



Finch Nest Preschool

Child Protection Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date written: September 2024

Date of last update: September 2024

Date agreed and ratified by Daniel Finch, Amy Finch: Sept 2024

Date of next full review: September 2025

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts

	Name	Contact information
Designated Safeguarding Lead (DSL)	Amy Finch	safeguarding@finchnestpreschool.co.uk 07470 396176 / 01959 439372
Deputy Designated Safeguarding Lead(s)	Julie Wickens Daniel Finch	admin@finchnestpreschool.co.uk 07470 396176 / 01959 439372
Manager/Registered Person/Director	Amy Finch	admin@finchnestpreschool.co.uk 07470 396176 / 01959 439372
Other key staff- Director	Daniel Finch	info@finchnestpreschool.co.uk 07470 396176 / 01959 439372

Contents

What to do if you have a welfare concern flowchart	4
1. Child Focused Approach to Safeguarding	5
1.1 Introduction	5
1.2 Policy context.....	6
1.3 Definition of safeguarding.....	6
1.4 Related safeguarding policies	8
1.5 Policy compliance, monitoring and review	8
2. Key Responsibilities	9
2.1 Governance and leadership	9
2.2 Designated Safeguarding Lead (DSL).....	9
2.3 Members of staff	10
2.4 Children	11
2.5 Parents and carers.....	11
3. Child Protection Procedures	11
3.1 Recognising indicators of abuse and neglect	11
3.2 Responding to child protection concerns.....	13
3.3 Recording concerns	14
3.4 Multi-agency working	15
3.5 Confidentiality and information sharing.....	16
3.6 Complaints.....	17
4 Specific Safeguarding Issues.....	17
4.1 Bruising in non-mobile children	17
4.2 Child-on-child abuse	18
4.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	19
4.4 So-called Honour Based Abuse (HBA).....	20
4.5 Preventing radicalisation	20
4.6 Domestic abuse	21
5 Supporting Children Potentially at Greater Risk of Harm	21
5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND).....	21
5.2 Children requiring mental health support.....	22
5.3 Children who are frequently absent.....	22
5.4 Children who need a social worker (child in need and child protection plans).....	22

5.5	Looked after children, previously looked after children and care leavers	22
5.6	Members of the community who are Lesbian, Gay, Bi, or Trans (LGBT)	22
5.7	Children who are privately fostered	23
6	Online Safety	23
6.1	Policies and procedures	23
6.2	Appropriate filtering and monitoring.....	24
6.3	Information security and access management	25
6.4	Staff training.....	26
6.5	Educating children.....	26
6.6	Working with parents/carers	26
7	Staff Engagement and Expectations	26
7.1	Staff awareness, induction and training.....	26
7.2	Safer working practice.....	27
7.3	Supervision and support	28
8	Safer Recruitment and Allegations Against Staff	28
8.1	Safer recruitment and safeguarding checks	28
8.2	Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors	29
8.3	Safe Culture	30
9	Opportunities to Teach Safeguarding	31
10	Physical Safety	31
10.1	Physical interventions	31
10.2	Site security and safety	32
11	Local Support	33
Appendix 1: Categories of Abuse		34
Appendix 2: Support Organisations		36

What to do if you have a welfare concern in Finch Nest Preschool

Why are you concerned?

For example

- Something a child has said, for example, an allegation of harm
- Child's appearance; may include unexplained marks/bruises as well as dress
- Behaviour change(s)
- Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

Follow the settings procedure

- Reassure the child
- Clarify concerns, using open questions if necessary (**TED**: Tell, Explain, Describe)
- Record facts and not opinions and use child's own words. Sign and date your record
- Seek support for yourself if required from DSL, Amy Finch /DDSL's Julie Wickens and Dan Finch

Inform the Designated Safeguarding Lead: Amy Finch

- If a child is at risk of immediate harm and/or is unsafe to go home, make an urgent [Request for Support to the Front Door Service via the portal](#) or call the Police on 999.
- If no immediate risk of harm, provide internal support and/or refer to other agencies in line with [Kent Safeguarding Support Level Guidance and KSCMP procedures](#), as appropriate. For example, signposting to community services and/or early help open access, a non-urgent call to the Police via 101, reporting allegations against staff to the County LADO Service, or make a Request for Support via the [Front Door Service Portal](#).
- Where the setting is unsure, advice can be sought from a Local Authority Social Worker at the Front Door Service via **03000 411 111**
- Where support is required out of working hours, contact the Out of Hours Service via **03000 41 91 91**.

If you are unhappy with the response:

Staff:

- Follow setting whistleblowing procedures. <https://www.finchnestpreschool.co.uk/policies-procedures>
- [NSPCC Whistleblowing](#)
- Follow Kent [safeguarding partnership escalation](#) procedures.

Children and Parents:

- Follow settings complaints procedures <https://www.finchnestpreschool.co.uk/policies-procedures>

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

Monitor

Be clear about:

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

Review and request further support if necessary.

At all stages, the child's circumstances will be kept under review. The DSL/staff will request further support if required to ensure the **child's safety is paramount**.

1. Child Focused Approach to Safeguarding

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

'Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Early Years Foundation Stage (EYFS) 2024

1.1 Introduction

- Finch Nest Preschool believes that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child can achieve their full potential. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- Finch Nest Preschool recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and children) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.
- Staff working with children at Finch Nest Preschool will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- As part of the safeguarding ethos of our setting, we are committed to:
 - Maintaining children's welfare as our paramount concern.
 - Developing a child centered environment and fostering a culture in which children feel safe, secure, valued, and respected, confident to talk openly and are sure of being listened to.
 - Developing appropriate and positive relationships between children and the adults that care for them, including working with both parents (where possible/appropriate) to ensure the welfare of all children, including, where necessary, the need to refer to other agencies when safeguarding concerns arise.
 - Using age-appropriate learning opportunities to help early years children understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support if they are concerned.
 - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse, and ensure they are aware of our procedures and reporting mechanisms.
 - Monitoring children who have been identified as 'in need', including the need for protection and implementing specific interventions and taking action for those who may be at risk of harm.
 - Keeping confidential child protection records, which are stored securely and shared appropriately, including with other professionals.

- Developing effective and supportive liaison with other agencies to ensure children are safeguarded where concern arise.

1.2 Policy context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
 - [Early Years and Foundation Stage](#) (EYFS)
 - Keeping Children Safe in Education (KCSIE)
 - Working Together to Safeguard Children (WTSC)
 - Ofsted: Education Inspection Framework
 - Framework for the Assessment of Children in Need and their Families 2000
 - [Kent/Medway Local Safeguarding Children Procedures](#)
 - The Education Act 2002
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
- This policy is implemented in accordance with our compliance with the statutory guidance as issued by the Department for Education [Early Years and Foundation Stage](#) (EYFS), specifically listed in section 3: the safeguarding and welfare requirements.
- Finch Nest Preschool adheres to the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) safeguarding children's procedures. The full KSCMP procedures, documents and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: www.kscmp.org.uk
- This policy applies where there are any child protection concerns regarding children who attend the settings but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.
- Finch Nest Preschool will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.
- Finch Nest Preschool recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.
- The procedures contained in this policy apply to all staff, including trustees, temporary or third-party agency staff and volunteers.

1.3 Definition of safeguarding

- In line with '[Working Together to Safeguard Children](#)', safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - providing help and support to meet the needs of children as soon as problems emerge.
 - protecting children from maltreatment, whether that is within or outside the home, including online.
 - 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.

- promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren).
- taking action to enable all children to have the best outcomes.
- Safeguarding “**is everyone’s responsibility**” and everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.
- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- Our setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Child-on-child abuse
 - Children with family members in prison
 - Children who are absent or missing from education
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
 - ‘Upskirting’
- Annex B of ‘[Keeping Children Safe in Education](#)’ (KCSIE) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read part one and annex B of KCSIE.
- If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (or deputy).

1.4 Related safeguarding policies

This policy is one of a series of our integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- Acceptable Use Policy
- Accident, Incident and Injury Policy
- Admissions Policy
- Biting Policy
- CCTV Policy
- Concerns and Complaints Policy
- Continual Professional Development Policy
- Emergency Evacuation Procedure
- Food and Drink Policy
- Food Safety Policy
- Health and Safety Policy
- Inclusion Policy
- Information and Records Policy
- Intimate Care Policy
- Key Person Policy
- Lockdown Policy and Procedure
- Lost Child Policy
- Nappy Changing and Toileting Policy
- Ofsted Policy
- Outings/Visits Policy
- Parent Partnership Policy
- Progress Check at Two Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- SEND Policy
- Sickness Policy
- Sleep Policy
- Supervision Policy
- Understanding and supporting behaviour policy
- Visitor Policy

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

- Early Years Foundation Stage; Section 3 – The Safeguarding and Welfare Requirements
 - Keeping Children Safe in Education
 - “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - [Safer Recruitment Consortium](#)
 - “What to do if you are worried a child is being abused” – DfE, March 2015
 - UK Council for Internet Safety (UKCIS) “Safeguarding children and protecting professionals in early years settings: online safety considerations”
- These documents can be found in the Safeguarding folder in the office.

1.5 Policy compliance, monitoring and review

- This policy will be evaluated at least annually, and will be revised as necessary, so that it reflects the current safeguarding issues and challenges, including lessons learnt. The policy will also be updated

after any national or local changes, major local or national safeguarding incidents and/or learning, and/or any modifications to our own procedures.

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE as appropriate. KCSIE can be found online as this will be the most up to date document.
- Parents/carers can obtain a copy of our Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website:
<https://www.finchnestpreschool.co.uk/policies-procedures>

2. Key Responsibilities

2.1 Governance and leadership

- The management team has a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The management team has regard to the KCSIE and EYFS guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- Management will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart. Management will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.
- The manager will ensure that the Designated Safeguarding Lead is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The management team are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership ([KSCMP](#)).
 - This includes but is not limited to safeguarding all members of our community (for example, staff, children, parents/carers, and other family members) identified with protected characteristics within the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- For further information about our approaches to equality, diversity, and inclusion, please access our policies on our website <https://www.finchnestpreschool.co.uk/policies-procedures>

2.2 Designated Safeguarding Lead (DSL)

- The EYFS states; *'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'*.
 - Amy Finch is appointed as the Designated Safeguarding Lead (DSL) for our setting.

- The setting has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
 - Julie Wickens and Daniel Finch
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated at least annually through a variety of methods at regular intervals.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in the setting. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- It is the role of the DSL to:
 - Act as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintain a confidential recording system for safeguarding and child protection concerns.
 - Coordinate safeguarding action for individual children.
 - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker in the authority that looks after the child.
 - Liaise with other agencies and professionals in line with EYFS and WTSC.
 - Ensure that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary.
 - Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
 - Managing and monitoring the setting's role in any multi-agency plan for a child.
 - Being available during setting hours for staff to discuss any safeguarding concerns and ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS.
 - Liaise with the manager to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

2.3 Members of staff

- The welfare requirement of the EYFS requires providers *‘to take all necessary steps to keep children safe and well’* and accordingly, everyone involved in the care of young children has a role to play in their protection.
- Our staff are in a unique position to observe any changes in a child's behaviour or appearance, may be able to identify concerns early, provide help and support for children, promote children's welfare and prevent concerns from escalating.

- All members of staff have a responsibility to:
 - provide a safe environment in which children can learn.
 - be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection and understand the impact abuse and neglect can have upon a child.
 - know what to do if a child tells them they are being abused, neglected, or exploited, or they identify any concerns which may indicate that a child may be at risk of harm.
 - be prepared to identify children who may benefit from early help, including understanding the early help process and their role in it.
 - understand our settings safeguarding policies and systems.
 - undertake regular and appropriate training which is regularly updated.
 - be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - know how to maintain an appropriate level of confidentiality.
 - ensure that adequate supervision of children is implemented in line with our policy expectations as listed in <https://www.finchnestpreschool.co.uk/policies-procedures>, including that whilst children are eating, they must be within sight and hearing of an adult.
 - reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

- Staff at Finch Nest Preschool recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

- Staff at Finch Nest Preschool will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policies and parent partnership policy.

2.4 Children

- Children have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

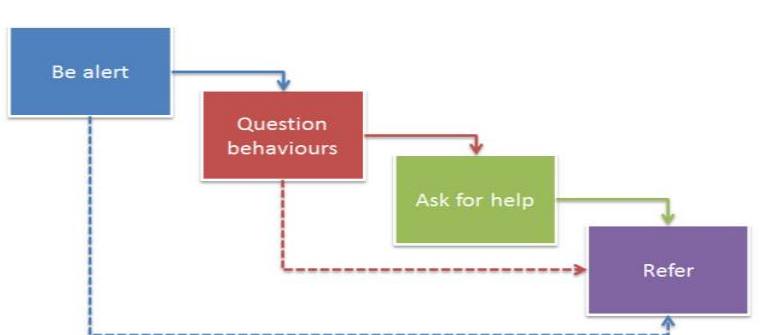
2.5 Parents and carers

- Parents/carers have a responsibility to:
 - Understand and adhere to any relevant setting policies and procedures.
 - Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the setting or other agencies.

3. Child Protection Procedures

3.1 Recognising indicators of abuse and neglect

- Staff will maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.
- All staff are made aware of the definitions and indicators of abuse and neglect as identified by ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe in Education’. This is outlined locally within the [Kent Support Levels Guidance](#).
- Finch Nest Preschool recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:



[‘What to do if you are worried a child is being abused’](#) 2015

- Finch Nest Preschool recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- Finch Nest Preschool recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.
- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, other children, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the setting. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms

take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

- Finch Nest Preschool recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- Finch Nest Preschool recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- In all cases, if staff are unsure of what action to take, they will always speak to the DSL (or deputy).

3.2 Responding to child protection concerns

- If staff are concerned about the safety or welfare of a child, they are expected to:
 - listen carefully to the child, reflecting back the concern.
 - be non-judgmental.
 - Avoid using any leading questions; only prompting the child where necessary, with open questions to clarify information. For example, who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern using the facts, for example, words the child uses or recording the location of any marks using a body map, in line with our record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). The DSL or a deputy should always be available to discuss safeguarding concerns, however if in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to the manager and/or take advice from the local authority. In these circumstances, any action taken will be shared with a DSL as soon as is possible.
- Finch Nest Preschool will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
 - The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services

- Where it is identified a child may benefit from Early Help support (as provided by [ICS](#)), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.
- The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.
- The DSL, or a deputy DSL in the absence of the DSL will have the overall responsibility for making referrals. However, all staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), a 'request for support' will be made immediately to Kent [Integrated Children's Services](#) (via the 'Front Door') and/or the police, in line with KSCMP procedures.
 - Finch Nest Preschool recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from a social worker at the Front Door service.
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the [Kent Escalation and Professional Challenge Policy](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the [Education Safeguarding Service](#).
- DSLs and staff will be mindful of the need for our setting to ensure any activity or support implemented to support children and/or families is recorded. Support provided by our setting where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network. Where we are unsure, advice will be sought from the [Education Safeguarding Service](#).

3.3 Recording concerns

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the settings email system and in the safeguarding folder and passed without delay to the DSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Concerns are emailed to our safeguarding email address safeguarding@finchnestpreschool.co.uk and folders are set up for individual children on our computer system and within our safeguarding email. A concerns form is also available to fill out on our website under safeguarding which submits to the safeguarding email. Emails are monitored daily.

- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible marks or injuries to a child have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible marks or injuries to a child have been observed.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Confidential information and records about staff and children will always be held securely and will only be accessible and available to those who have a right or professional need to see them. Records are kept in a locked cabinet in our office or on our computer. Our computer has a password which is changed regularly and the documents also have a password to access them.
- Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the setting. Child protection records will be kept and shared in accordance with our responsibilities under the Data Protection Legislation and, where relevant, the Freedom of Information Act 2000.
- Finch Nest Preschool has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements. Amy Finch and Julie Wickens are Finch Nest Preschool's DPO's.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting or school, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, within 5 days for an in year transfer or within the first 5 days of the start of a new term and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting or school in advance of a child leaving, for example, information that would allow the new setting or school to continue to provide support.
- Where the setting receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs) will be made aware of relevant information as required.
- Where a child joins the setting and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the child, and if so, if the files have been sent.

3.4 Multi-agency working

- Finch Nest Preschool recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

- The manager and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, but are not exhaustive are:
 - social workers
 - early help workers
 - health visitors
 - specialist teachers
 - speech and language therapists
 - equality and inclusion professionals
 - Local Inclusion Forum Teams (LIFT)
 - other schools/settings where children attend one than one setting/provision
 - paediatrician
 - strategy meetings and child protection conferences

- The setting will allow access for Kent Children’s Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

3.5 Confidentiality and information sharing

- Finch Nest Preschool recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within EYFS and KCSIE.

- Where reasonably possible, our setting will hold more than one emergency contact number for each child. There is an expectation that contact information will be held for both parents, unless doing so would put a child at risk of harm.

- Finch Nest Preschool has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements. Amy Finch and Julie Wickens are Finch Nest Preschool’s DPO’s.

- All staff are made aware of the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures both confidentiality and safeguarding.
 - Finch Nest Preschool will ensure staff are aware of our confidentiality policy and will ensure there is an area where staff may talk to parents and/or carers confidentially.
 - All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
 - The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Staff have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
 - KCSIE, the [Information Commissioner’s Office](#) (ICO) and the DfE “[Information sharing advice for safeguarding practitioners](#)” guidance provides further details regarding information sharing principles and expectations.

- The manager and DSL will only disclose relevant safeguarding information about a child with staff on a 'need to know' basis.

3.6 Complaints

- All members of our community should feel able to raise or report any concerns about children's safety or potential failures in our safeguarding regime. The leadership team at Finch Nest Preschool will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
- The setting has a complaints procedure available to parents, members of staff and visitors who wish to report concerns or complaints. This can be found on our website.
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Any complaints that constitute an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4 Specific Safeguarding Issues

- Finch Nest Preschool is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Bruising in non-mobile children

- Bruising in babies, infants or children with complex needs that are not mobile (meaning a child who is unable to move independently through rolling, crawling, cruising, or bottom shuffling) is unusual and should always be explored.
- If our setting is concerned about actual or suspected bruising on a non-mobile child, we will respond in line with the '[Kent and Medway Protocol for the Management of Actual or Suspected Bruising in Infants and Children who are not Independently Mobile](#)' procedures (2.2.8 of the KSCMP procedures). In summary, these procedures state:

- If a child appears seriously ill or injured, emergency treatment should be sought through an emergency department (ED) and the Kent ICS should be notified of the concern and the child's location.
- In all other cases:
 - Staff must inform the DSL immediately and describe and document accurately on a body map, the size, shape, colour, and position of the mark/s on the head and/or body.
 - Any explanation of the history of the injury or comments by the parents/carers will be documented accurately (verbatim) in the child's record, along with the body map.
 - If there is a concern about parental response to the injury, no explanation, or an explanation that is inadequate, unlikely or does not rule out abuse or neglect, an immediate referral will be made to Kent ICS, who have responsibility for arranging further multi-agency assessments.
 - If there are concerns regarding the immediate safety of the child or staff, the police will be called.
 - If the setting is in any doubt as to how to respond to bruising on a non-mobile child, advice will be sought from the Front Door.

4.2 Child-on-child abuse

- All members of staff at Finch Nest Preschool recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of the setting and online. Child-on-child abuse can also include sexual violence and sexual harassment.
- Finch Nest Preschool recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as 'sexting' or youth produced sexual imagery)
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy.
- Finch Nest Preschool adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.
- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those

involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

- Finch Nest Preschool recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
- In order to minimise the risk of child-on-child abuse, Finch Nest Preschool will:
 - Implement a robust peer on peer abuse and anti-bullying policy.
 - Provide an age appropriate curriculum, following Development Matters and the Foundation Stage Profile Handbook
- Finch Nest Preschool wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated policies, including child protection, anti-bullying, and behaviour. Children who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Concerns about children's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with children and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.
- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
 - Staff at Finch Nest Preschool taking reports seriously, listening carefully and avoiding victim blaming.
 - Providing appropriate pastoral support, working with parents/carers.
 - Finch Nest Preschool will review educational approaches
 - Finch Nest Preschool will follow procedures as identified in other policies, for example, the anti-bullying and behaviour policy, and where necessary and appropriate, informing the police and/or ICS.
- If at any stage the DSL is unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

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

- Finch Nest Preschool recognises that both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through serious violence or the threat of serious violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

- If staff are concerned that a child within the setting or our wider community may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy. If the DSL is unsure on how to proceed, advice will be sought from the Education Safeguarding Service.

4.4 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.
- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fm@fcdo.gov.uk
- If the setting employs staff with Qualified Teacher Status, Early Years Professional Status or Early Years Teacher Status, there is a specific legal duty to report concerns of FGM.
 - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl. Further information can be found at: [Mandatory reporting of female genital mutilation procedural information](#) and [FGM Mandatory reporting Duty Fact Sheet](#).
 - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Childrens Services should be informed as appropriate.

○

4.5 Preventing radicalisation

- Education settings, including early years providers are often in a unique position, through interacting with children on a regular basis, to be able to identify concerning behaviour changes that may indicate they are susceptible to radicalisation.
- Finch Nest Preschool is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- Finch Nest Preschool will ensure that all staff receive appropriate training to enable them to help them prevent learners from being radicalised into terrorism.
 - Staff training will be delivered at the earliest opportunity to ensure staff are adequately equipped for their role. This training will enable staff to be alert to any changes in children's behaviour which could indicate that they may need help or protection and ensure they are aware of what action to take in response, including the internal Prevent referral arrangements.
 - All staff at Finch Nest Preschool are trained in Prevention of Radicalisation yearly, on Flick Learning accredited by CPD.
 - The Designated Safeguarding Leads (DSLs) will receive more in-depth training which is updated at least every two years to enable them to support other staff on Prevent matters and provide updates on relevant issues.

- Staff will report any concerns regarding radicalisation to the DSL (or a deputy), who is aware of the [local Kent Prevent procedures](#) to follow. If there is an immediate threat, the police will be contacted via 999.

4.6 Domestic abuse

- Finch Nest Preschool recognises that:
 - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
 - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
 - Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
 - domestic abuse can take place within different types of relationships, including ex-partners and family members.
 - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
 - domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
 - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
 - it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse, immediate action should be taken by speaking to the DSL or a deputy.

5 Supporting Children Potentially at Greater Risk of Harm

- Whilst **all** children should be protected, Finch Nest Preschool acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups:

5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)

- Finch Nest Preschool acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Finch Nest Preschool recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions, may be disproportionately impacted by behaviours, without outwardly showing any signs.

- To address these additional challenges, our setting will always consider implementing extra support and attention for children with SEND. The DSL (Amy Finch) will work closely with the SENCO (Julie Wickens) to plan support as required.

5.2 Children requiring mental health support

- Finch Nest Preschool has an important role to play in supporting the mental health and wellbeing of our children. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Age/ability appropriate education will be provided to children to help promote positive health, wellbeing, and resilience.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

5.3 Children who are frequently absent

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.
- Where possible, the setting will hold more than one emergency contact number for each child, so we have additional options to make contact with a responsible adult if a child absent from the setting is also identified as being a welfare and/or safeguarding concern (see section 3.5).

5.4 Children who need a social worker (child in need and child protection plans)

- The DSL will hold details of social workers working with children in Finch Nest Preschool so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform our decisions about their safety and promoting their welfare, for example, responding to absences and provision of pastoral and/or educational support.

5.5 Looked after children, previously looked after children and care leavers

- Finch Nest Preschool recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

5.6 Members of the community who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a child, a young person or an adult may be LGBT is not in itself an inherent risk factor for harm, however, Finch Nest Preschool recognises that children, young people or adults who are LGBT or may be perceived to be LGBT (whether they are or not) can be targeted. Our staff will endeavour to

provide a safe space which enables all members of our community to speak out or share any concerns.

5.7 Children who are privately fostered

- [Private fostering](#) occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with children.
- Where private fostering arrangements come to the attention of the setting, we will notify Kent Integrated Childrens Services in line with the local [KSCMP arrangements](#) in order to allow the local authority to check the arrangement is suitable and safe for the child.

6 Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Finch Nest Preschool will adopt a whole setting approach to online safety which will empower, protect, and educate children and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Finch Nest Preschool will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our education approaches, staff training, the role and responsibilities of the DSL and parental engagement.
- Finch Nest Preschool identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
 - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Finch Nest Preschool recognises that technology, and the risks and harms related to it, evolve, and change rapidly. We will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.
- The manager will be informed of any online safety concerns by the DSL, as appropriate.

6.1 Policies and procedures

- The DSL has overall responsibility for online safety within the setting but will liaise with other members of staff, for example the manager and directors as necessary.

- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Acceptable Use Policy and Understanding and Supporting Behaviour Policy.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Finch Nest Preschool uses a wide range of technology. This includes: computers, laptops, tablets and other digital devices, the internet, our learning platform and email systems.
 - All setting owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Finch Nest Preschool recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.

In accordance with KCSIE and EYFS Finch Nest Preschool has appropriate mobile and smart technology and image use policies in place which outline how devices are used in the setting; these policies are shared and understood by all members of the community and can be found on our website and computer system.

6.2 Appropriate filtering and monitoring

In line with requirements of the [Prevent duty](#), Finch Nest Preschool will do all we reasonably can to limit children and/or adults exposure to online risks through setting provided devices and systems and will ensure that appropriate filtering and monitoring systems are in place.

- The registered person/management team are responsible for
 - procuring filtering and monitoring systems.
 - Regularly reviewing the effectiveness of our provision.
 - overseeing reports.
 - ensuring that all staff understand their role, are appropriately trained, follow our policies, processes and procedures, and act on reports and concerns.
 - ensuring the DSL/management team have sufficient time and support to manage their filtering and monitoring responsibilities.
- The DSL/management team has lead responsibility for overseeing and acting on:
 - any filtering and monitoring reports.
 - any child protection or safeguarding concerns identified.
 - checks to filtering and monitoring system.
- All members of staff are provided with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring via setting provided devices and networks. This is discussed as part of the induction process and training.
- All staff, children and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.
- Finch Nest Preschool's education broadband connectivity is provided through Sky Business
 - Sky Business is a member of [Internet Watch Foundation](#) (IWF).
 - Sky Business has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)

- Sky Business is blocking access to illegal content including child sexual abuse material (CSAM).
- Sky Business blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.
- Our filtering system and monitoring approaches are applied to all users, including guest accounts, all setting owned devices and networks, and all devices using the setting broadband connection.
 - All users of our devices/systems will be informed at a level appropriate to their age/ability and/or role and access, that use of our device and systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
 - We work with Sky Business and our staff to ensure that our filtering policy and monitoring approaches is continually reviewed to reflect our needs and requirements.
 - When implementing appropriate filtering and monitoring, Finch Nest Preschool will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to age-appropriate education and safeguarding.
- If there is failure in the software or abuse of the system, for example if children or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to:
 - Turn off monitor/screen, report the concern immediately to DSL/management team, report the URL of the site to DSL/management team.
 - Parents/carers will be informed of filtering breaches involving their child.
 - Filtering breaches, or where a concern is identified via our monitoring approaches, will be reported to the DSL and concerns will be recorded and escalated as appropriate and in line with relevant policies, including our child protection, acceptable use and behaviour policies.
 - Any behaviour or access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies. This includes but not limited to the [Internet Watch Foundation](#) (where there are concerns about child sexual abuse material), [Kent Police](#), the LADO, [NCA-CEOP](#) or [Kent Integrated Children’s Services via the Kent Integrated Children’s Services Portal](#).
- Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety and we recognise that we cannot rely on filtering and monitoring alone to safeguard children and staff; effective safeguarding practice, robust policies, appropriate behaviour management and regular education/training about safe and responsible use is essential and expected.
 - Internet use will be supervised by staff at all times.

6.3 Information security and access management

- Finch Nest Preschool is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and children. Further information can be found in our acceptable use policy.

- Finch Nest Preschool will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.4 Staff training

- Finch Nest Preschool will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. See section 7 for more information.

6.5 Educating children

- Finch Nest Preschool will ensure a comprehensive curriculum response is in place to enable children to learn about and manage online risks effectively as part of providing a broad and balanced age-appropriate curriculum. See section 9 of this policy for more information. **DSLs and managers to access UK Council for Internet Safety (UKCIS) [Education for a Connected World Framework](#).**

6.6 Working with parents/carers

- Finch Nest Preschool will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by providing information on websites and through existing communication channels (such as official social media, newsletters) and taking part in online safety events.
- Finch Nest Preschool will ensure parents/carers understand what systems are used to filter and monitor their children's online use on site, what their children are being asked to do online, including the sites they will be asked to access and who from setting (if anyone) their child is going to be interacting with online. This is achieved through existing communication channels and providing information on our website.
- Where the setting is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE ['Harmful online challenges and online hoaxes'](#) guidance to ensure we adopt a proportional and helpful response.

7 Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- Finch Nest Preschool will ensure all staff understand our settings safeguarding policy and procedures and have up to date knowledge of safeguarding issues.
- All members of staff will be provided with access to this policy and will sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.
- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' which covers safeguarding information for staff. In addition,
 - Setting management staff, including the DSL will read KCSIE in its entirety.

- All members of staff who work directly with children will read annex B.
- All members of staff have signed to confirm that they have read and understood the KCSIE guidance shared with them. This can be found online as it will be the most up to date version.
- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of our internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the Kent safeguarding partners. Via training from the DSL/DDSL's.
- All staff members (including agency and third-party staff) will receive regular and appropriate child protection training (including online safety) to enable them to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way, in accordance with the safeguarding and welfare requirements of the EYFS. This training will be updated at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively via email, staff meetings and training.
- Finch Nest Preschool recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape our safeguarding arrangements and child protection policies input from knowledgeable and experienced staff, inviting input at staff meetings.
- The DSL will maintain an up-to-date record of who has been trained and will provide an annual report to the manager/registered person detailing safeguarding training undertaken.

7.2 Safer working practice

- As part of our approach to safeguarding, we will create and embed a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately. Our setting will ensure processes, training and support is in place for staff to promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our child protection policy and are aware of our expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.
- Staff will be made aware of our behaviour management and health and safety policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions, use of reasonable force and use of first aid will be in line national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including staff behaviour policy, Acceptable Use Policies.

7.3 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- Amy Finch of Finch Nest Preschool will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements as outlined in the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS).
- Finch Nest Preschool recognises that regular, planned, and accountable supervision is a two-way process, that offers support and develops the knowledge, skills and values of an individual, group, or team.
 - Supervision aims to foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.
 - Effective supervision will enable our setting to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.
 - Supervision should provide opportunities for staff to discuss any issues they may have, for example, child development and well-being concerns including child protection concerns, or any concerns they have about the setting or a colleague's practice.
- The setting will ensure all members of staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

8 Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- Finch Nest Preschool is committed to developing a safe culture and ensuring that steps are taken to recruit staff and volunteers who are safe to work with children and staff. We recognise that we must ensure that people looking after children in our setting are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles.
- Amy Finch of Finch Nest Preschool is responsible for ensuring that the setting follows safe recruitment processes outlined within section 3 of the EYFS guidance, including accurate maintenance of the staff records/Single Central Register (SCR). The SCR is a list of staff, volunteers and registered person/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment,

- References,
 - Identity checks,
 - Criminal records check reference number, including date and details of person who completed it,
 - Eligibility to work in the UK checks,
 - Other essential key data.
- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children,
 - lives on the premises on which the childcare is provided and/or,
 - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
 - An additional check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
 - Amy Finch of Finch Nest Preschool is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its center, regardless of employee or voluntary role.
 - Amy Finch of Finch Nest Preschool is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance. At least one member of the interview panel will have completed safer recruitment training.
 - Amy Finch of Finch Nest Preschool will ensure appropriate steps are taken to verify qualifications, including in cases where physical evidence cannot be produced.
 - Amy Finch of Finch Nest Preschool is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
 - We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings.
 - We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors

- Finch Nest Preschool recognises that it is possible for any member of staff, including volunteers, contractors, agency and third-party staff (including supply staff) and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child
 - Means they have committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE) and the [local Kent allegations arrangements](#).
 - More information can be found within our Whistleblowing Policy and/or staff code of conduct/handbook. This can be found in the office.
 - Ensuring concerns are dealt with effectively will protect those working in or on behalf of the setting from potential false allegations or misunderstandings.
- As part of our approach to safeguarding, our setting adopts an open and transparent culture in which all concerns are dealt with promptly and appropriately. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. The leadership team at Finch Nest Preschool will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager, staff are advised that allegations should be reported to the next member of senior management who will contact the LADO.
- Where managers are unsure how to respond to a concern about a member of staff, advice will be sought via the [Local Authority Designated Officer](#) (LADO).
- If Finch Nest Preschool becomes aware of any relevant information that may lead to an employee being disqualified, we will take appropriate action to ensure the safety of children.
- All records of concerns will be kept confidential and will be held securely and retained and in compliance with safeguarding requirements, as well as the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example HR/Personnel and data retention policies).
- In all cases where concerns are reported against staff, once proceedings have been concluded, the manager (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.
- Any staff member of Finch Nest Preschool will make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.

8.3 Safe Culture

- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime. The management team at Finch Nest Preschool will take all concerns or allegations received seriously.

- All members of staff are made aware of our Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Finch Nest Preschool has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](#).
- Finch Nest Preschool has a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

9 Opportunities to Teach Safeguarding

- Finch Nest Preschool will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence. Finch Nest Preschool will provide age-appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Children at Finch Nest Preschool will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Finch Nest Preschool recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

10 Physical Safety

10.1 Physical interventions

- Finch Nest Preschool recognises that we are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

- There may however be circumstances when it is appropriate for staff to use a physical intervention in order to safeguard children from harm, for example to avert immediate danger of personal injury to any person (including the child)
 - Staff will not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.
 - Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions must be in line with national guidance.
 - Finch Nest Preschool keeps a record of any occasion where physical intervention is used. Parents and/or carers will be informed of any physical interventions involving their child on the same day, or as soon as reasonably practicable.

10.2 Site security and safety

- The following section should be read in conjunction with the following policies:
 - Arrivals and departures, including collection procedures and uncollected child arrangements
 - Emergency procedures such as evacuations and lockdowns
 - First aid and accidents, including administering medication and managing illness, allergies, health, and infection
 - Health and safety
 - Personal and intimate care, including toilets and intimate hygiene
 - Risk assessments, such as trips/outings, use of technology
 - Safe and healthy eating
 - Sleep and rest policies
 - Ratios and lone working expectations, in line with EYFS
 - Visitors policy
- In accordance with The Foundation Stage Statutory Framework our staffing arrangements will ensure we are able to meet the needs of all children and ensure their safety.
- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Finch Nest Preschool will ensure children are only released into the care of individuals of whom the parent has explicitly approved/agreed. This is ensured by parents giving a password that all people picking up their child will need to know, during the settling in meeting a list of people that will be picking up the child is given by the parent, parents are asked to inform us if someone other than them is picking up their child, if a person who is picking up a child doesn't know the password or we have not been informed it will be someone different picking up a child we will call and check with the parents.
- Finch Nest Preschool will ensure children are not able to leave the premises unsupervised and will ensure children are kept safe whilst on outings. This is achieved through risk assessments that remove, minimise or manage potential risks or hazards.
- All reasonable steps will be taken to prevent unauthorised persons entering the premise;
 - Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting as outlined within national guidance.
 - Visitors will be expected to sign in and out via the office visitors' log and to display a visitor's badge whilst on site.
 - Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

- In accordance with our health and safety policies, at least one person who has a current paediatric first aid (PFA) certificate will be on the premises and available at all times when children are present and will always accompany children on outings.
- The setting will not accept the behaviour of any individual (parent or other) that threatens our safety or security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

11. Local Support

- All members of staff in Finch Nest Preschool are made aware of local support available.
 - **Kent Integrated Children's Services/ Children's Social Work Services**
 - [Kent Integrated Children's Services Portal](#) – select 'urgent' if there is an immediate risk/concern
 - Front Door Service: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Local Early Help and Preventative Services and Family Hubs**
 - [Early Help and Preventative Services - KELSI](#)
 - [Early Help contacts - KELSI](#)
 - [Kent Family Hubs - Kent County Council](#)
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - www.kscmp.org.uk
 - 03000 421126 or kscmp@kent.gov.uk
 - **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
 - **Kent LADO Education Safeguarding Advisory Service (LESAS) – Support for Kent Children's Workforce**
 - [Local Authority Designated Officer \(LADO\) - Kent Safeguarding Children Multi-Agency Partnership](#)
 - To speak to the LADO regarding an allegation against a member of staff, complete a referral on the [Kent Integrated Children's Services Portal](#).
 - To raise a LADO, strategic education safeguarding or online safety enquiry, commission a review or enquiry about bespoke training or other safeguarding products, please use the [LESAS enquiry form](#).

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour, for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing, for example for PE
- Secrecy relating to use of technology
- Sexually transmitted disease or pregnancy
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries, such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks

- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns, such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Inappropriate/harmful medication usage
- Aggressive behaviour or severe temper outbursts.
- Injuries that cannot be accounted for. Inadequate, inconsistent, or excessively plausible explanations for an injury, or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Secrecy relating to use of technology
- Excessive need for approval, attention, and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging

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

Appendix 2: Support Organisations

NSPCC ‘Report Abuse in Education’ Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo’s: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children’s Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

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

Support for Children and Young People

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Kent Resilience Hub

- <https://kentresiliencehub.org.uk/>

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

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

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Kidscape: www.kidscape.org.uk

Online Safety

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

- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

KCSIE:

https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf