



Laurel Farm
Steiner
Kindergarten

Safeguarding and Child Protection Policy and Procedures

Previous update: Dominika Baran October 2017

Previous update: Kelly Harries December 2018

Previous update: Kelly Harries and Claude Lebaleur September 2019

Previous update: Kelly Harries and Claude Lebaleur September 2020

Recent update: Adam Nash and Claude Lebaleur October 2021

Updated and reviewed by Claude Lebaleur October 2022 and Claire Peteers, Chair of the board of trustees.

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. Laurel Farm Kindergarten recognizes that safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play (e.g. Teacher, Assistant, Volunteers, Students, Administrator, Trustees, other parents and carers). In order to fulfil this responsibility effectively, all practitioners at Laurel Farm Kindergarten ensure their approach is **child-centred** and they consider, at all times, what is in the best interests of the child.
3. Laurel Farm Kindergarten understands that no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. 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.
4. 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.

5. 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.

6. In line with the Keeping Children Safe in Education 2019 guidance, we define safeguarding and promoting the welfare of children 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.

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: Statutory Guidance for Schools and Colleges September 2019**

- **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):
<https://www.proceduresonline.com/swcpp/>
- Bath and North East Somerset Local Safeguarding Children Board Guidance:
<https://www.safeguarding-bathnes.org.uk/children>

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

- 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 children;
- 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 Dominika Baren, soon to be Kasamira Czanik**).

- ensuring that all staff and volunteers understand, and adhere to, the Kindergarten's code of conduct and as part of their induction read this policy thoroughly, along with our Positive Behaviour Policy and Staff Behaviour Policy;
- 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;
- keeping clear, accurate and thorough records of all and any safeguarding concerns, incident reports and pre-existing injuries forms in the Kindergarten's safeguarding folder as well as a short log in the individual child's file. This is even if the single concern doesn't meet the threshold of reporting to the social care team at that time;
- 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. Where there is a safeguarding concern, the DSL should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Our processes always operate with the best interests of the child at heart.
- 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 2019 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
- identifying children who may benefit from **early help** and supporting them as soon as a problem emerges. All staff will be aware that certain groups of children have a potential need for early help, such as those with additional needs, young carers, privately fostered etc. The DSL will carry out the appropriate assessment for early help with the parents/carers consent and with the child's wishes being taken into account. They will then contact local early help services such as Bath Children's Centre and Somer Valley Children's Centre, if needed. All staff will be committed to working alongside other agencies to implement this early help.
- 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, particularly the local three safeguarding partnerships, and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences.
- recognizing the Teachers' Standards 2012 and their statement that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- dealing effectively with professional disagreements in relation to the safety of children and that they 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

- being aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are 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, they will take immediate action, following this child protection policy and speaking to the designated safeguarding lead or a deputy. All staff are advised to read **Mental Health and Behaviour in Schools**

Guidance here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

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. Anyone who has concerns about a child's welfare should make a referral to local authority children's social care and should do so immediately if there is a concern that the child is suffering significant harm or is likely to do so. All staff and parents are 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 or 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.

4.10 Children with special educational needs (SEN) and disabilities: are potentially more vulnerable to experiencing safeguarding challenges and staff need to be aware of the additional barriers that can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

4.11 Peer on peer abuse: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

4.12 Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect.

5.0 Procedures for Referral

5.1 Any member of staff or visitor to the Kindergarten who has concerns about the welfare of a child or 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. Staff should not assume that a colleague or another member of staff will take action and must report the concern themselves. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

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

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. The Kindergarten takes GDPR regulations seriously but the staff understand that this should NEVER prevent them from sharing concerns and information when they deem a child at risk of harm or where doing so would be in the interests of a child.

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, or a parent, have a concern about another member of staff then this should be referred to the **Kelly Harries, Deputy Safeguarding Lead or Anne-Marie Owen, Chair of Trustees**, immediately. A concern may arise if the member of staff has behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

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. A case manager within the setting will be identified and they will manage liaisons with staff, parents and the LADO.

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 Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, we will keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. This summary can be provided to the person's next employer through the referencing process.

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. Even if they resign before the investigation is complete or they refuse to cooperate in the investigation we will still make a referral to the DBS if they are deemed unsuitable to work with children due to their behavior and the evidence is substantiated.

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.

6.9 The Board of Trustees will provide effective support for anyone facing an allegation and will provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation. Any allegation will be treated with the strictest confidentiality in order to protect staff from unwanted publicity.

6.10 Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed but the parents or carers of the child will be told the outcome in confidence. Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing.

6.11 Kindergarten staff will keep a record of "Pre-Existing Injuries" forms in the Safeguarding folder. This is to protect staff from false allegations of abuse (as well as to report to social care if necessary).

6.12 The NSPCC’s “what you can do to report abuse” dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Staff can call 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

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 the DSL will consider whether to access Early Help Services from the local authority and/or liaise with other professional such as the health visitor. This must always be done with the consent and full awareness of the parents/carers.

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: <https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance/>

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 (including themselves) read and are familiar with **Part One: Safeguarding Information for all staff (pages 5-16) in Keeping Children Safe in Education (Statutory Guidance for Schools and Colleges) September 2019**. 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 **inter-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 In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.4 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum).

9.5 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.

9.6 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.

9.7 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.

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

9.9 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 Kasamira Czanik (Teaching Assistant)

10.3 The DSL will manage referrals and is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

10.4 The DSL will work with others and is expected to:

- act as a point of contact with the three safeguarding partners; which is B&NES Community Safety and Safeguarding Partnership (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police within the local authority area);
- liaise with the Board of Trustees to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the designated officer(s) at the local authority (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

10.5 The DSL will be sufficiently trained for the role. They (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out

the role. This training should be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. This is to allow them to:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation

and are confident they have the capability to support SEND children to stay safe online;

- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

10.6 The DSL will raise awareness and should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

10.7 The DSL will ensure that when children leave the Kindergarten their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

10.8 During term time the designated safeguarding lead (or a deputy) will always be available (during Kindergarten hours) for staff to discuss any safeguarding concerns. If they are not available in person they will be available by phone or Skype.

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 2019.

11.2 The Board of Trustees will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. Please see the Kindergarten's Safe Recruitment Policy.

11.3 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.

11.4 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.

11.5 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.

11.6 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 its 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 receive regular supervision for the same reason, which will be carried out by the Kindergarten Teacher.

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: **September 2022**

Date when next review is due: **September 2023**

Signed:CL

References

Working Together to Safeguard Children 2018

Keeping Children Safe in Education September 2019

Children Act 2004

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 farmland 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.