



# Safeguarding and Child Protection Policy and Procedures

## Version Control

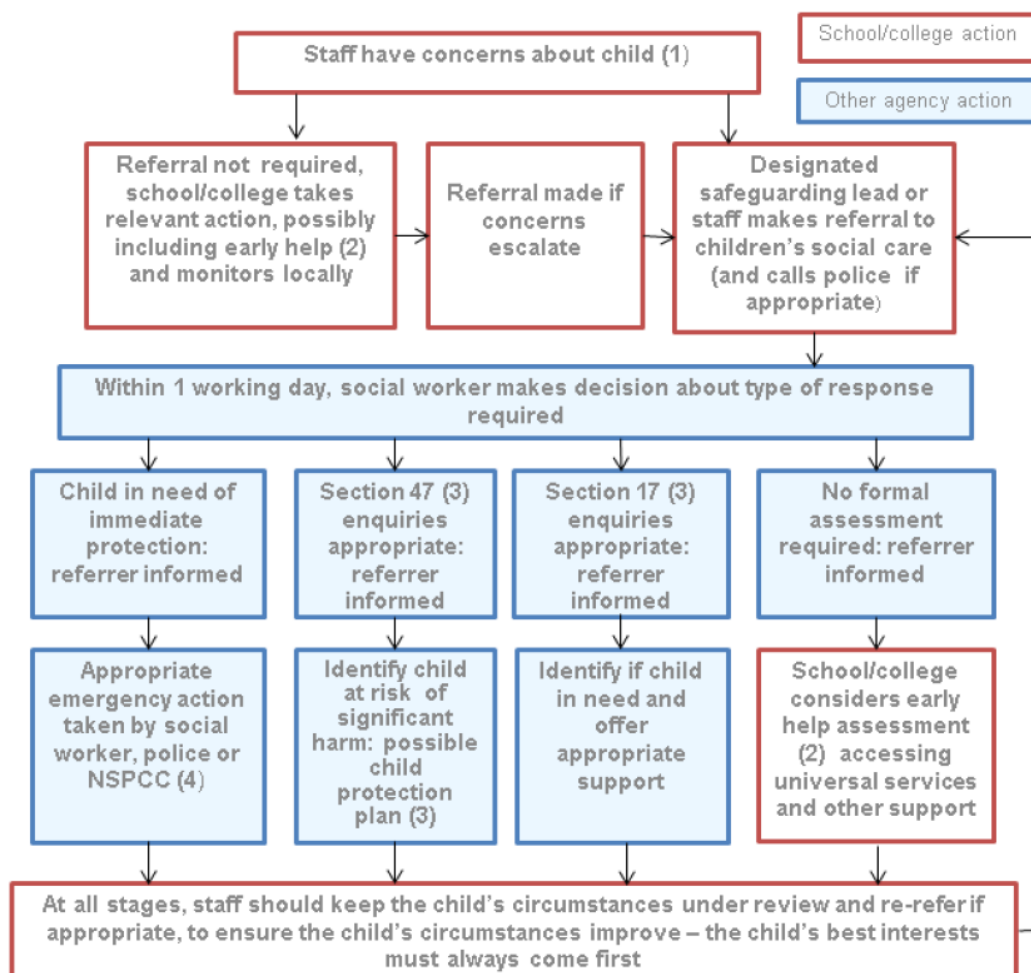
Version	Nature of Update	Author	Date
1.0	Original Issue	Penelope White	13/06/2021
1.1	REVIEWED	Penelope White	31/01/23

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DSL- HOLLIE JARVIS

DDSL- LEANNE GILLICK

## 1.0 Purpose

1. The Phoenix Kindergarten takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. We ensure that parents / caregivers understand this by making the policy available to parents. Our Policy applies to all staff, including the administrator, the Board of the CIC, volunteers, students, and anyone working on behalf of The Phoenix Kindergarten.
  2. The Phoenix Kindergarten recognises 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 caregivers). To fulfil this responsibility effectively, all practitioners at The Phoenix Kindergarten ensure their approach is **child-centered** and they consider, always, what is in the best interests of the child.
  3. The Phoenix 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 meets 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 Phoenix 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, settings are expected to work with, support and sometimes lead with 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 heart of any decision they make.
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5. The purpose of this policy is:
- To protect children attending The Phoenix 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 in recognising 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 2020 guidance, we define safeguarding and promoting the welfare of children as:

- protecting children from maltreatment.
- preventing impairment of children’s mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

## **2.0 Legal and Policy framework**

2.1 This policy has been written using legislation and guidance:

**Children Act 2004**

**Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges September 2020**

**Working Together to Safeguard Children 2018**

**Keeping Children Safe in Education September 2022**

**Pathway to Provision**

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## **Contextual Safeguarding A Nottinghamshire Response**

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

### **Nottinghamshire's own child protection policies – Pathway to Provision and Contextual Safeguarding- A Nottinghamshire Response**

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

- Positive Behaviour and Control/Restraint policy
- Prevention of Bullying Policy
- Prevent Policy
- Health and Safety Policies and Procedures
- Equality of Opportunity Policy
- First Aid/Injuries/Sickness Procedure
- Online Safety Policy
- Complaints and Grievance Policy
- Whistle Blowing Policy
- Outdoor Policy
- Administering Medicine Policy
- Induction Policy
- Safer Recruitment Policy
- Lost Children Policy
- SEND Policy
- Kindergarten Operational Plan
- Fire Safety Procedure
- Nappy Changing and Incontinence Policy
- GDPR Policy
- 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:

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### **3. Principles**

3.1 We recognise 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 recognise 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 CIC members 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.
  - ensuring we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who have received appropriate training and support for this role.
  - 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.
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- 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 injury forms, in the Phoenix 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 considered when determining what action to take and what services to provide. Our processes always operate with the best interests of the child being paramount.
  - 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.
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- being aware that abuse, neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
  - being aware that safeguarding incidents and/or behaviour can be associated with factors outside the kindergarten. Staff are aware that children can be at risk of abuse or exploitation in situations both within and outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation and criminal exploitation. Staff need to be aware of these issues even for young children.
  - 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)
  - including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse; children are taught how to stay safe and stick to boundaries through repetitive and consistent communication.
  - identifying early indicators of abuse and/or neglect and children who may benefit from **early help** and supporting them as soon as a problem emerges. All staff
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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 considered. They will then contact local Early Help Team, if needed. All staff will be committed to working alongside other agencies to implement this early help.

### **The Early Help Unit**

The Early Help Unit provides a direct contact point for professionals and families requiring early help services in Nottinghamshire.

The opening hours of the Early Help Unit are 9.00am to 4.30pm Monday to Friday

telephone: 0115 804 1248

email: [early.help@nottsc.gov.uk](mailto:early.help@nottsc.gov.uk)

- 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.
    - recognising the Teachers' Standards 2012 and their statement that teachers 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 through the local authority.
  
  - This can be accessed online
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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 The Phoenix 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 Nottinghamshire's Safeguarding website which can be used to report concerns and or abuse.

## **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 orpsychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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.
- Ensure access to appropriate medical care or treatment.

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

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**4.5 Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver 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 the child is aware of what is happening or not. 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 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.

**4.8 Child sexual exploitation (CSE) and child criminal exploitation:** are both forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of other factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases,

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the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

**4.9 Children vulnerable to exploitation:** includes Female Genital Mutilation (FGM), Child Trafficking, Radicalisation, Forced Marriage and Gang Affiliation. The Phoenix 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 behaviour 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,

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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; up skirting, 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.

Contextual Safeguarding – A Nottinghamshire Response

## 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 Hollie Jarvis** or if unavailable to the **Deputy Designated person Leanne Gillick**. 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 act 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 Multi Agency Safeguarding Hub (MASH) 0300 500 80 90 or 0300 456 4546 (out of hours)

**The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all professionals to report safeguarding concerns.**

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You can contact the MASH team in one of the following ways:

online form: [concerned about a child](#)

online form: [concerned about an adult](#)

telephone: 0300 500 80 90

fax: 01623 483295

email: [mash.safeguarding@nottscc.gov.uk](mailto:mash.safeguarding@nottscc.gov.uk)

Opening hours:

Monday to Thursday: 8.30am to 5pm

Friday: 8.30am to 4.30pm

In an emergency outside of these hours, contact the Emergency Duty Team on 0300 456 4546.

If the DSL is unsure whether the individual case meets the criteria for a MASH referral they will contact the MASH consultation line – a guide for professionals

Tel: 0115 977 4247 for advice from a social worker.

The MASH consultation line will:

Provide advice and guidance about the situation you wish to discuss

Recommend alternative support and signposting where appropriate

Give clear guidance if the information shared indicates a safeguarding referral is required

Explore what support and action has already been taken and what needs to happen next

End the call with a clear plan or recommended support and actions for a family

If a child or young person's life is in danger, or they are at risk of serious injury, or there is suspected case of FGM, then staff will **dial 999** and ask for police assistance.

- 5.3 A telephone referral to the Children and Families Assessment Team will be confirmed in writing.
  - 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**
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**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 children / families shared with staff on a strictly need to know basis. The Phoenix 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. All safeguarding concerns are stored and filed as “special category - personal data” and it’s this data that staff must share responsibly with the necessary professionals.

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 Managing a safeguarding concern or allegation against staff**

6.1 If staff, or a parent, have a concern about another member of staff (including supply staff or volunteers) then this should be referred to the **DSL** 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 Nottinghamshire’s MASH Protocols

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6.3 The Kindergarten will contact the Local Authority Designated Officer (LADO) ~~Caroline Hese~~

**Local Authority Designated Officer for Safeguarding (LADO)**

Managing Allegations and concerns by adults who work or volunteer with children

Eva Callaghan - Schools, FE Colleges and Early Years (including nurseries & childminders),  
telephone: 0115 8041272

**The LADO must be notified within one working day. Ofsted will be informed of any allegation against a staff member within 14 days.**

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

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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 clearly available in the Complaints and Grievances Policy. The LADO for Nottinghamshire is Eva Callaghan - Schools, FE Colleges and Early Years (including nurseries and childminders), telephone: 0115 8041272.
- 6.9 The CIC Directors 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 kindergarten 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 considered 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
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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 setting. <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](mailto: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.
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- 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 safeguarding concerns containing personal and sensitive information about a child must be securely stored in a separate folder under the title 'special category personal data', even where there is no need to make a referral immediately. They do not form part of the pupil's educational records and must be kept separate from other records.
- 7.5 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.
- 7.6 Where concerns do not meet the threshold for a referral to The Children and Families Assessment and Intervention Team 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.
- 7.7 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/>
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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/caregivers will be made aware of the Kindergarten’s child protection policy via website 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/caregivers. Where a referral is needed, the designated person should seek the agreement of parents/caregivers 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 CIC 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 2020. Pathway to Provision Contextual Safeguarding A Nottinghamshire Response**

The CIC will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.

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- 9.2 The Designated Safeguarding Lead and their Deputy must receive **inter-agency** child protection training every 2 years 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 CIC 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 the kindergarten, recording the date, focus and level of training received by individuals.

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

10.1 The Designated Safeguarding Lead (DSL) is: Hollie Jarvis

10.2 The Deputy is: Leanne Gillick (in setting) and strategic is Penelope White

10.3 The DSL will manage referrals and is expected to:

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- refer cases of suspected abuse to the Children and Families Assessment and Intervention Team as required or support other staff to do so.
- refer cases to the Channel programme where there is a radicalisation concern as required (PREVENT)
- 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 safeguarding partners which is Nottinghamshire 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);
- Be able to make a MASH referral and have completed the E- Learning training
- liaise with the CIC 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.
- report all concerns to the social worker of a child that is under a Child in Need or Child Protection Plan, including absences and missing education.

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

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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 Kindergarten's Safeguarding and 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 can provide advice and support to staff on protecting children from the risk of radicalisation.
  - 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
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- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect them.

10.6 The DSL will raise awareness and should:

- ensure the Kindergarten's child protection policies are known, understood, and used appropriately.
- ensure the Kindergarten'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 know referrals about suspected abuse or neglect may be made and the role of the kindergarten 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 where 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 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 Zoom.

## **11.0 The Role of the CIC**

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- 11.1 The CIC 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 CIC 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 CIC. A copy of this report must be sent to the Designated Safeguarding Lead Officer on completion.
- 11.4 The CIC 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 CIC will regularly monitor the implementation and impact of the identified actions.
- 11.5 The CIC (or designated director 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 updated annually.
- 11.6 Be aware of the three safeguarding partners and the importance of inter-agency working when safeguarding children- The Nottinghamshire 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).
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11.7 The Trustees control the use of Kindergarten premises both within and outside of Kindergarten hours and have 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 regarding 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 of staff will also undertake interviews and appropriate checks including the disclosure and barring check, enhanced DBS check, ID check and required qualification certificates. 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 Kindergarten's 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.

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12.5 Regular supervision of the Teacher and DSL will be carried out by the Directors of the CIC to ensure they feel fully supported in their role, and to ensure they are up to date with the latest legislation. Regular supervision of Kindergarten Assistants 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 updated where appropriate. As we are a new venture, we will update the policy in the first term of being operational. However, if a weakness is identified in Kindergarten procedures, the policy will be reviewed and revised immediately.

### **References**

Working Together to Safeguard Children 2018

Keeping Children Safe in Education September 2022

Children Act 2004

Pathway to Provision

Contextual Safeguarding A Nottinghamshire Response

Links

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

<https://www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf>

<https://nscp.nottinghamshire.gov.uk/media/4t3ddc2h/contextualsafeguardingbooklet.pdf>

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## **Appendix A: Security of the Premises**

The Phoenix Kindergarten operates from leased premises. The Kindergarten comprises a large static caravan with a large combined play area and kitchen space, a second smaller area for use as a play or story room, an office, and a bathroom (staff toilet). There is a separate popaloo toilet for children. These are for the exclusive use of the Kindergarten. Our outdoor area is surrounded by a secure perimeter fence. There are further gates to access the site's carpark and heavy, iron gates to exit the Kindergarten space.

In almost all circumstances, any visitors to site will come outside of Kindergarten hours. In the unusual event of it being necessary for a visitor to enter the Kindergarten (e.g. for deliveries, repairs) they will always remain supervised by a member of staff. During times where the children are on the site, children are always closely supervised by staff members to ensure their safety.

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