



Laurel Farm
Steiner
Kindergarten

Safeguarding and Child Protection Policy and Procedures

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Previous update: Dominika Baran October 2017

Previous update: Kelly Harries December 2018

Previous update: Kelly Harries and Claude Lebaleur September 2019

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Recent update: Adam Nash and Claude Lebaleur October 2021

Laurel Farm Steiner Kindergarten: Safeguarding Policy: Revised October 2021

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Purpose and Aims

The purpose of Laurel Farm Kindergarten's safeguarding and child protection policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children/young people who attend our setting. The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of provision and policies are in place to enable children to feel safe and adopt safe practices;
- Staff, children, trustees, visitors, volunteers and parents are aware of the expected behaviours and the settings legal responsibilities in relation to the safeguarding and promoting the welfare of all of our children.

Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right.' Statutory Framework for the Early Years Foundation Stage (EYFS)

Safeguarding at Laurel Farm Kindergarten is considered everyone's responsibility and our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential. We recognise that the welfare of the child is paramount, as enshrined in the Children Act 1989

We understand no single practitioner can have a full picture of a child's life. If children and families are to receive the right help at the right time, information relating to possible safeguarding concerns needs to be shared quickly and with the right people. In most cases this involves talking to the DSL about any concerns.

We will work to ensure children's safety by working in partnership with other agencies i.e. Early Help, MASH, Police and Social care as well as seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

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

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [Working Together to Safeguard Children](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [What to do if you are worried a Child is being Abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [The Prevent Duty 2015 advice for childcare settings](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)
- [Female genital mutilation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)

Responding to a Disclosure

If a child makes a disclosure or allegation of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
 - Let the child talk, do not interrupt them.
 - Accept what they're saying and take it seriously- don't express disbelief
- Reassure them they've done the right thing in telling you.
 - If you think it would be helpful, tell them what happened to them isn't their fault
- Say you believe them and want to help them
- Never ask leading questions. Instead if you are uncertain ask clarifying, open questions to be confident you understand what the child is trying to communicate with you. "Could you tell me more about ..." is excellent, as are "Could you explain that?" and "Please could you describe that?" (TED questions).
 - Do not make recordings of disclosures, or take photos of physical marks.
- Let them know that you will need to let someone else know who can help
 - Never promise to keep child protection issues a secret.
 - Don't talk to the alleged abuser about the disclosure
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms.
 - When writing this up, be clear as to what you remember verbatim, what you are summarising, and what was communicated nonverbally.
- Inform the DSL as soon as possible.

Making a good written record

1. The date and time of the incident/disclosure
2. The date and time of the report
3. The name and role of the person to whom the concern was originally reported and their contact details
4. The name and role of the person making the report (if this is different to the above) and their contact details
5. The names of all parties who were involved in the incident, including any witnesses
6. The name, date of birth, address, and family makeup
7. The reason for referral, including any previous concerns
8. What was said or done and by whom- make sure the report is factual. Any interpretation or inference drawn from what was observed, said or alleged should be clearly reported as such.
9. If any injuries were observed, include them on a body map outline, indicating the size of the injury- do not take photos.
10. Signed and date by the person making the report.

After, ensure to note any action further action taken, such as a referral being made, and / or the reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant).

Who to report to

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

If any member of staff or visitor to the kindergarten has concerns about the welfare of a child or receives a disclosure from a child, they must make contact with the DSL as soon as possible. Don't assume a colleague or another adult will take action on your behalf. The DSL will decide how to proceed. They may contact relevant agencies including the duty team, emergency duty team, MASH (Multi Agency Safeguarding Hub), Children and Young Peoples Service (CYPS), Social Care, or the Police.

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.

If you have concerns that a member of staff or adult in a position of trust poses a danger to, or may be abusing a child or young person you should report your concerns to the DSL as soon as possible. Where those concerns relate to the DSL, this should be reported to the Chair of Trustees. For both of these, it may be helpful to refer to the 'Whistleblowing' policy.

Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Kindergarten's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file.

The kindergarten recognises it is an agent of referral and not of investigation.

Whistleblowing

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues via our whistleblowing policy, and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

You can also call the NSPCC's whistleblowing advice line on 0800 028 0285 8am to 8pm, Monday to Friday, or email help@nspcc.org.uk

Recognising concerns, signs and indicators of abuse

We recognise 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.

Safeguarding is not just about protecting children from significant harm or likely significant harm, but also includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care, and internet safety etc.

The four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2018. Abuse includes both inflicting harm, and failing to act to prevent harm.

All staff, volunteers in Laurel Farm Kindergarten are aware of the indicators of abuse and have up to date knowledge of safeguarding issues. They will be alert to the **need to consult further** if they suspect neglect or abuse of a child or children. As a setting we understand that children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Adults should be aware that the possible indicators are not definitive list although children's poor behaviour maybe a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse.

Neglect

The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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 food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs

Possible indicators

Signs of lack of care including:

Problems with personal hygiene, constant hunger, inadequate clothing, being very under or over weight, lateness or non-attendance at the setting, poor relationship with peers, untreated medical problems, compulsive stealing and scavenging, rocking, hair twisting, thumb sucking, running away, low self-esteem. Etc.

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.

Possible Indicators

Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.

Sexual Abuse

Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.

Possible indicators

Sudden changes in behaviour, displays of affection which are sexual and age inappropriate, tendency to cling or need constant reassurance,

Tendency to cry easily, regression to younger behaviour – e.g. thumb sucking, acting like a baby, unexplained gifts or money, depression and withdrawal, wetting/soiling day or night, fear of undressing for PE etc.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, or preventing the child from participating in normal social interaction.

Possible Indicators

Rejection, isolation, child being blamed for actions of adults, child being used as carer for younger siblings, affection and basic emotional care giving/warmth, persistently absent or withheld.

Other

Children who have special educational needs and/or disabilities

All children have the right to be safe, yet research shows that disabled children are three times more likely to be abused. A number of factors have been identified as to reasons why these children are more at risk (see bullet points) and as a setting we are aware of these and endeavour to protect all our children.

- a general reluctance of people to believe that disabled children are abused
- limited opportunities to seek help from someone else
- a skills gap between disability and child protection workers
- inadequate teaching about personal safety skills e.g. NSPCC pants campaign
- issues relating to the child's specific disability or special educational need, e.g. difficulties in communicating or an inability to understand what is happening

Peer on Peer abuse

Children can abuse other children. This can take many forms including those listed above, as well as bullying, cyberbullying, sexual harassment, up skirting, sexting, and initiation/hazing type violence and rituals.

Staff will raise concerns when there are issues of peer on peer abuse and DSL's will consider what support might be needed for those involved.

Online Safety

'Safeguarding children and protecting professionals in early years settings: Online Safety Considerations' document identify the responsibilities for our setting with regards to online safety for the children

- 'You play an essential role in helping young children learn the foundations of safe online behaviour. Even if children don't have access to technology within your setting, they will may be using it at home, with their friends or in other public spaces. Children are naturally curious in understanding the world we live in; it is our responsibility to enable them to do so, including helping them to recognise the value of technology and use it safely. Role modelling safe use of the internet should become part of our everyday practice'. (2019)

Female Genital Mutilation (FGM)

FGM is a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done.

The kindergarten is subject to a mandatory reporting requirement for FGM. If the kindergarten staff suspect or discover 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.

Prevent

The Counter Terrorism & Security Act 2015 places a duty on settings to have “due regard to the need to prevent people from being drawn into terrorism”.

- Assessing the risk of children being drawn into terrorism
- Ensure fundamental British values are championed in the setting (democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.)
- Make sure that staff have training that gives them the knowledge and confidence to identify children and families at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in the setting

Alleged Abuse by Staff, Volunteers or Trustees

If an allegation is made against a member of staff or volunteer, then the allegation must be passed to the DSL and Chair of Trustees unless the allegation is about one of them. The DSL / Chair of Trustees should contact one of the Local Authority Designated Officers (LADO) for advice and guidance within 1 working day.

In the meantime, the DSL and Chair of trustees should consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser, and then follow the advice of the LADO once received. Do not discuss the allegation with the alleged perpetrator or other members of staff / trustees unless advised to do so by the LADO.

The LADO will advise on the appropriate action that needs to be taken, and the DSL / chair of trustees must ensure the details of the consultation with the LADO and their advice are stored securely, with others at the kindergarten informed as required. The LADO should advise on whether to contact Ofsted of the allegation, whether it would be on an employment reference, and if the DBS service and NCTL need to be contacted.

The kindergarten will follow the local authority guidance (BANES LSCB) for managing allegations against staff.

If the allegation is found to be malicious it will be removed from personnel records. For all other allegations a summary will be kept of the allegation, details of how it was followed up and resolved, and a note of any actions taken and decisions reached on the confidential file of the accused.

If an allegation is substantiated, the DSL will refer the case to the DBS and / or police as required, even if the accused leaves the position before the investigation is concluded

Anyone may 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 written in the parent handbook and displayed on the parent notice board in the kindergarten cloakroom.

Staff will keep a record of pre-existing injuries using the form in the safeguarding folder. This both protects staff from false allegations, and creates records for further referral if necessary.

Confidentiality

All matters relating to child protection are confidential. The DSL will disclose information about individual pupils/families to staff on a need to know basis.

The Kindergarten takes GDPR regulations seriously but the staff understand that this should NEVER prevent them from sharing concerns and information internally or with other agencies when they deem a child at risk of harm or where doing so would be in the interests of a child. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our concerns with parents and guardians and their consent is sought in accordance with Early help and MASH procedures unless doing so would increase the risk of harm to the child. If in doubt regarding sharing information with parents and guardians, we will consult with the MASH consultation team.

Responsibilities and Expectations

The kindergarten takes seriously its responsibility under section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer significant harm. We recognise that all staff and management have a full and active part to play in protecting our children from harm, and that the child’s welfare is our paramount concern.

Designated Safeguarding Lead (DSL) Responsibilities:

- To ensure that all safeguarding issues raised in the setting are effectively responded to, recorded and referred to the appropriate agency.
- To support adults in the setting who are making referrals.
- To understand the process for early help and statutory intervention, so the right support can be obtained for a child or family who may need access to early help
- To keep clear, accurate and thorough records of all safeguarding concerns, incident reports and pre-existing injury forms in the kindergarten’s safeguarding folder, as well as a short log in the child’s individual file.
- All adults, (including volunteers) new to our setting will be made aware of this policy and the procedures for child protection, the name and contact details of the DSL and have these explained, as part of their induction into the setting.
- Be responsible for arranging the settings safeguarding training for all staff and volunteers who work with the children and young people. The DSL must ensure safeguarding training takes place at least every three years for all with regular updates during this period.
- To maintain up to date training records for all staff
- Inform the board of issues- eg ongoing enquiries under section 47 of the children act 1989 and police investigations
- To attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision
- To attend where appropriate, all child protection case conferences, reviews, core groups, or meetings where it concerns a child in our care and to contribute to multi-agency strategy discussions to safeguard and promote the child’s welfare.
- For ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the Online Safety Policy.
- Be available during term time kindergarten hours to discuss safeguarding concerns- either face to face or remotely.
- When children leave the kindergarten to ensure copies of relevant child protection information is passed to the new settings

Trustees Responsibilities:

- To ensure statutory duties with regard to child protection are fulfilled, as detailed in safer recruitment guidance and keeping children safe in education 2021. This includes ensuring the child protection policy is updated annually.
- The safeguarding and child protection policy is made available to parents and carers.
- All staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- A Designated Safeguarding Lead (DSL) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting.
 - The Designated Safeguarding Lead is Claude Lebaleur.
 - The Deputy Designated Safeguarding Lead Kelly Harries.
- There is a Named Member of the Trustees/Committee for Safeguarding
 - Safeguarding Committee Named Person is Adam Nash

- The setting has procedures for handling allegations of abuse made against members of staff (including the Playleader/Manager) or volunteers.
- The safe and appropriate use of cameras, mobile phones, technology and online equipment within the setting.
- Work with the landlord to ensure as far as possible other organisations that use the space are appropriate given the building is primarily a kindergarten, and the space is left in a state that reflects that.
- Complete the annual safeguarding audit, send this report to the DSL, and ensure any weaknesses are resolved in a timely manner
- The Prevent Duty is implemented, taking into account the Local authorities 'Prevent' policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- Policies are annually reviewed and updated.

Training

Temporary and cover staff will be made aware of basic information in respect of the kindergarten's child protection policy, including the name of the DSL.

All members of staff and volunteers will have access to safeguarding training at least every three years.

The DSL and their deputy must receive inter agency child protection training every 2 years and undertake refresher training on specific issues as required.

We will also, as part of our induction, issue information in relation to our safeguarding policy as well as any policies related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. There will also regular safeguarding updates as required.

Our Trustees will have access to safeguarding training and our Named Trustee for Safeguarding will also undertake additional awareness training at least every three years. They will also be advised to undertake additional training to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on an annual basis to our Trustees and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy in our settings prospectus/website and will post copies of our policy throughout the setting.

Mobile Phones and Devices

Our Online Safety Policy details how we expect mobile phones and devices to be used in the setting.

Safer Recruitment

Our Safer Recruitment Policy details how recruitment is handled in the setting.

Toileting

Our Nappy Changing and Incontinence Policy details how toileting is handled in the setting.

Drop off and Collection

Drop off:

Parents / carers should time their arrival as close as possible to 9:30. Parents must not come onto site earlier than 9:20, and children should be ready to join the kindergarten at 9:30

Parents / carers are to wait with their children until the teacher opens the gate to enter. This happens promptly at 9:30 where the educators will greet the children and welcome them to the setting.

The teacher will have the parent / carer sign the register. The parents / carers dropping off are welcome to put the child's belongings in the appropriate box and peg with their child.

The parent / carer dropping off and the educator may briefly exchange information that may be helpful or important for the child's day, such as an overview of the child since their last attendance, or how the child is feeling in the morning, or who is going to pick up.

Parents / carers are requested to quickly drop their children off and not linger or have lengthy discussions with the educators at this time unless previously arranged, as they must focus on completing attendance registers accurately, supervising the children and preparing for the day ahead.

If you need to speak to the class teacher, please either send a text or an email.

The landlord is requesting that all parents leave by 9:45 unless previous arranged with the educator.

Parents / carers to be extra cautious when driving on site.

Collection:

There are 3 pickup times at 2:25, 2:35 and 4:00pm. Parents know their pickup time. Parents are to collect their child on time to facilitate managing the small space.

The educator brings children out one at the time out to greet the parent/carer, hand over the child's belongings and chat briefly about the day, communicating any necessary information. Parents/carers sign the register to confirm collection.

Parents are requested not to have lengthy discussions with the educator at this time, the small space means we must focus on leaving the setting promptly, safely and with all the child's belongings. If you need to speak to the class teacher, please send a text or email.

The Landlord is requesting that parents/carers do not gather in front of Laurel Farm Kindergarten gate which is right next to the Airbandb.

Landlord is requesting that all parents be gone by 2:50 or 4:15

If a child is to be collected by someone other than a parent or named person:

The parent must inform the nursery they will not be able to collect their child.

The unique password set between the parent, collector and nursery must be used on collection before the child is handed into their care.

To help check identity staff may call the parent to discuss the details given by that of the person wishing to collect the child.

The parents must ensure that a 'suitable person will collect their child in their absence.'

If the educator is not able to identify the person with the details provided by the parent, unfortunately Laurel Farm Kindergarten will not be able to release the child from its care.

Review

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: **October 2021**

Date when next review is due: **October 2022**

Signed:

Appendix A: Security of the Premises

Laurel Farm Steiner Kindergarten 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 agreement). The risk of inappropriate material being left out is mitigated by the DSL performing a thorough check of the buildings and garden before the children arrive at the kindergarten after such events.

There are other users/staff on the farm who are not DBS checked and/ or unknown to the kindergarten. Whilst the children are in the school room or garden the gates are locked internally to prevent others from entering. At collection time, or if it's necessary for a visitor to enter the kindergarten (e.g. deliveries, repairs) a member of staff supervises this.

Whilst the children are on the farm, walking across farm-land or playing in the magic glade, they are closely supervised by staff members. Children are permitted to talk with others on the farm (e.g. saying 'hello' to a farm worker), with staff monitoring these interactions as appropriate.

The boundaries of the Magic Glade area are clearly and regularly communicated to the children, and they know to stay within the designated area.