (including the child)
 - Staff will not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.
 - Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions must be in line with our agreed policy and procedures and national guidance.
 - Ide Hill Pre-school keeps a record of any occasion where physical intervention is used. Parents and/or carers will be informed of any physical interventions involving their child on the same day, or as soon as reasonably practicable.

9.2 The use of premises by other organisations

- Where our setting facilities or premises are rented/hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.
 - Where those services or activities are provided under the direct supervision or management of our staff, our existing arrangements for child protection, including this policy, will apply.
 - Where services or activities are provided separately by another body using our facilities/premises, the Kellie Ferguson/Committee will seek assurance that the provider



concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the setting on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.

- Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

9.3 Site security and safety

- The following section should be read in conjunction with the following policies:
 - Arrivals and departures, including collection procedures and uncollected child arrangements
 - Emergency procedures such as evacuations and lockdowns
 - First aid and accidents, including administering medication and managing illness, allergies, health, and infection
 - Health and safety
 - Personal and intimate care, including toilets and intimate hygiene
 - Risk assessments, such as trips/outings, use of technology
 - Safe and healthy eating
 - Visitors' policy
- In accordance with our health and safety policies, our staffing arrangements will ensure we are able to meet the needs of all children and ensure their safety.
- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Ide Hill Pre-school will ensure children are only released into the care of individuals of whom the parent has explicitly approved/agreed.
- Ide Hill Pre-school will ensure children are not able to leave the premises unsupervised and will ensure children are kept safe whilst on outings.
- All reasonable steps will be taken to prevent unauthorised people entering the premises.
 - Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting as outlined within national guidance.
 - Visitors will be expected to sign in and out via the office visitors' log and to display a visitor's badge whilst on site.
 - Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The setting will not accept the behaviour of any individual (parent or other) that threatens our safety or 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 site.
- In accordance with our health and safety policies, at least one person who has a current paediatric first aid (PFA) certificate will always be on the premises and available when children are present and will always accompany children on outings.



- The setting will ensure the PFA training accessed by staff is provided by a competent training provider.
- Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if our setting is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.
- Ide Hill Pre-school will ensure that children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting, including privacy screens around toilets and training potties. Nappy changes to be done in a separate cubical from children using the toilet.

9.4 Safer eating

- The setting will ensure that there will always be a member of staff in the room with a valid paediatric first aid certificate when children are eating.
- Before a child is admitted to the setting, we will obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements.
 - This information will be shared with all staff involved in the preparation and handling of food.
 - At each mealtime and snack time there will be a clear statement about who is responsible for checking that the food being provided meets all the requirements for each child.
 - Ide Hill Pre-school will have ongoing discussions with parents/carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information will be kept up to date and shared with all staff.
- Ide Hill Pre-school will have ongoing discussions with parents/carers about the stage their child is at in regard to introducing solid foods, including understanding the textures the child is familiar with.
 - Assumptions will not be made based on age.
 - The setting will prepare food in a suitable way for each child's individual developmental needs, working with parents/carers to help children move on to the next stage at a pace that is right for the child.
- Ide Hill Pre-school will prepare and manage food in a way to prevent choking.
 - Babies and young children will be seated safely in a highchair or appropriately sized low chair while eating.
 - Where possible there will be a designated eating space where distractions are minimised.
 - Children will always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent therefore it is important for staff to be alert to when a child may be starting to choke. Where possible, staff will sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
 -
- When a child experiences a choking incident that requires intervention, Ide Hill Pre-school will record details of where and how the child choked and parents/carers will be made aware.
 - Records will be reviewed regularly to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking, and the Management team will ensure appropriate action is taken to address any identified concerns.



10. Local Support

- All members of staff in [N] are made aware of local support available.
- **Kent Integrated Children's Services; Children's Social Work Services and Early Help Intensive Support**
 - [Kent Integrated Children's Services Portal](#) – select 'urgent' if there is an immediate risk/concern
 - Front Door Service No Name Consultation: 03000 411111
 - Out of Hours Number: 03000 419191
 - Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance
- **Local Early Help and Preventative Services and Family Hubs**
 - Settings should insert relevant local links/networks which can be found at:
 - [Early Help and Preventative Services - KELSI](#)
 - [Early Help contacts - KELSI](#)
 - [Kent Family Hubs - Kent County Council](#)
- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - [Insert details for local support. For example, local PCSO.](#)
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - www.kscmp.org.uk
 - 03000 421126 or kscmp@kent.gov.uk
- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
- **Kent LADO Education Safeguarding Advisory Service (LESAS)**
 - [Local Authority Designated Officer \(LADO\) - Kent Safeguarding Children Multi-Agency Partnership](#)
 - To refer to the LADO following an allegation being made against a member of staff, complete a referral on the [Kent Integrated Children's Services Portal](#).
 - To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the [LESAS enquiry form](#).



Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, exploitation and other 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.

Abuse: 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. They may be abused by an adult or 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.

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 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, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing, for example for PE
- Secrecy relating to use of technology
- Sexually transmitted disease or pregnancy
- Fire setting

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
- Inappropriate/harmful medication usage
- Aggressive behaviour or severe temper outbursts.
- Injuries that cannot be accounted for. Inadequate, inconsistent, or excessively plausible explanations for an injury, 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
- Secrecy relating to use of technology
- Excessive need for approval, attention, and affection

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
- 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

Further information on Child Sexual Exploitation Child sexual exploitation (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. 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, 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.

Further information on Female Genital Mutilation Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Additional Abuses we should be aware of:

- Breast Ironing
- Bullying
- Cyberbullying
- Child Trafficking
- County Lines
- Cuckooing
- Domestic
- Fabricated or Induced Illness
- Female Genital Mutilation
- Financial
- Grooming
- Mental Health
- Non-Recent
- Online
- Upskirting
- Radicalisation & Extremism
- Sexual Exploitation
- Witchcraft



- Linked Faith or Belief
- Disguised Compliance

Spirit Possession and Witchcraft

Belief in spirits and possession are widespread. The key feature in cases of abuse is not the beliefs of a family, but that the perpetrator of the abuse uses these beliefs as a justification for the abuse of the child. Practitioners need to have an understanding of religious beliefs and cultural practices in order to help gain the trust of the child, the family and the community. The Welsh Government Guide for Professionals: on Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (May 2008) provides definitions, incidence, information on identifying this form of child abuse

. Definition

The term 'belief in spirit possession' is defined as the belief that an evil force has entered a child and is taking control. Sometimes the term 'witch' is used in the belief that a child is able to use an evil force to harm others. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is defined here as attempting to expel evil spirits from a child. The abuse can occur in the household where the child lives or in a place of worship where alleged 'diagnosis' and 'exorcism' or 'deliverance' may take place.

This kind of abuse is not confined to particular countries, cultures, religions or communities. Abusers may appear to be quite ordinary and may be family members, family friends, carers, faith leaders or other figures in the community. There are, however, a number of common factors that put a child at risk of harm:

- Rationalising misfortune by attributing it to spiritual forces
- A child is scapegoated because of an obvious or perceived difference
- A belief in 'evil spirits' commonly accompanied by a belief that the child could 'infect' others with such 'evil'
- Social Factors such as changes in family structure or dynamics
- A family's disillusionment with life or negative experience of migration
- A parent's or carer's mental ill health including post traumatic stress disorder or depression

. Impact on the child

The impact on the child may take many forms, which come under the general categories of child abuse and maltreatment such as starvation, isolation, beatings, administering substances and many others. Practitioners need to be alert, observe patterns and hear what the child may report.

The child might come to believe that they are possessed and this might be harmful in itself and complicate working with them. Some carers and parents believe that a child can pass evil spirits to an unborn child, and practitioners will need to be mindful that a pre-birth assessment may be required, and that children subsequently born into the household may be vulnerable to harm.



Referral and Assessment

Practitioners should make a referral to Children's Social Care, if there are concerns of risks to a child, and whilst being sensitive to cultural or religious beliefs, the focus on the child should never be forgotten. Research commissioned by the Department of Education and Skills (2006) on Child Abuse linked to Accusations "spirit possession" and "Witchcraft" - This report looks into the frequency and severity of child abuse linked to accusations of "possession" and "witchcraft". It identifies key features common to these cases, draws conclusions and makes recommendations.

'Cuckooing'

This is the term used to describe the practice where professional drug dealers/Crime Gangs take over the property of an adult at risk and use it as a place from which to run their drugs business/crime activity. The criminals will target those who are vulnerable, potentially as a result of substance abuse, mental health issues, Learning Disability or loneliness, and befriend them or promise them drugs in exchange for being able to use their property. The gangs can send vulnerable young people and adults from their own area to stay at a house and distribute the drugs, again often intimidating and threatening them to stay. The impact of this is that vulnerable individuals become indebted to gang/groups and are forced into labour, slavery and exploitation to pay off debts. Report anything suspicious to 101.

County lines

County Lines is a very serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (for example London, Manchester, Liverpool, Birmingham etc.) to smaller towns in order to make more money. They are likely to exploit children and adults at risk to move and store the drugs, arms and money and they will often use coercion, intimidation, violence (including sexual violence), forced labour/slavery and weapons. For more information and warning signs please visit the County Lines page on the Cheshire Police website. Report anything suspicious to 101.



Appendix 2: Support Organisations and Resources

KSCMP

- Factsheets: www.kscmp.org.uk/training/factsheets
- Supporting resources: www.kscmp.org.uk/training/training-resources
- Video explainers: www.kscmp.org.uk/training/video-explainers

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/

Support for Children

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Early Years Parents/Carers

- Kent County Council Family Hubs: www.kent.gov.uk/education-and-children/kent-family-hub
- Health visiting: www.kent.gov.uk/education-and-children/kent-family-hub/pregnancy-and-the-first-two-years/toddler/health-visiting



- Kent Children and Families Information Service (CFIS): www.kent.gov.uk/education-and-children/childcare-and-pre-school/our-childcare-advice-line
- ICON: <https://iconcope.org/>

Support for Special Education Needs and Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>
- Kent Autistic Trust: www.kentautistictrust.org/
- AFASIC: www.afasic.org.uk/
- National Autistic Society: www.autism.org.uk/
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Portage: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-children-under-5/portage-supporting-pre-school-children-with-send
- Information Advice and Support Kent (IASK): www.iask.org.uk/

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Kent Resilience Hub

- <https://kentresiliencehub.org.uk/>

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Substance Misuse

- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- KSCMP: www.kscmp.org.uk/guidance/domestic-abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- 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
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Criminal and Sexual Exploitation

- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: <https://kentandmedwayvru.co.uk/>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- The Children's Society: www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation



So-called Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

- Kent Prevent Education Officers: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.ceopeducation.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/online-safety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- KSCMP: www.kscmp.org.uk/guidance/online-safety



Mental Health

- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/
- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: <https://mindedforfamilies.org.uk/>



Appendix 3: Policies (cont)

E-SAFETY

Online Safety and Use of Technology

Ide Hill Pre-School identifies that the issues classified within online safety are considerable, Kellie Ferguson is responsible for all aspects of e-safety including updating other staff members.

- **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

Under the EYFS, section 3.4 all settings must have a clear safeguarding policy which covers the use of apple watches, mobile phones and camera's in the setting. This policy has been extended to cover the wide range of devices available, such as tablets, etc.

The purpose of Ide Hill Pre-school's online safety policy is to clearly identify key principles expected of all members of staff, parents, and children with regards to the safe and responsible use technology to ensure that Ide Hill Pre-School is a safe and secure environment.

Ide Hill Pre-school believes that online safety (e-Safety) is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, tablets or mobile phones.

Using the internet to enhance learning and teaching

Ide Hill Pre-school has a duty enhance pre-schools management of information and business administration systems. Ide Hill Pre-school also identifies that with this there is a clear duty to ensure that children are protected from potential harm online

. Key responsibilities of pre-school are:

- Ensuring appropriate policies and procedures regarding online safety are up-to-date.
- To ensure that suitable, age-appropriate and relevant filtering is in place to protect children from inappropriate content (including extremist material) to meet the needs of the school community and ensuring that the filtering and school network system is actively monitored.
- Ensuring all members of staff receive regular, up-to-date training
- Staff will select age-appropriate sites for children to use.

Key responsibilities of parents and carers

Parents/carers play an important role in encouraging safe usage of the internet and technology. Ide Hill Pre-school will work in partnership with families to raise awareness of online safety issues and messages will be shared and promoted with parents through a variety of communication.



Managing our website

Our website is set up to provide information about our pre-school to prospective parents and carers and to keep parents informed of forthcoming events, topics, term dates and pre-school closures (www.idehillpreschool.org). The pre-school will post information about online safety on the website.

Managing email

Email is an essential means of communication for staff and parents. Ide Hill Pre-school encourages its employees to use email at work where this can save time and expense. However, it requires that staff ensure that communication is well structured and professional, just as if a letter was being sent.

Egress secure data transfer software will be used to send any confidential information electronically.

Appropriate safe and use of the internet and devices

Increased use of devices and improved internet access can impact children's learning outcomes. Developing an effective practice in using the internet for teaching and learning is essential.

- All members of staff are aware that they cannot rely on filtering alone to safeguard children, and children will be supervised when using the computer and tablet.
- The Pre-school will use age appropriate search tools such as Google for staff and CBBC safe search.
- Ide Hill Pre-school is aware that the internet is constantly changing with new apps, tools, devices, sites and material emerging at a rapid pace.
- Staff must pay close attention to sites terms and conditions when using external providers such as Google Apps as some have restrictions of use and age limits for their services
- Tablets, and personal devices are not permitted to be used in certain areas within Pre-school such as toilets

. Social Media

- Approved use of social media sites by the pre-school will only proceed with clear objectives with specific intended outcomes.
- The social media sites being used as a communication tool will be risk assessed and formally approved by the manager and chair.
- Members of staff overseeing the Pre-schools social media site are aware of the required behaviours and expectations of use to ensure it is being used safely and responsibly
- Staff must be aware of their duty of care to children and families at the Pre-School when using social media sites such as Facebook, Twitter etc.



- Confidentiality must be adhered to at all times even outside of working hours. It is important staff maintain their status as a professional childcare worker. We urge staff to think twice when fostering online friendships with parents or ex-parents and not have discussions involving children, families or incidents within the setting.
- All staff members are encouraged not to identify themselves as employees of Ide Hill Pre-school on their social networking accounts. It is not appropriate to share work related information whether written or pictorial in this way and must maintain Pre-schools policies (safeguarding, confidentiality, data protection etc.)
- Under no circumstances should comments be made about Pre-School staff members, children or parents on the internet. Staff members/parents should respect the privacy and the feelings on others
- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) 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**

Use of Personal devices including Apple watches and mobile phones

- Staff mobile phones and devices should be turned off and are kept in the locked cupboard on the stage.
- In cases of a personal emergency all personal calls should be directed through the landline.
- Staff are asked not to make personal calls during their working hours. However, in urgent cases, a call may be made or accepted if deemed necessary and by arrangement of the manager.
- Staff will not use personal devices such as mobile phones, tablets or cameras to take photos or videos of children and only use equipment provided by the setting for educational purposes only
- Mobile phones, tablets, and personal devices are not permitted to be used in certain areas within pre school such as toilets.

Visitor's use of mobile phones

- Use of mobile phones or personal devices by visitors and parents/carers to take photos or videos must take place in accordance with the school image policy
- Pre-school will ensure appropriate signage and information is displayed and provided to inform visitors and parents/carers of expectations of use
- Mobile phones and personal devices are not permitted to be used in within pre-school. Parents/carers/visitors are asked if mobile phones/devices can be left in the locked cupboard on the stage.



Reducing online risks

- Ide Hill Pre-school is aware that the internet is constantly changing with new apps, tools, devices, sites and material emerging at a rapid pace
- Emerging technologies will be examined for educational benefit and appropriate risk assessments are carried out before use in pre-school is allowed.
- Pre-school will highlight useful online tools which staff should use with children in the hall. These tools will vary accordingly to the age and ability of children. Security and management of information systems
- Virus protection will be updated regularly
- The security of pre-school systems and users will be reviewed regularly.
- Appropriate use of user logins and passwords to access computers/tablets will be enforced.
- Egress secure data transfer software will be used to send any confidential information electronically.
- Ide Hill Pre-school's internet access approach will be designed to suit the age and curriculum requirements.
- Pre-school will ensure that age and ability appropriate filtering is in place whilst using school devices and systems to try and prevent staff and children from being accidentally exposed to unsuitable content.

Procedure to online incidents and concerns

The manager will ensure that the policy is implemented effectively and that all staff and parents/carers are made aware of the online safety (e – safety) policy Staff will be encouraged to tell the safeguarding officer or manager immediately if they encounter any material that makes them feel uncomfortable, or any online safety incidents involving child protection concerns, which will then be recorded.

All members of Pre-school will be aware of the procedure for dealing with issues relating to online safety. Any complaint about staff misuse will be referred to Kellie Ferguson/Kate Jepson who is also the Online Safety co-ordinator.

Pre-school will manage online safety incidents in accordance with relevant policies and procedures.

Use of Images (see further information under Tapestry)

Children have their photographs taken to provide evidence of their achievements for developmental records. (The Early Years Foundation Stage, section 3, 2012)



- All images taken by the setting will be used in accordance with the General Data Protection Regulation and the privacy policies issued from time to time

- Staff, visitors, volunteers and students are not permitted to use their own mobile phone, Apples watch, tablet, or personal devices to take or record any images of pre-school children.
- Photographs will be stored on the pre-School IPAD, which is password protected.
- Written permission from parents/carers will be acquired to take photographs and use video recordings. This permission will be sought on admission to the Setting, giving authorisation for us to photograph their child/ren for marketing, assessment and observation purposes.
- A record of all consent details will be kept securely on file.
- If parents/carers prefer not to give us their permission, we will respect their wishes.
- Ide Hill Pre-school will only use images of children who are suitably dressed.
- Staff will receive information regarding the safe and appropriate use of images as part of their safeguarding training.
- Photography is not permitted in sensitive areas such as toilets
- Once uploaded on tapestry, photographs are deleted and wiped off the IPAD at the end of each term
- The pre-schools IPAD's must not leave the setting (unless on official Pre- school outing).

Facebook

Ide Hill Pre-School has a Facebook page available, which is a closed Facebook page. This is to be used as a communication tool for the setting. It shall be used for the following purposes:

- To continue to advance Pre-Schools communication system with information shared via Facebook, along with the existing methods of letters, emails and the official Pre-School website
- To promote Pre-School events such as trips, and social events
- To update and increase the promotion of fundraising events
- To make school announcements (e.g. Pre-School closure)
- Update parents on staff training and development
- To use Facebook as a means of publicising Pre-School to a wider audience
- Allow for parental communication by comments and questions

We will not:



- Show photos of any children that will identify them

- Discuss any issues of a personal nature

Users will not:

- Post anything on the page that could be deemed as offensive
- Engage in giving negative feedback on Facebook, it is appropriate to talk to the Pre-School directly
- Post or tag photographs of children on the page
- Add comments that can identify children

The Pre-School Deputy/DSL (Kellie Ferguson/Kate Jepson), and Chair – Camilla Foy are the page administrators and will update the page on a regular basis. The page administrators reserve the right to remove any posts or comments at any time. The intent of the policy is to protect the privacy and the rights of Ide Hill Pre-School, staff and families.

We will remove any postings that:

- Name specific individuals in a negative way
- Are abusive or contain inappropriate language or statements
- Use offensive, abusive, racial or generally negative terms about any individual or the Preschool
- Do not show proper consideration for others privacy
- Breach copyright or fair use laws
- Contain any photos of children without necessary parental consent

Safe Working Practice

Staff are required to work within clear Guidelines on Safe Working Practice / the pre-school's Code of Conduct.

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 school 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.

Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People (2015)**.



SUPERVISION AND SUPPORT

The Committee and Manager of Ide Hill Pre-school 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 of our staff and volunteers are expected to have regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management.

SUITABLE PEOPLE

Ide Hill Pre-school is committed to ensuring all steps are taken to recruit staff and volunteers who are safe to work with our children and have their welfare and protection as the highest priority. It is the responsibility of the committee and Manager to ensure that effective systems are in place so that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting. We do not allow people, whose suitability has not been checked, including through a Disclosure and Barring Scheme (DBS) check, to have unsupervised contact with children being cared for.

We advise all staff that they are expected to disclose any reason that may affect their suitability to work with children including convictions, cautions and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.



ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS (see separate policy)

Ide Hill Pre-school 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 Kellie Ferguson, 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.

In the event the allegation concerns the EYDP, Camilla Foy, should be contacted on 07811 354409. The committee 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.

All staff need to be 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. When in doubt – consult. For specific guidance on how to respond to allegations against staff, please refer to the “Early Years Allegations Against Staff Policy” which can be found in the safeguarding lever arch folder.

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 proprietor/trustees/committee being formally sought. The policy will also be available to parents. This policy has been written to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare

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

Setting Policies on Related Safeguarding Issues (to be read and followed alongside this document)

- e-Safety Policy
- Mobile Phone and Photographic 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



- Health and Safety Policy
- Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- First Aid and Accident Policies

Appendix to Safeguarding Policy - The Prevent Duty & Promoting British Values

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent Duty. Here at Ide Hill Pre-School we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children’s resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will 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 may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly. • We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms.



- The designated person Kellie Ferguson has completed an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing 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. This will enable the DSO to offer advice and support to other members of staff.

- We will ensure that any resources used in the pre-school are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

The following provides examples of how we bring British Values into Ide Hill Pre-School:

Democracy: Making decisions together: PSED

- Manager and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from pre-school to school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW



- We will create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.

- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.

- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.

- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable?

- Actively promoting intolerance of other faiths, cultures and races/

- Failure to challenge gender stereotypes and routinely segregating boys and girls.

- Failure to challenge gender stereotypes and routinely segregating boys and girls.

- Isolating children from the wider community.

- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Further information on Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour

Exposure of children 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 of young people can be compared to grooming for sexual exploitation.

Every member of staff at Ide Hill Pre-school 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. The online safeguarding policy and the use of mobile phones is regularly reviewed, as it is recognised that there is an increased risk of online radicalization

. All staff and a committee member have completed an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing 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 Designated Safeguarding Leads both have attended additional training which includes further information on the Prevent Duty.



Procedure for dealing with disclosures (the 6 R's – what to do if):

Receive

Listen to what is being said without displaying shock or disbelief

- Take what is said seriously
- Note down what has been said

Reassure

- Reassure the pupil 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 pupil 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

React

React to the pupil 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 pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

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. 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

Remember

- Contact the designated person – Kellie Ferguson, Manager
- The designated person may be required to make appropriate records available to other agencies

Relax

- Get some support for yourself



USE OF MOBILE PHONES Policy statement

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of mobile phones in the setting. We ask parents, volunteers and visitors to the pre-school to turn off mobile phones whilst they are on the premises.

- **Procedures Personal Mobile Phones**
- Personal mobile phones belonging to members of staff are not used on the premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in a locked cupboard on the stage.
- In the event of an emergency, personal mobile phones may be used in the privacy of the small kitchen, with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
 - The recording or sharing of images, video clips or audio material on any mobile phone or device should be prohibited except where it is explicitly authorised by the designated person for safeguarding, Kellie Ferguson, Manager/Kate Jepson, Senior Pre-school teacher.
 - All mobile phone use must be open to scrutiny and the designated officer for safeguarding, Kellie Ferguson/Kate Jepson, should consider withdrawing or restricting authorisation for use if at any time it is deemed desirable to do so.
 - Staff should be encouraged not to use their own personal mobile phones for contacting children or parents and carers. If it is to be deemed necessary, it must be with the explicit written consent of both the Designated Person for Safeguarding, Kellie Ferguson, Manager/Kate Jepson, Senior Pre-school teacher and the parent or carer; unless it is to be considered an emergency
- All individuals who bring personal devices into the early years setting must ensure that they hold no inappropriate or illegal content.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.



Work Mobile

- The use of a work mobile is considered to be an effective communication tool.
- It will enable work related text, email messages and calls to be made and received.
- It is an essential part of the emergency toolkit when taking children on short trips and outings.
- It can also provide essential back up, if landline facilities are unavailable or when contact needs to be made out of hours.

CAMERAS AND VIDEOS Policy statement

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of cameras and videos in the setting.

Cameras/IPADS and videos

- Members of staff must not bring their own cameras or video recorders into the setting.
-
- Photographs and recordings of children are only taken for valid reasons, i.e. for displays within the setting/registration names.
-
- The camera/IPAD should be easily accessible to capture spontaneous moments to support the observation requirements of the Early Years Foundation Stage, and to share with parents via Tapestry online system.
-
- Children's use of IPAD's can only take place with direct supervision by staff.
-
- The setting will discuss and agree age appropriate acceptable use rules with children regarding the appropriate use of IPADS, such as places children can not take the camera/IPAD (e.g. unsupervised areas, toilets etc).
-
- All staff will be made aware of the acceptable use rules regarding children's use of cameras/IPADS and will ensure that children are appropriately supervised.
-
- Members of staff will role model positive behaviour to the children by encouraging them to ask permission before they take any photos.
-
- Photos taken by children for official use will only be taken with parental consent and will be processed in accordance with the General Data Protection Regulation (GDPR) (May 2017).



- Parents will be made aware (via Registration forms) that children will be taking photos of other children and will be informed how these images will be managed by the setting e.g. will be for internal use by the pre-school only (not shared via any website or social media tool).
- Photos taken by children will be carefully controlled by the setting and will be checked carefully before sharing online or via digital screens.
- Cameras/Videos/IPAD recordings provided for use by children and the images themselves will not be removed from the setting.
- Images of children must only be taken when they are in full and suitable dress. In no circumstances, are images to be taken of children or young people in any state of undress. The taking or making of images in sensitive areas of the early years setting, for example, toilet cubicles and changing areas are not permitted.
- A child's name or any other identifying information must not appear in any caption or accompanying text alongside their photograph, for example on displays, documentation panels and name cards. Particular care is to be taken where such images are likely to be viewed by others, such as online.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Only members of Ide Hill pre-school staff who have an Enhanced DBS disclosure are permitted to take photographs within the pre-school.
- Parents on rota duty/settling their children in, volunteers and other visitors are not permitted to take photographs during pre-school sessions.
- Camera/IPAD and video use is monitored by the setting Manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Registration Form).
- If parents/carers do not wish their child to be included in such photographs, it is their responsibility to inform the Manager of this and add this to their permission form.
- Photos of children will not be stored on the settings camera/IPAD for longer than the time necessary to print them off.
- Photos of children should not be stored on the settings camera/IPAD once printed off.
- The use of personal USB sticks, the transferring of images via free unfiltered web mail or via mobile media is to be avoided where possible without explicit permission from the



designated person for safeguarding, Kellie Ferguson, Manager and Kate Jepson, Senior Pre-school teacher.

- The designated person for safeguarding, Kellie Ferguson, Manager and Kate Jepson, Senior Pre-school teacher is responsible for memory sticks and storage devices.
- When taking a memory stick or storage device to be developed offsite, it will be logged in and out by the designated safeguarding person, Kellie Ferguson/Kate Jepson and monitored carefully to ensure it is returned within the expected time scale.
- Memory sticks can only be taken off site if they do not contain any personal data. If they do then the memory stick must be suitably encrypted in accordance with the General Data Protection Regulation (GDPR) May 2017

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- General Data Protection Regulation (GDPR) (May 2017)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Secondary legislation § Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- General Data Protection Regulation (GDPR) (May 2017)
- Further guidance § Working Together to Safeguard Children (2018)
- What to do if you're worried a child is being abused (2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Keeping Children Safe in Education (2018)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)



- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (March 2015)
- Independent Safeguarding Authority: www.isa.homeoffice.gov.uk

ALLEGATION OF ABUSE MADE AGAINST A MEMBER OF IDE HILL PRE-SCHOOL

Unfortunately, child abuse does occasionally take place in day care settings, so we have introduced this separate policy to remind staff of the measures that can be taken to reduce the risk of any allegations being made against them or another member of staff. It also contains the procedure, which will be undertaken if an allegation is made against a member of staff. This complies with both Ofsted and Social Services. see also DISCIPLINARY POLICY AND PROCEDURES.

How we can protect ourselves?

- The Manager Kellie Ferguson has a duty and will immediately telephone Ofsted and make a referral to the Disclosure and Barring Service where a member of staff is dismissed because they have harmed a child or put a child at risk of harm.
- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book
- . • If a child arrives with an injury sustained elsewhere we will ask for an explanation and again record this in the injuries on arrival book and ask whoever has brought in the child to sign the record.
- We will ensure that all staff undertake regular child protection training.
- We will ensure that all parents understand our role and responsibility in child protection. Within the pre school this will be presented to parents in writing within the prospectus before the child begins to attend Ide Hill Pre-school.
- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it in within the setting
- . • We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around
- . • We will avoid engaging in rough physical play with children, as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children that they can do for themselves.
- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history



• We will encourage an open door ethos, to enable staff to talk to manager/chairperson if they have concerns about the conduct of any of their colleagues.

What happens if an allegation of abuse is made against a member of staff in the Setting?

If anyone makes an allegation of abuse against a member of our staff, Kellie Ferguson, Designated Person will be informed immediately and will immediately telephone Ofsted and make a referral to Disclosure and Barring Service where a member of staff is dismissed because they have harmed a child or put a child at risk of harm.

Kellie Ferguson will also telephone Lorrissa Webber Designated officer on : 03000 410888 OR Alison Watling on 03000 410888.

If a call is urgent i.e. a child is in immediate danger and the call cannot go through to the officer on Duty, the call should go through to the Childrens Specialist Services •03000 419191 Integrated Front Door: 03000 411111 • Out of Hours Number: 03000

Urgent child protect issue outside of office hours, Call the Childrens Specialist Services • Integrated Front Door: 03000 411111 • Out of Hours Number: 03000 419191

They will assess whether the allegation reaches the threshold for referral to Police/Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.

- Kellie Ferguson will complete the form for recording allegations or complaints made against staff.
- Kellie Ferguson/Camillia Foy will assess whether suspension is immediate - NB suspension should not be automatic but will be considered if necessary.
- Kellie Ferguson will not discuss the allegation with the member of staff concerned, unless advised to do so by Social Services.
- All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.
- If Social Services and/or the police decide to carry out an investigation, it may be possible that we will be advised to suspend the member of staff, whilst enquiries are carried out. Ide Hill Pre-school could also invoke their disciplinary procedure.
- We will not carry out an investigation ourselves unless Social Services and the Police decide it is not appropriate for them to do so. We understand that Ofsted may wish to undertake further investigations.

Always remember; The welfare of the child is Paramount.



Guidance for Designated Person completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.

1. Record the name and position of member of staff against whom the allegation or complaint has been made
2. Verbal complaints should be backed up in writing by the complainant if appropriate; some may require immediate action that does not allow time for this to happen.
3. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. If this is the case it is better that you receive the information first hand. If a parent, carer or a member of staff at Ide Hill Pre-school makes a complaint against you it must be passed immediately to your line manager.
4. Record the full name, age and date of birth of the child.
5. The address recorded should be the address at which the child lives with the main carer.
6. If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened.
7. Check the attendance register/ diary of work to see if the child was present/seen on that day and the shift patterns of the staff member involved to see if they were working at that time. This will confirm the likelihood of the incident having taken place.
8. If you have received the complaint in writing attach it to the checklist. You can then summarise it on the form.
9. Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member has with the child and any other minor concerns that may have been raised previously. Do not attempt to investigate the complaint yourself.
10. Remember that if an allegation of abuse is made against a member of our staff you must inform Kellie Ferguson, who will contact the Children's Safeguards Unit for further advice.
11. Ofsted must be informed if an allegation is made against a member of our staff, even if the Children's Safeguards Unit decides no further action is required. Ofsted may do their own investigation to ensure that registration requirements are being met.
12. Make a note of any actions the Children's Safeguards Unit or Ofsted advise you to take and the date or times at which you implemented them.
13. If the allegation is against Kellie Ferguson, Manager, Designated Person then you should speak to Camilla Foy who will follow the procedures above.

