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**Safeguarding and Child Protection Policy and Procedures**

Previous update: Dominika Baran October 2017

Last update: Kelly Harries December 2018

**1.0 Purpose**

* 1. This Kindergarten takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. We ensure that parents/ carers have an understanding of this by making the policy available to parents. Our Policy applies to all staff, including the administrator, the Board of Trustees, volunteers, students and anyone working on behalf of Laurel Farm Steiner Kindergarten.
	2. Everyone employed or volunteering at Laurel Farm Kindergarten has a responsibility in relation to child protection and safeguarding (CP). In most cases this will be the referral of concerns to the Kindergarten’s Designated Safeguarding lead for Child Protection. In day-to-day contact with children at risk, staff have an opportunity to note concerns and to meet with parents/carers.
	3. Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the School will have, the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they make.
	4. The purpose of this policy is:
* To protect children and young people attending Laurel Farm Steiner Kindergarten.
* To provide staff and volunteers with principles that guide our approach to safeguarding and child protection.
* To raise awareness of individual responsibilities in identifying and reporting possible cases of children at risk.
* To provide a systematic means of monitoring, recording and reporting of concerns and cases
* To provide guidance on recognizing and dealing with suspected child abuse
* To provide a framework for inter-agency communication and effective liaison
* To identify strategies and interventions available to support children at risk.

**2.0 Legal and Policy framework**

2.1 This policy has been written using legislation and guidance:

* **Children Act 1989**
* **United Nations Convention on the rights of the Child 1991**
* **Section 175 Children Act 2002**
* **Keeping Children Safe in Education: Kindergartens and Colleges 2018**
* **Working Together to Safeguard Children 2018** (At the time of this update Bath and North East Somerset were still using the term Local Safeguarding Children Board as opposed to Safeguarding Partners)

2.2 This policy should be read alongside local policies and procedures:

* South West Child Protection Procedures (SWCPP), [www.swcppp.org.uk](http://www.swcppp.org.uk)
* Bath and North East Somerset Local Safeguarding Children Board Guidance

2.3 This policy should be read in conjunction with other relevant policies including:

* Behaviour Policy - Positive Behaviour and Control/Restraint policy
* Anti-bullying
* Child Protection Policy
* Anti- Radicalization Policy
* Health and Safety Policies and Procedures
* Equality of Opportunity Policy
* First Aid/Injuries/Sickness Procedure
* E-Safety Policy
* Concerns and Complaints Policy
* Whistle Blowing Policy
* Garden and Outdoor Policy
* Medication Policy
* Safer Recruitment Policy
* Grievance Policy
* Lost Children Policy
* SEND Policy
* Kindergarten Operational Plan
* Fire Safety Procedure
* Nappy Changing and Incontinence Policy
* GDPR and Information Sharing Policy (multiple)
* Staff and Volunteers Behaviour policy.
* Records Retention and Storage.
* Information Sharing Guidance.

These policies can be accessed by parents/carers and members of the public at: <http://laurelfarmkindergarten.co.uk/policies/>

**3. Principles**

3.1 We recognize that all staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

We recognize that:

* The welfare of the child is paramount, as enshrined in the Children Act 1989.
* All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have an equal right to protection from all types of harm or abuse.
* Some children are additionally vulnerable due to age, communication styles, disability, previous experiences or other issues.
* Working in partnership with children, young people, their parents, carers and other agencies is essential to promoting the young person’s welfare.

3.2 As part of the ethos of the Kindergarten, the staff and trustees are committed to keep children and young people safe by:

* ensuring the kindergarten practices safer recruitment in checking the suitability of staff and volunteers to work with children1;
* ensure we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role **(DSL is Claude Lebaleur and Deputy DSL is Kelly Harries)**
* ensuring that all staff and volunteers understand, and adhere to, the Kindergarten’s code of conduct;
* establishing and maintaining a safe kindergarten environment, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
* supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan. The Social Worker will be informed immediately if a pupil subject to a child protection support plan is excluded. The Kindergarten will work closely with other professionals to support individual pupils with an agreed child protection plan.
* listening to all our children and taking seriously what they tell us. We listen to them without speaking or judging and ask open questions. All staff are trained in safeguarding procedures, and they develop strong, positive relationships with the Kindergarten children so that the children feel safe enough to express any concerns that they have.
* including opportunities in the curriculum for children to develop the skills they need to recognize, and stay safe from, abuse; Children are taught how to stay safe and stick to boundaries through repetitive and consistent communication.
* ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2016 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
* ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
* exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences.
* Professional disagreements in relation to the safety of children will be resolved with reference to the Escalation policy on the SWCPP. This can be accessed
http://www.proceduresonline.com/sWCpp/banes/p\_escalation.html

**1 *Please refer to the South West Child Protection procedures for further information on safer recruitment.***

***http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/***

3.3 The Kindergarten recognizes that it is an agent of referral and not of investigation.

3.4 Kindergarten Staff and Parents are responsible for the safeguarding of the children attending Laurel Farm Kindergarten. They are all made aware of the Bath and North East Somerset Safeguarding website which can be used to report concerns and or abuse: <https://www.safeguarding-bathnes.org.uk/>

**4.0 Types of Abuse**

**4.1 Definition of abuse:**

4.2 A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**4.4 Neglect:** is 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 misuse. 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)
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

4.5 **Physical abuse:** 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.

4.6 **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.

4.7 **Child sexual exploitation:** 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.

4.8 **Emotional abuse:** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child’s emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child’s developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation of corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4.9 **Children vulnerable to exploitation:** includes Female Genital Mutilation (FGM), Child Trafficking, Forced Marriage and Gang Affiliation. The Kindergarten is subject to a mandatory reporting requirement in respect to FGM. When the Kindergarten staff suspect or discovers that an act of FGM is going to be or has been carried out on a girl in their care, they have a statutory duty to call the police. Failure to report such cases will result in disciplinary sanctions. The Designated Safeguarding Lead for the Kindergarten will undergo training in identifying and reporting FGM and as a result will be more informed to recognize the warning signs and symptoms in relation to this specific issue.

**5.0 Procedures for Referral**

5.1 Any member of staff or visitor to the Kindergarten who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the **Designated Safeguarding Lead (Claude Lebaleur)** or if unavailable to the **Deputy Designated person (Kelly Harries).** In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.2 The Designated Safeguarding Lead will immediately inform the Children and Families Duty Assessment Team by telephone **01225396312/313** or the Emergency Duty Team **01454 615165**, if the concern is out of normal work hours.

 If a child or young person is in immediate danger, or there is suspected case of FGM, then staff will **dial 999** and ask for police assistance.

5.3 Telephone referral to the Children and Families Assessment Team will be confirmed in writing using the form marked C2 Request for Service Form within a maximum of 48 hours, ideally 24 hours. This can be downloaded here: [www.bathnes.gov.uk/services/children-young-people-and-families/child-protection](http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection)

5.4 Essential information will include the pupil’s name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

5.5 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the Duty social work team. **If a child discloses physical or sexual abuse,** **where the alleged abuser is either a family member or someone resident within the household, the kindergarten must consult the Duty** **Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case the kindergarten must contact the** **allocated Social Worker**. The relevant Social Worker will advise the kindergarten when, and by whom, parents will be informed.

5.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.

5.7 Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to the Duty social work team, the kindergarten will **still** telephone the Children And Families Assessment Team without delay to raise awareness of the concerns relating to the alleged perpetrator.

**6.0 Alleged Abuse by Staff**

6.1 If staff have a concern about another member of staff then this should be referred to the **Kelly Harries, Chair of Trustees**, immediately.

6.2 The kindergarten will follow the LSCB Managing Allegations Protocol available on LSCB website and the South West Child Protection Procedures for managing allegations against staff.

 <http://www.safeguarding-bathnes.org.uk/children/working-children/7-managing-allegations>

6.3 The kindergarten will contact the Local Authority Designated Officer (LADO), **01225 396810.**

 **The LADO must be notified within one working day.**

6.4 The LADO will co-ordinate the next steps, including possible strategy discussion and police liaison. The LADO will record notes and advise on the appropriate action to be taken.

6.5 An allegation must not be discussed with the alleged perpetrator or other members of staff/trustees, unless advised to do so by a LA designated officer.

6.6 The Kindergarten is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children

6.7 The Kindergarten has a Staff Behaviour Policy for all adults within the Kindergarten, which clearly states what behaviours are acceptable and what behaviours are not. All staff must sign this to say that they have read and understood the document.

6.8 Parents can contact the LADO directly if they wish to do so. The contact details for making an allegation against staff and / or expressing concerns over a staff member’s behaviour are displayed on the Parent Notice Board in the Kindergarten cloakroom and are written in the Parent Handbook.

**7.0 Disclosure and Record Keeping**

7.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

7.2 When listening to a disclosure, staff must ensure that they have enough information to make an assessment on context and risk, and for the child to feel heard, but to be mindful that their role is not to investigate.

7.3 Staff should follow the “TED” principles when talking with children and young people: Tell, Explain and Describe.

7.3 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

7.4 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to children’s social care consideration should be given to the appropriateness of completing a CAF and holding a Team around the Child meeting.

7.5 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil’s educational records and must be kept separate from other records.

7.6 A chronology will be kept at the front of individual pupils’ files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.

7.7 The quality of child protection records will be monitored by the DSL.

7.8 Where a child moves educational settings, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the kindergarten. The DSL will also telephone the Head Teacher or designated person for child protection at the new educational setting to raise awareness of child protection concerns, and that records are being transferred.

7.9 The kindergarten will refer to the NSPCC document entitled Records Retention and Storage.

7.10 Children who are “in the looked after system” will have their own Personal Education Plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the young person to fulfil their potential.

**8.0 Parental Involvement**

8.1 This Kindergarten is committed to helping parents/carers understand its responsibility for the welfare of all pupils, and working in partnership with parents to address concerns.

8.2 Parents/carers will be made aware of the kindergarten’s child protection policy via the Parent Handbook and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.

8.3 Concerns will be discussed with parents/carers. Where a referral is needed, the designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

**9.0 Training**

9.1 The Board of Trustees must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (page 5) in Keeping Children Safe in Education 2018. The Board of Trustees will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.

9.2 The Designated Safeguarding Lead and their Deputy must receive **multi-agency** child protection training every 2 years. (Minimum as set out by the LSCB) and undertake refresher training on specific issues as required.

9.3 All staff, both teaching and support, must be provided with child protection

 training on a regular basis, at least every 3 years (minimum).

9.4 In addition to standard child protection training all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.5 Temporary and cover staff must be made aware of basic information in respect of the kindergarten’s child protection procedures, including the name of the Designated Safeguarding Lead.

9.6 The Chair of Trustees and the Designated Safeguarding Lead will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the kindergarten and ensure they receive appropriate training.

9.7 Training records must be kept up to date by kindergartens, recording the date, focus and level of training received by individuals.

9.8 Safeguarding Training is available from the Local Safeguarding Children Board <http://bathnes.learningpool.com>

**10.0 The Role of the Designated Safeguarding Lead**

10.1 The Designated Safeguarding Lead (DSL) is: Claude Lebaleur

10.2 The Deputy is Kelly Harries (Chair of Trustees)

10.3 The DSL will:

• co-ordinate action within the Kindergarten and liaise with Social Care and other agencies over cases of abuse and suspected abuse

• act as a source of advice within the kindergarten

• ensure that staff are familiar with the kindergarten policy and procedure

• make child protection referrals, recording and reporting accordingly

• liaise with agencies about individual cases

• organise training on child protection within the kindergarten

• ensure that appropriate strategies for recording and reporting incidents are kept within the kindergarten

• provide appropriate feedback to members of staff as and when necessary.

10.4 At times the DSL or the Deputy will be called to participate in meetings organized and, possibly, chaired by Social Care. These might include:

• case reviews

• case conferences

• Child in Need meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement

• core group meetings in which a “core” group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and reviews.

At these meetings, representatives from the School should be ready to report back providing information about

• attendance and punctuality

• academic achievement

• child's behaviour and attitude

• relationships with peer group and social skills generally;

• child's appearance and readiness for School life

• contact with parents/carers

• any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting, feedback will be given and staff brought up-to-date with any actions that are needed.

**11.0 The Role of the Board of Trustees**

11.1 The Board of Trustees will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any Safer Recruitment in Education Guidance and Keeping Children Safe in Education 2018.

11.2 The kindergarten will complete the kindergarten safeguarding annual audit, in partnership with the Board of Trustees. A copy of this report must be sent to the Designated Safeguarding Lead Officer on completion.

11.3 The governing body will ensure that weaknesses identified; within the annual kindergarten safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the (forthcoming) Kindergarten Development Plan. The Board of Trustees will regularly monitor the implementation and impact of the identified actions.

11.4 The Chair of Trustees (or designated trustee for child protection, if they are not the chair), in liaison with the designated person, will ensure that the kindergarten has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.

11.5 The Board of Trustees controls the use of kindergarten premises both within and outside of kindergarten hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Board of Trustees will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. **See Appendix A.**

**12.0 Safe Recruitment**

12.1 The Kindergarten will pay full respect to it’s safer recruitment policy. At least one member of the recruiting staff will have Safer Recruitment training and will be responsible for scrutinizing applicants, verifying their identity and qualifications, obtaining professional references and checking previous employment history including gaps.

12.2 The recruiting staff will also undertake interviews and appropriate checks including the disclosure and barring check. They will seek the equivalent police checks in the case of overseas applicants. All evidence of these checks and references will be kept in the Staff Central File.

12.3 All recruitment materials will reference the Kindergartens commitment to safeguarding and promoting the children’s well-being.

12.4 All newly recruited staff will have a thorough induction and will be made aware of the Kindergarten’s Safeguarding Policies and Procedures. Recruiting staff will ensure the new staff fully understand the procedures for expressing safeguarding concerns.

12.5 Regular supervision of the Teacher and DSL will be carried out by the Chair of Trustees to ensure they feel fully supported in their role, and to ensure they are up-to-date with the latest legislation. Kindergarten Assistants will regular supervision for the same reason, which will be carried out by the Kindergarten Teacher and DSL.

**13.0** **Review**

13.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in kindergarten procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: **December 2018**

Date when next review is due: **December 2019**

Signed:

**Appendix A: Security of the Premises**

Laurel Farm Steiner Kindergarten (LFSK) operates from leased premises, situated on Laurel Farm, a privately owned and operated farm. The kindergarten comprises a school room, a kitchen/boot room and a garden which are fenced and gated from the main farm. The kindergarten also have access to a woodland area (The Magic Glade) and access rights across the farm to reach this.

 The school room and kitchen are used for other purposes outside of kindergarten hours (the lease gives us exclusive use only during kindergarten hours and specific other times as laid out in the lease agreement). The safeguarding risk here is that inappropriate material may be left in the kindergarten by other users. This risk is considered very low as alternative activities are, for example, yoga, with users sensitive to the kindergarten, however risks are mitigated by the DSL performing a thorough check of the buildings and garden after such an external event.

 There is also a safeguarding risk from other users/staff of the farm who are not DBS checked and are unknown to the kindergarten. We mitigate this risk two-fold. During times when the children are in the school room or garden the gates are locked internally to prevent outsiders from entering. If it is necessary for a visitor to enter the kindergarten (e.g. deliveries, repairs) they will remain supervised by a member of staff at all times. During times where the children are on the farm, walking across farm-land or playing in the magic glade, children are closely supervised at all times by staff members to ensure their safety. Children are not expressly forbidden from communicating with the public (e.g. saying ‘hello’ to a farm worker), however staff will closely monitor any such interactions. Children are very aware of the boundaries of the Magic Glade area and older children assist staff in keeping all children within the designated area.