



Ide Hill Pre-school

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.

Date written: [September 2021](#)

Date agreed and ratified by [Committee](#): [October 2021](#)

Date of next review: [2022 January \(or before if necessary\)](#)

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



Key Contacts

	Name	Contact information
Designated Safeguarding Lead (DSL)	Liz Money	liz@idehillpreschool.org 07929129567
Deputy Designated Safeguarding Lead	Kate Jepson	Kate Jepson kjepson2010@hotmail.com
Manager	Liz Money	
Chairperson	Sarah McGlasson	Chairperson sarahmcglasson@outlook.com



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What to do if you have a welfare concern in Ide Hill Pre-school

Why are you concerned?

For example

- Something a child has said – e.g. allegation of harm
- Child's appearance – may include unexplained marks as well as dress
- Behaviour change
- Witnessed concerning behaviour

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

Follow the settings procedure

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

Inform the Designated Safeguarding Lead Liz Money/Kate Jepson or refer if appropriate

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (03000 412445) or Local Authority Social Worker at the Front Door.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow whistleblowing procedures

Children and Parents:

- Follow setting complaints procedures

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

Monitor

Be clear about:

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

Review and 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

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' Early Years Foundation Stage (EYFS) 2021

1.1 Introduction

- The Manager/Committee 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 and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.
- Ide Hill Pre-school recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and children) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Ide Hill Pre-school believe that the best interests of children always come first. All children (defined 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, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- 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 the setting we are committed to:
 - Maintaining children's welfare as our paramount concern
 - Providing an environment and culture in which children feel safe, secure, valued, and respected, confident to talk openly and sure of being listened to
 - Developing appropriate and positive relationships between children and the adults that care for them
 - Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties
 - Using learning opportunities to increase self-awareness, self-esteem, assertiveness, and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
 - Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
 - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms
 - Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
 - Developing effective and supportive liaison with other agencies.



- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers).
- Ide Hill Pre-school adheres to the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) safeguarding children procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: www.kscmp.org.uk

1.2 Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and has due regard to the related guidance. This includes:
 - DfE Keeping Children Safe in Education 2021 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework'
 - Framework for the Assessment of Children in Need and their Families 2000
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework 2021 (EYFS)
- This policy has been implemented to ensure compliance with section 3, the safeguarding and welfare requirements of the EYFS.
- Ide Hill Pre-school is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles, remain the same. We will continue to follow government guidance and will amend this policy and our approaches, as necessary.
 - As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3 Definition of Safeguarding

- Working Together to Safeguard Children (2018) states that safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment.
 - preventing impairment of children's mental and physical health or development.
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- It also reminds us that safeguarding ***“is everyone’s responsibility”*** 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.
- The setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Children with family members in prison



- Children Missing Education (CME)
 - 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, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - Peer on peer abuse
 - 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 this annex.
 - 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 Related Safeguarding Policies

- This policy is one of a series of our integrated safeguarding portfolio, and should be read and actioned in conjunction with the policies as listed below:
 - Behaviour Management
 - Code of Conduct/Behaviour policy
 - Online Safety
 - Mobile and smart technology
 - Social Media
 - Anti-bullying
 - Data protection and information Sharing
 - Image/Camera use
 - Drugs
 - Personal and intimate care
 - Health and safety
 - Risk assessments (e.g. trips, use of technology, setting reopening)



- First aid and accidents (including medicines)
- Managing allegations against staff
- Behaviour policy/code of conduct for staff, including Acceptable Use of Technology (AUP)
- Safer Recruitment
- Whistleblowing
- **Supporting Guidance (to be read and followed alongside this document)**
 - “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, May 2019.
 - “What to do if you are worried a child is being abused” – DfE, March 2015
 - Early Years Foundation Stage 2021 Welfare Requirements
- These documents can be found in Wheatsheaf Kitchen.

1.5 Policy Compliance, Monitoring and Review

- Ide Hill Pre-school will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes 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 2021 as appropriate.
- Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website www.idehillpreschool.org
- The policy forms part of our development plan and will be reviewed annually by the Committee/Manager which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead (DSL) and manager 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.

2. Key Responsibilities

2.1 Leadership and Management

- The management committee have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
- The management committee have regard to the EYFS 2021 and KCSIE 2021 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.



- 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.
- Liz Money/Chairperson will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

2.2 Designated Safeguarding Lead (DSL)

- The EYFS states; '*a practitioner must be designated to take lead responsibility for safeguarding children in every setting*'. The Committee have appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in our setting.
 - The setting has appointed Liz Money, Manager as the Designated Safeguarding Lead (DSL).
- 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.
- The setting has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
 - Kate Jepson, Deputy Manager
- It is the role of the DSL to:
 - Acting as the central contact point for all staff to discuss any safeguarding concerns
 - Maintaining a confidential recording system for safeguarding and child protection concerns
 - Coordinating 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 and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
 - Liaising with other agencies and professionals in line with KCSIE 2021 and WTSC 2018
 - Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
 - Representing, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
 - Managing and monitoring the setting 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.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS 2021.
- The DSL will undergo appropriate and specific training 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. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.



2.3 Members of Staff

- The EYFS 2021 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. All members of staff in the setting are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child’s behaviour or appearance.
- All members of staff have a responsibility to:
 - Provide a safe environment in which children can learn.
 - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
 - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
 - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - Be prepared to identify children who may benefit from early help.
 - Understand the early help process and their role in it.
 - Understand the settings safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - 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.
 - Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

2.4 Children

- Children have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing 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

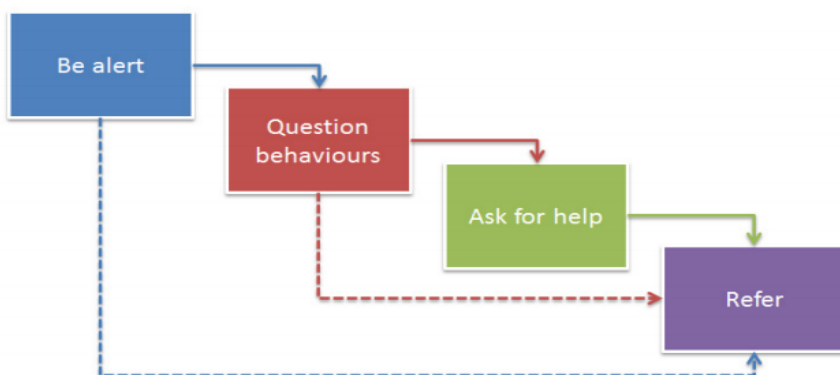
- Parents/carers have a responsibility to:
 - Understand and adhere the relevant policies and procedures.
 - Talk to their children about safeguarding issues with their children and support the setting in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at 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 and Neglect

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018), EYFS 2021 and Keeping Children Safe in Education 2021. 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:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
 - For further information see Appendix 1.
- 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 and neglect 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 and neglect do not automatically mean a child is being abused 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, and 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 or neglect, so 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 happening to themselves, their peers 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 or 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.
- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.
- By understanding the indicators of abuse and neglect, 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 this approach if they are concerned about a child:



[‘What to do if you are worried a child is being abused’ 2015](#)

- In all cases, if staff are unsure, they will always speak to the DSL Liz Money/Kate Jepson.
- 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.

3.2 Responding to Child Protection Concerns

- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to the concern and be non-judgmental.
 - only use open questions to clarify information where necessary, e.g. 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 in line with setting record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to the Chairperson and/or take advice from Education Safeguarding Service or via consultation with a social worker from the Front Door. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.
- Liz Money will respond to concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
 - The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
 - Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children’s Social Work Services as part of Integrated Children’s Services (ICS) in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a ‘request for support’ will be made immediately to Integrated Children’s Services (via the ‘Front Door’) and/or the police, in line with KSCMP procedures.



- Ide Hill Pre-school recognise 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.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
- They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door 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 be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Where it is identified a child may benefit from Early Help support (as provided by ICS), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.
 - The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

3.3 Recording Concerns

- All safeguarding concerns, discussions and 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.
- Incident concern forms are kept in the safeguarding folder in the wheatsheaf kitchen cupboard.
- 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 injuries have been observed.
- 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.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.



- Child protection records will be kept confidential and stored securely. 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 are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting, 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 in advance of a child leaving, for example, information that would allow the new setting to continue to provide support.
- Where the setting receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinator (SENCO) will be made aware of relevant information as required.

3.4 Multi-Agency Working

- Ide Hill Pre-school recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The management team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Ide Hill Pre-school recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

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 WTSC 2018 and KCSIE 2021.
- Ide Hill Pre-school has an appropriately trained Data Protection Officer (DPO) (Kate Jepson) is required by the General Data Protection Regulations (GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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. DfE ["Information sharing advice for safeguarding practitioners"](#) (2018) provides further detail.
- The Manager/Chairperson and DSL will disclose relevant safeguarding information about a child with staff on a 'need to know' basis.



- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy, they also 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. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

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 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 on our website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- 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.
- The leadership team at Ide Hill Pre-school will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
 - Anything that constitutes 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 at harm, for example where there are concerns involving family members.
- 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 Peer on Peer Abuse

- All members of staff Ide Hill Pre-school recognise that children are capable of abusing their peers, and that it can happen both inside and outside of the setting and online.
- Ide Hill Pre-school recognises that peer on peer abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - abuse in intimate personal relationships between peers



- 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
- Ide Hill Pre-school believes that abuse is abuse and it will never be tolerated or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Ide Hill Pre-school recognises that even if there are no reported cases of peer on peer abuse, such abuse is still likely to be taking place.
- All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Ide Hill Pre-school want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of peer on peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated policies, including child protection, anti-bullying and behaviour. Children who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by Liz Money, Manager:

4.2 Child on Child Sexual Violence or Harassment

- When responding to concerns relating to child on child sexual violence or harassment, we will follow the guidance outlined in Part Five of KCSIE 2021 and the DfE '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)' guidance.
- Ide Hill Pre-school recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.



- When there has been a report of sexual violence or harassment, 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 the victim and the alleged perpetrator (and any other children involved/impacted).
 - 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.
- Reports will initially be managed internally by the setting and where necessary will be referred to Integrated Children's Services and/or the Police.
 - The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or setting staff, and, any other related issues or wider context.
- If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

4.3 Nude and/or Semi-Nude Image Sharing by Children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance outlines how all educational settings should respond to incidents and should be read and understood by DSLs working with all age groups, not just older learners.

- Ide Hill Pre-school recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
 - Report any concerns to the DSL immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
 - Not delete the imagery or ask the child to delete it.
 - Not say or do anything to blame or shame any children involved.
 - Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
 - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.



- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - a referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
 - The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
 - If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

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

- Ide Hill Pre-school recognises that CSE and 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 violence or the threat of 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 may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5 Serious Violence

- All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
 - The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.



4.6 So-Called Honour Based Abuse

- 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.
- All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

4.7 Preventing radicalisation

- Ide Hill Pre-school 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 recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

5. Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

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 and neglect.
- 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 appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse 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 behaviours such as abuse or bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.



- To address these additional challenges, our setting will always consider implementing extra support and attention for children with SEND. The DSL will work closely with the SENCO Kellie Ferguson, to plan support as required.

5.2 Children Requiring Mental Health Support

- All staff will be made aware that 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, 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.
- 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 need a Social Worker

- The DSL will hold details of social workers working with children in the setting so 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 setting decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.4 Looked after children, 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 and/or neglect 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 and the name of the virtual school head in the authority that looks after the child.
- Where the setting believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) we have a duty to recognise these arrangements and inform the Local Authority via the front door.



6. Online 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 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 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, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - 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 (e.g. 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 will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement..
- Ide Hill Pre-school recognises that technology, and the risks and harms related to it, evolve and changes rapidly. The setting will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.
- The Manager/Deputy Manager will be informed of online safety concerns by the DSL, as appropriate. The named governor 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 reported in line with our child protection and other associated policies, including our anti-bullying, social media 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, 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 and smart technology, including mobile phones, cameras and wearable technology. In accordance with the EYFS 2021. Ide Hill Pre-school has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

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.
 - Children's internet and technology use will be directly supervised by staff.
 - 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 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.



6.5 Educating Learners

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

6.6 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 online benefits and risks for children by:
 - newsletters and our website and various documentation. i.e. online safety events

7. Staff Engagement and Expectations

7.1 Awareness, Induction and Training

- All members of staff have been provided with a copy of 'Keeping Children Safe in Education' 2021 which covers safeguarding information for staff.
 - Setting management staff, including the DSL will read KCSIE in its entirety.
 - Setting management staff and all members of staff who work directly with children will read annex B.
 - All members of staff have signed to confirm that they have read and understood the national guidance shared with them.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the setting internal safeguarding processes, as part of their induction.
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Staff will be encouraged to contribute to and shape setting safeguarding arrangements and child protection policies.

7.2 Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff behaviour policy/code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of our expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).
- Staff will be made aware of the setting behaviour management and physical intervention 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. Physical interventions and/or use of reasonable force 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/code of conduct, mobile phone policy, image use policy, Acceptable Use Policies, and Social Media.

7.3 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.
- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.
- The Manager/Chairperson at Ide Hill Pre-school recognises 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.
- The setting will ensure all members of staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management 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 their Union, the Education Support Partnership or other similar organisations directly.



8. Safer Recruitment and Allegations

8.1 Safer Recruitment and Safeguarding Checks

- Ide Hill Pre-school is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with children and staff.
- Liz Money/Committee at Ide Hill Pre-school are responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and registered person/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment
 - References
 - Identity checks
 - Criminal records check reference number, including date and details of person who completed it
 - Eligibility to work in the UK checks
 - Other essential key data.
- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children
 - lives on the premises on which the childcare is provided and/or
 - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
- An additional check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- Liz Money/Committee at Ide Hill Pre-school is 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.
- Liz Money/Committee at Ide Hill Pre-school is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance. At least one member of the interview panel must have completed safer recruitment training.
- Liz Money/Chairperson at Ide Hill Pre-school aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

8.2 Allegations made against/concerns raised in relation to staff and volunteers



- 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 behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child
 - Means they have committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she 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.
- In depth information regarding staff allegations can be found within our Procedures for Managing Allegations against Staff policy. This can be found the safeguarding file.
- As part of our approach to safeguarding, the 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 Manager will takes 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 senior management who will contact the LADO.
- Where managers are unsure how to respond to a concern about a member of staff, advice will be sought via the [Local Authority Designated Officer](#) (LADO) Enquiry Line and/or the [Education Safeguarding Service](#).
- All members of staff are made aware of the settings Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- 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.
- 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.
- Ide Hill Pre-school have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.



9. Opportunities to teach safeguarding

- Ide Hill Pre-school recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.
- We recognise that early years settings 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 seek advice and support when they are concerned.
- Ide Hill Pre-school will provide age appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- 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.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety

- Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions and/or use of reasonable force must be in line with our agreed policy and procedures and national guidance.

10.1 The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the setting facilities/premises, the manager and the committee will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. 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 (i.e. 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.

10.2 Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.



- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting as outlined within 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.
- Staff and visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Ide Hill pre-school will not accept the behaviour of any individual (parent or other) that threatens 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.

11. Local Support

- All members of staff at Ide Hill Pre-school are made aware of local support available.
 - **Education Safeguarding Service**
 - **Area Safeguarding Advisor**
 - (03000 412445): <https://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/>
 - **Online Safety in the Education Safeguarding Service**
 - 03000 415797
 - esafetyofficer@theeducationpeople.org (non-urgent issues only)
 - **LADO Service**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Integrated Children's Services**
 - Front door: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126
 - **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk



Appendix 1: Categories of Abuse/Different types of Abuse

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

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 e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- 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
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

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 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.



What Additional Abuses should we be aware of?

1. Breast Ironing	11. Grooming
2. Bullying	12. Mental Health
3. Cyberbullying	13. Non-Recent
4. Child Trafficking	14. Online
5. County Lines	15. Upskirting
6. Cuckooing	16. Radicalisation & Extremism
7. Domestic	17. Sexual Exploitation
8. Fabricated or Induced Illness	18. Witchcraft
9. Female Genital Mutilation	19. Linked Faith or Belief
10. Financial	20. 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

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

Support for Staff

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

Support for Learners

- 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

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 Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

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

Kent Resilience Hub

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



Substance Misuse

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

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

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour Based Abuse

- 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

Peer on Peer abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.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/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reporthearmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org



- NSPCC: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- 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

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

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

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.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, Liz Money 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 do 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 of 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's 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 Liz Money/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 (Liz Money/Kate Jepson), and Chair - Sarah McGlasson 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 Liz Money, 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, Sarah McGlasson, should be contacted on 07934433245. 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 Liz Money 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.
- 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 radicalisation.

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):

1. **Receive**

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

2. **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

3. **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

4. **Record**

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

5. **Remember**

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

6. **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, Liz Money, Manager/Kate Jepson, Senior Pre-school teacher.
- All mobile phone use must be open to scrutiny and the designated officer for safeguarding, Liz Money/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, Liz Money, 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, Liz Money, Manager and Kate Jepson, Senior Pre-school teacher.
- The designated person for safeguarding, Liz Money, 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, Liz Money/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 Liz Money 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, Liz Money, Designated Person will be informed immediately 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.

Liz Money will also telephone Lorrissa Webber Designated officer on : 03000 410888 OR Alison Watling on 03000 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 ■ Integrated Front Door: 03000 411111 ■ Out of Hours Number: 03000 419191

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.

- Liz Money will complete the form for recording allegations or complaints made against staff.
- Liz Money/Sarah McGlasson will assess whether suspension is immediate - NB suspension should not be automatic but will be considered if necessary.
- Liz Money 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 Liz Money 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.

If the **allegation is against Liz Money**, Manager, Designated Person then you should speak to Sarah McGlasson who will follow the procedures above.