

Burham Pre-school



Safeguarding Children Child Protection Policy and Procedures

Key contact personnel in Burham Pre-School

Designated Safeguarding Lead: Tracey Beechey

Deputy Designated Safeguarding Lead: Tanya Best

Committee Chairperson: _____

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What to do if you have a welfare concern in BURHAM Preschool

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 (Burham Preschool)
 - Reassure the child
 - Clarify concerns, using open questions if necessary (**T**ED: **T**ell, **E**xplain, **D**escribe)
 - Use child's own words, record facts not opinions.
 - Sign and date your records
 - Seek support for yourself if required from DSL (Tracey Beechey/Tanya Best)

Inform the Designated Safeguarding Lead, or refer if appropriate

Consider whether the child is at immediate risk of harm: are they safe to go home?

If a child is at risk of immediate harm, call the Integrated Front Door on 03000 411 111 (outside office hours - 03000 419 191) or the Police on 999

Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk

Refer to other agencies as appropriate, for example, Internal or community services, early help open access, LADO, Police, or make a **Request for Support via Integrated Children's Services: 03000 411 111**

If unsure, consult with Area Education Safeguarding Advisor ([insert local phone number](#)) or Local Authority Social Worker at the Front Door: www.kscmp.org.uk

If you are unhappy with the response

Staff:

- Seek advice from the Education Safeguarding Service
- Follow Whistleblowing Procedures

Children and Parents/Carers:

- Follow setting complaints procedures

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

Monitor

Be clear about:

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

Review and Re-refer (if necessary)

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

Burham Pre-School

1. Introduction

Burham pre-school's Child Protection policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to;

- The Early Years Foundation Stage (2021)
- DfE guidance 'Keeping Children Safe in Education' (2022)
- Working Together to Safeguard Children (2018)
- Framework for the Assessment of Children in Need and their Families (2000)
- Kent and Medway Online Safeguarding Children Procedures
- Ofsted: Education Inspection Framework' (2019)
- The Human Rights Act 1998
- The Equality Act 2010

This policy applies where there are any child protection concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.

We will continue to follow government guidance in response to the coronavirus (Covid-19) pandemic; regardless of the action required, our safeguarding principles will always remain the same. We will amend this policy and our approaches, as necessary.

Burham Pre-school recognise that 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 experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

2. What is '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 health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- It also reminds us that safeguarding "**is everyone's responsibility**". Everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

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

- Bullying, including cyberbullying
- Abuse and neglect
- Child-on-child Abuse
- Children Missing Education (CME)
- Child Sexual Exploitation (CSE)
- Domestic Abuse

- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM) and forced marriage
- Child Criminal Exploitation (CCE)
- Gender based abuse and violence against women and girls
- Nude or semi-nude sharing, sexting
- Mental health
- County lines and gangs
- Contextual safeguarding (risks outside the family home)
- Upskirting
- Missing children and adults
- Online safety
- Peer on Peer Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Sexual Violence and Sexual Harassment

3. Ethos

- 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2021)
- Burham 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 Burham 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
- The staff and trustees of Burham 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 has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.
- As part of the safeguarding 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.
- Burham Pre-school adheres to the KSCB Safeguarding Children Procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website: www.kscmp.org.uk

4. Related Safeguarding Policies

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

- Behaviour Management
- Online Safety – Incl. social media/phones/camera
- Confidentiality General Data Protection and Information Sharing Policy
- Nappy Changing & personal Care
- Health and Safety
- Baby-sitting/Child Care policy
- Managing Allegations Against Staff
- Complaints Policy
- Late or Non-collection of Children Policy
- Missing Child policy
- Students, Staff Deployment and Volunteers Policy
- Recruitment and Staff Employment Policy
- Whistle-blowing
- Parents Code of Conduct
- Staff Code of Conduct
- Staff Disciplinary/Grievance procedures
- Sleep and Comforter policy

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

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

- KCC Advice notes - “Dealing with Disclosures”
- Early Years Foundation Stage 2021

The above documents can be found in the staff safeguarding file. We will review this policy annually, however this will also be revised following any national or local policy updates, or child protection concerns.

5. Responsibilities for Staff and Designated Safeguarding Lead

Burham 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.

5.1 Leadership and Management

- The named registered person (Tracey Beechey - DSL) will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The named registered person (Tracey Beechey - DSL) is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership ([KSCMP](#)).
- The named registered person (Tracey Beechey - DSL) and committee will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children’s welfare.
- The preschool committee will ensure that the Designated Safeguarding Lead (Tracey Beechey) is supported in their role and is provided with sufficient time to provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The Designated Safeguarding Lead (Tracey Beechey) will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

5.2 All 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 Burham Pre-school 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. Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating.

- All members of staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services as needed.
- All members of staff have a responsibility to:
 - have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
 - have a duty of care to take appropriate action and work with other services as needed.
 - provide a safe environment in which children can learn.
 - Be prepared to identify children who may benefit from early help.
 - Understand the local early help process and their role in it.
 - Understand the setting 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 what to do if a child tells them that he or she is being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
 - Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
 - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - Know how to maintain an appropriate level of confidentiality.
 - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.
- Staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policies.

5.3 The Designated Safeguarding Lead Person (DSL)

- The EYFS states; 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'. committee of Burham Pre-school have appointed Tracey Beechey Supervisor as the Designated Safeguarding Lead (DSL) for our setting; she is appropriately qualified and experienced to enable her to fulfil this role.
- The committee are committed to ensuring that the DSL is properly supported in being able to carry out this role fully, including providing them with appropriate time and resources away from other job commitments. They committee have also appointed Tanya Best as the Deputy safeguarding officer.
- The Designated Safeguarding Lead (and any deputies) will be most likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- The DSL Tracey Beechey/Deputy Tanya Best have overall responsibility for the day to day safeguarding and child protection systems in the setting. These responsibilities include;
 - Act as the central contact point for all staff to discuss any safeguarding concerns.

- Liaising with other professionals in all agencies, including social services, police and health colleagues; in line with WTSC 2018 and KCSIE 2020
- Representing, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Keeping apprised of any updates in policy and practice as agreed by Kent Safeguarding Children Board (via the Education Safeguarding Service);
- Being a source of support, advice and guidance to any other setting staff, both paid and voluntary, on an ongoing basis and on any specific safeguarding issue as required;
- Co-ordinating child protection action within the setting, including making referrals as necessary;
- Maintaining a confidential recording system for safeguarding and child protection concerns;
- Ensuring all staff, visitors and volunteers are aware of the setting's policies and procedures and their responsibilities in relation to safeguarding children;
- Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training, at least every 3 years (as stipulated by the KSCB) and provide them with appropriate annual updates;
- Ensuring their own training is kept up to date by attending appropriate Designated Safeguarding Lead training every 2 years (as stipulated by the KSCB) and accessing updates, at least annually, through a variety of methods team meetings; circulation safeguarding newsletters etc to keep up with any developments relevant to their role;
- Representing the setting at inter-agency meetings in particular strategy discussions, child protection conferences and core groups;
- Managing and monitoring the setting's role in early help, child in need and child protection plans.
- Liaise with the management committee to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
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5.4 Parents/carers have a responsibility to:

- Understand and adhere the relevant Burham preschool policies and procedures.
- Talk to their children about safeguarding issues with their children and support the preschool 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 preschool or other agencies

5.5 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.

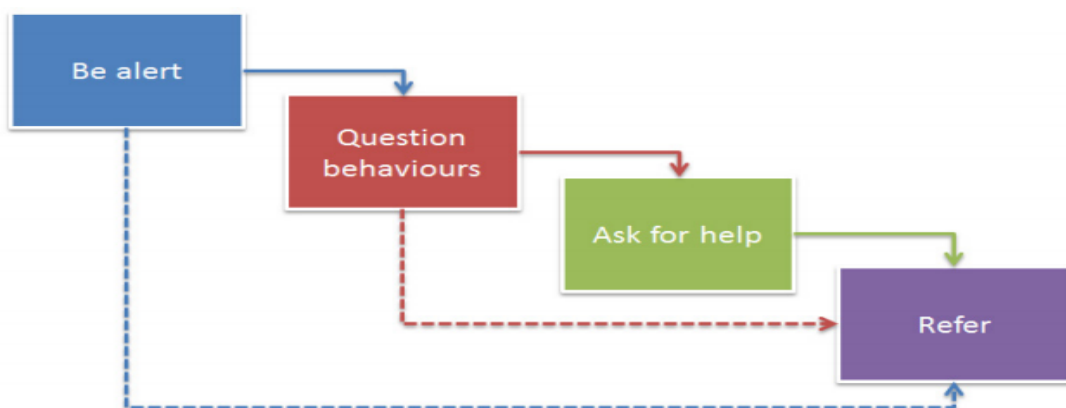
6. Recognition and Categories of Abuse:

- All staff in Burham pre-school 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 2022. This is outlined locally within the Kent Support Levels Guidance.
- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
- Burham Pre-school recognises 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(See Appendix 1)
- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honor-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives. 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 explored by the DSL on a case by case basis.
- Burham Pre-school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- We recognise that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- 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.
- Parental behaviour's may also indicate child abuse or neglect, so staff should also 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.

- Safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children offsite or involve children’s family members. 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.
- Children can be are 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, and serious youth violence.
- 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 or 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.

7. Safeguarding and Child Protection Procedures

- Burham Pre-school adheres to the KSCB 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
- Additional guidance includes:
 - ‘What to do if you are Worried About a Child Being Abused’ (DfE 2015)
 - Information Sharing advice for safeguarding practitioners (2015)
 - Kent and Medway Inter-Agency Threshold Criteria for Children in Need
 - The Assessment Framework for Children in Need and their Families (2000)
- By understanding the indicators or 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.
- ‘What to do if you are worried about a child being abused’ (DfE 2015) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially. If a child is in immediate danger or is at risk of harm, a request for support will be made immediately to Integrated Children’s Services (Front Door) and/or the police in line with KSCMP procedures.

- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to the child, reflecting back the concern
 - Use the child's language
 - be non-judgmental.
 - avoid leading questions: only prompting the child where necessary with 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 using the facts as the child presents them, in line with the settings 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 deputy lead 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.
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- Burham Pre-school 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
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services
- 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.
- All staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, (for example under section 17 or 47 of the Children Act) 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.
 - Burham 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 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).
- 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.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Children Social Work Service being necessary, parents/carers will be informed. Consent will be sought, unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Service or Specialist Children's Services Team who may be able to discuss the concern and provide advice on appropriate action to be taken.
- If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Service.

8. Record Keeping

- Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Child Protection records will record facts and not personal opinions. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing they will include a clear and comprehensive summary of the concern details of how the concern was followed up and resolved and any action taken.

- If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Incident/Welfare concern forms are kept in the Safeguarding file in the store room if any staff are in doubt about the location of the form they must speak to the lead.
- If there is an immediate safeguarding concern the member of staff will consult with the DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- The committee will be kept informed of any significant issues by the DSL when it is appropriate to do so.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will 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 a child joins the setting and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the child, and if so, if the files have been sent.

9. Multi-Agency Working

- Burham pre-school recognizes the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- We recognise that we are not the investigating agency when child protection concerns arise and will therefore pass all relevant cases to statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that the setting plays a crucial part in supporting the child while these take place.
- We recognise the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
- The setting will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

10. Confidentiality and Information Sharing

- We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need to know basis.
- Burham Pre-school recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within EYFS 2021 & KCSIE 2020.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. [KCSIE 2022](#), the [Information Commissioner's Office](#) (ICO) and the DfE "[Information sharing advice for safeguarding practitioners](#)" (2018) guidance provides further details regarding information sharing principles and expectations.
- The DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, in line with our Confidentiality Policy. Staff 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.
- In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

11. Complaints

- The setting has a Complaints Procedure available to parents/carers, children and members of staff who wish to report concerns. 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.
- 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.
- The management team at burham will take all concerns reported to the setting 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 16 of this policy.

12. Staff Induction and Training

- All members of staff have been made aware of part one/Annex A of the "Keeping Children Safe in Education" (2022) which covers safeguarding information.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the settings internal safeguarding procedures and reporting mechanisms.
- All staff members (including volunteers and temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the settings policies
 - Refer concerns to the DSL and be able to seek support external to the setting if required
- All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation;
 - Online safety
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- The staff training will include setting responsibilities, the setting child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, as required.
- All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional.

13. Safe Working Practice

- All members of staff (including temporary staff and volunteers) are required to work within all our preschool policies.
- Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the settings Behaviour Management Policies and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the setting's Online Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People

14. Supervision and Support

- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2021.
- At Burham Pre-school we recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.
- All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management.

15. Safer Recruitment, Suitable People and Disqualification

- Burham Preschool is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.
- The Supervisor and committee are jointly responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff which may include:
 - Dates of recruitment;
 - References;
 - Identity checks;
 - Criminal records check reference number, including date check was obtaining and details of who obtained it;
 - Eligibility to work in the UK checks;
 - Other essential key data.

- The setting will obtain an enhanced 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;
 - 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 DBS check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- The supervisor and committee are jointly responsible for ensuring that the setting adopts application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

16. Allegations against Members of Staff and Volunteers

- Burham Preschool recognises that it is possible for staff and volunteers, supply staff and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child;
 - Means that 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;
 - Behaved or may have behaved in way that indicates they may not be suitable to work with children
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE 2022) and the [local Kent allegations arrangements](#). In depth information can be found within our 'Managing Allegations against Staff' and/or staff behaviour policy/code of conduct policy. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the setting from potential false allegations or misunderstandings.
- As part of our approach to safeguarding, 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 leadership team will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager, staff are advised that allegations should be reported to the next member of senior management who will contact the LADO.
- 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](#).

BURHAM PRESCHOOL – SAFEGUARDING POLICY

- All records of concerns will be kept confidential and will be held securely and retained and in compliance with safeguarding requirements, as well as the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example HR/Personnel and data retention policies).
- In all cases where concerns are reported against staff, once proceedings have been concluded, the DSL (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.
- As part of our approach to safeguarding, we will create and embed a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime.
- All members of staff are made aware of our 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.
- Burham Pre-school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](#).
- The DSL has 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.

17. Specific Safeguarding Issues

- Burham 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 7 of this policy and speak with the DSL or a deputy.

Child on Child Abuse

- All members of staff recognise that children can abuse other children. Child on child abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- We believe 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.
 - All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some child on child abuse issues may be affected by gender, age, ability and culture of those involved.
 - We want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child 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.

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

- We recognise 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 within the setting or the wider community, immediate action should be taken by speaking to the DSL or a deputy.

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.

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).

Preventing radicalisation

- We are 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.
- We recognise 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

Domestic abuse

- Burham pre-school recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children’s health, well-being, development, and ability to learn.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

Mental health

- All staff recognise 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 (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 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.

Children Missing Education

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

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

Child Sexual Exploitation (CSE)

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

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

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

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

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

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

‘Honour based’ violence including Female Genital Mutilation (FGM)

Members of staff are aware that ‘Honour-based’ violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

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

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes “FGM The Facts”:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf and “FGM an Overview.”

<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

If other resources are used by the setting, please include them here.

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

Radicalisation

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

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

18. Safeguarding Children with Special Educational Needs and Disabilities

- We acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- We will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as

behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

- 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 to plan support as required.

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.

Looked after children, previously looked after children and care leavers

- We 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.

19. Online Safety

- It is recognised by Burham Pre-school that the use of technology presents particular challenges and risks to children and adults both inside and outside of the setting.
- Burham pre-school identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm
- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example

when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the setting.

- We recognise the specific risks that can be posed by mobile phones and cameras, and in accordance with EYFS 2021 has appropriate policies in place that are shared and understood by all members of the community. Further information/reading about the specific approaches relating to this can be found in the settings Online Safety Policy,
- We will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the settings response to online safety can be found in the setting's Online Safety Policy.

20. Educational Programs and Staying Safe

- 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.
- Burham Pre-school will provide age appropriate educational programs and 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.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Burham pre-school will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

21. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-setting community ethos and welcome comments from children, parents/carers and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting. Visitors will be expected to sign in and out. Any individual who is not known or identifiable should be challenged for clarification documentation.
- The setting will not accept the behaviour of any individual (parent/carer 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.

Burham Pre-school will ensure that all children are greeted warmly and made to feel welcome upon arrival and staff will ensure that they depart safely at the end of every session.

Arrivals

- An accurate record/registration form will be kept of all children who attend the setting.
- No child will be admitted into the Pre-school until the registration and emergency form is complete with all necessary information identified in the EYFS.
- A register will be kept; arrival and departure times of children will be recorded supplemented by regular head counts throughout the day. The register will be kept on the premises at all times unless all staff and children leave the premises together, in which case the register will be taken.
- A member of staff will record a child's arrival and departure time at the setting.

Departures

- Parents may collect children at any time during the session, preferably giving prior notification to staff where possible.
- Children will only be released to their parent/carer or the person on the permission form unless the setting has been informed of changes beforehand and a password given, which will be recorded in the daily diary.
- Children should be collected by a responsible adult over the age of 18 but in exceptional circumstances and with parent's written consent we will hand the child to a young adult between the ages of 16 and 18. Pre-school staff reserve the right to not release the child to the person with responsibility to collect the child if they consider the child to be at risk.
- Burham Pre-school reserves the right to refuse to release a child from our care if there is any doubt as to the authenticity of the person collecting the child.
- A staff member will record the departure of the children on the daily register.

21.1 Parental Responsibility and Legal Contact

Burham Pre-school needs to know who has 'Parental Responsibility' (PR) for each child in our care. This is to ensure that the proper authority is given when the setting needs parental permission. It will also make sure that anyone with parental responsibility regardless of whether they live with their child can be provided with any reports and given an opportunity to be involved in the child's care and education. Persons who have parental responsibility automatically are:

- Mothers always have parental responsibility;
- Fathers also have parental responsibility for a child if the father is married to the mother at the time of the child's birth. This continues after any divorce/separation/remarriage even if the child lives apart from them;
- For children born after 1st December 2003, unmarried fathers have parental responsibility where the mother and father register the birth of the child together i.e. if the name of the father is on the birth certificate.

There may be situations when other people also have Parental Responsibility for your child. For example, where the court orders that the child shall reside with a named person, that person gains parental responsibility. This could apply to grandparents or aunts and uncles. Adoptive parents of an adopted child also have parental responsibility for them. In these circumstances there will be an order from the court specifying who has Parental Responsibility.

If your child is in the care of the Local Authority under an order from the court, then the Local Authority will also have PR for them. Because of this, we will need to know the name of your child's social worker.

Burham Pre-school is required to keep on the admission register a new partner. The only circumstance when a parent no longer has PR is when the court makes an Adoption Order. We have a legal responsibility to involve anyone who has PR in your child's care and education; regardless of whether this is your wish. The only circumstance when this responsibility varies is if a court order is in place specifying that no information on your child should be given to that person. There may also be exceptional circumstances when the police or Children's Social Services tell us that a particular individual poses a risk, therefore should not have access to information.

In order for Burham Pre-school to know who has PR for your child, we will need to see a copy of his/her birth certificate. In the event that any other person has PR for your child, we will also need to see a copy of the court order specifying this.

Court Orders

Burham Pre-school also needs to be aware of any legal orders relating to your child. For example, there may be a 'Residence Order' in place which states that your child must live with you, or there may be a 'Contact Order' in place which specifies when your child's other parent sees them. If your child is the subject to any of these orders, we will need to see the original order to make sure we have all the relevant information.

As already stated, there may be occasions when a court order is made preventing a person from having access to any information on your child, or contact with them. If this is the case, we must see a copy of the order and a solicitor's letter will not be sufficient.

Looked After Children

As an inclusive setting, Burham Pre-school ensures those looked after children are treated with the same respect and care as all the other children in the setting and not singled out or made to feel different.

We recognise the need to liaise and share information with relevant professionals and carers and that additional support may be required during the settling in period.

Burham Pre-school aims to keep a space vacant, if this is financially viable, to accommodate an emergency admission.

21.2 Missing Child Policy

Statutory Framework:

Section 3 – The Welfare Requirements: Safeguarding and Promoting Children's Welfare

Legislation Links:

The Children's Act – 1989,2004

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out outings procedures and exit/entrance procedures to ensure the security of children is maintained. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

In order to safeguard all the children within the Pre-school and prevent them from disappearing out of the building, the following measures and precautions have been put into place:

- The entrance doors are staffed at arrival and departure times.
- Two members of staff monitor Early Bird arrivals and children are supervised at all times once on the premises.
- The outside door is locked as soon as possible and any visitors or late arrivals need to ring the door bell/intercom before a member of staff can let them into the building.
- The outside gate is opened for fire emergency procedures; however this will be bolted shut whilst the outside area is being used by the children.
- Children are marked in the register on arrival and we carry out a headcount during each session morning and afternoon.

Should these precautions fail and, in the event, that a child is lost, we will ensure a search is made for the child as soon as possible, parents and authorities are notified at the appropriate stage, and a high level of care is maintained to other children at the pre-school while procedures are followed.

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting supervisor.
- The setting supervisor and child's key person will carry out a thorough search of the building and outside area.
- The supervisor will delegate sufficient numbers of staff to gather all remaining children into a group for a quiet activity (such as stories, or drawing) where they are adequately supervised and secure. These staff must remain calm and make the other children's activities remain as normal as possible.
- The register is double checked by the supervisor to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The supervisor will talk to all other members of staff as quickly as possible to establish when and where the child was last seen including logging the time and clothes that the child was wearing, all this information will be recorded.
- The supervisor will telephone the police to report the situation and follow their advice.
- The session supervisor will telephone the parent or carer to report the situation and ask them to make their way to pre-school using their normal route.
- The setting supervisor will contact the chairperson as soon as possible to report the incident.

Child going missing on an outing

This describes what to do when staff, have taken a small group on an outing, leaving the setting supervisor and/or other staff back in the setting. If the setting supervisor has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing will be different, as parents usually attend and are responsible for their own child. This will be considered when the outing is arranged and procedures will be agreed documented and distributed to all staff and parents before the outing.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- If the setting supervisor is not present she is contacted immediately.
- The setting supervisor contacts the police for advice and to report the child as missing.
- The setting supervisor contacts the parent, who makes their way to the setting or the outing venue as advised by police.
- If the outing is in an indoor venue, staff, contact the venue's security who will handle the search and contact the police if the child is not found.
- Staff, will if appropriate to do so take the remaining children back to the setting, whilst the reporting staff member remains at the venue if advised to by police.
- When appropriate to do so the setting supervisor contacts the chairperson and reports the incident.
- On short outings within the village (allotment, school, etc) the senior member of staff on the outing is responsible for making sure she has a mobile phone so that contact can be made with the setting immediately if necessary.

The investigation

- Staff, keep calm and do not let the other children become anxious or worried.
- The setting supervisor together with the child's key person, speak with the parent(s).
- The key person/staff member write an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.
- In accordance with the severity of the final outcome, staff may need counseling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice

22. Monitoring and Review

- All setting staff and volunteers will have access to a copy of this policy. The policy will also be available to parents/carers.
- This policy has been written to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our setting development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

23. Local Support

- All members of staff are made aware of local support available:
 - Contact details for Area Safeguarding Advisor (Education Safeguarding Service)
 - Insert local details here: www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
It is recommended that early years settings include up-to-date and specific contact details for the Area Safeguarding Advisor and admin staff
 - Contact details for Online Safety within the Education Safeguarding Service
 - **Online Safety in the Education Safeguarding Service**
 - 03301 651 500
 - onlinesafety@theeducationpeople.org (non-urgent issues only)
 - Contact details for the LADO
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
- Early Help
 - 03000 42 15 76
 - EarlyHelpNotificationT&M@kent.gov.uk
- Children Social Work Service
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
- Kent Police
 - 101 (or 999 if there is an immediate risk of harm)
- Kent Safeguarding Children Multi-agency Partnership

- kscmp@kent.gov.uk
- www.kscmp.org.uk
- 03000 421126

Settings may wish to include other local points of contact such as local Kent Police contacts, Hospitals etc.

Appendix 1: Categories 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 school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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 at School
- Untreated medical problems
- Poor relationship with peers

- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

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

6. Relax

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

Appendix 3: National 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
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for Children and Young People

- 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.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.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
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

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

Child-on-Child 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

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk

- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- 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: 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/>

This policy was adopted by: Burham Pre-school

On _____

Date to be reviewed _____

Signed: _____ (supervisor)

_____ (chairperson committee)

