



St George's Childcare Child Protection Policy

This policy was adopted by the St. George's Board of Directors on

Date: 22 MAY 2023

Signed on behalf of St. George's: 

Name of Signatory: ADRIAN CROUCH

Role of Signatory: CHAIR

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.

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

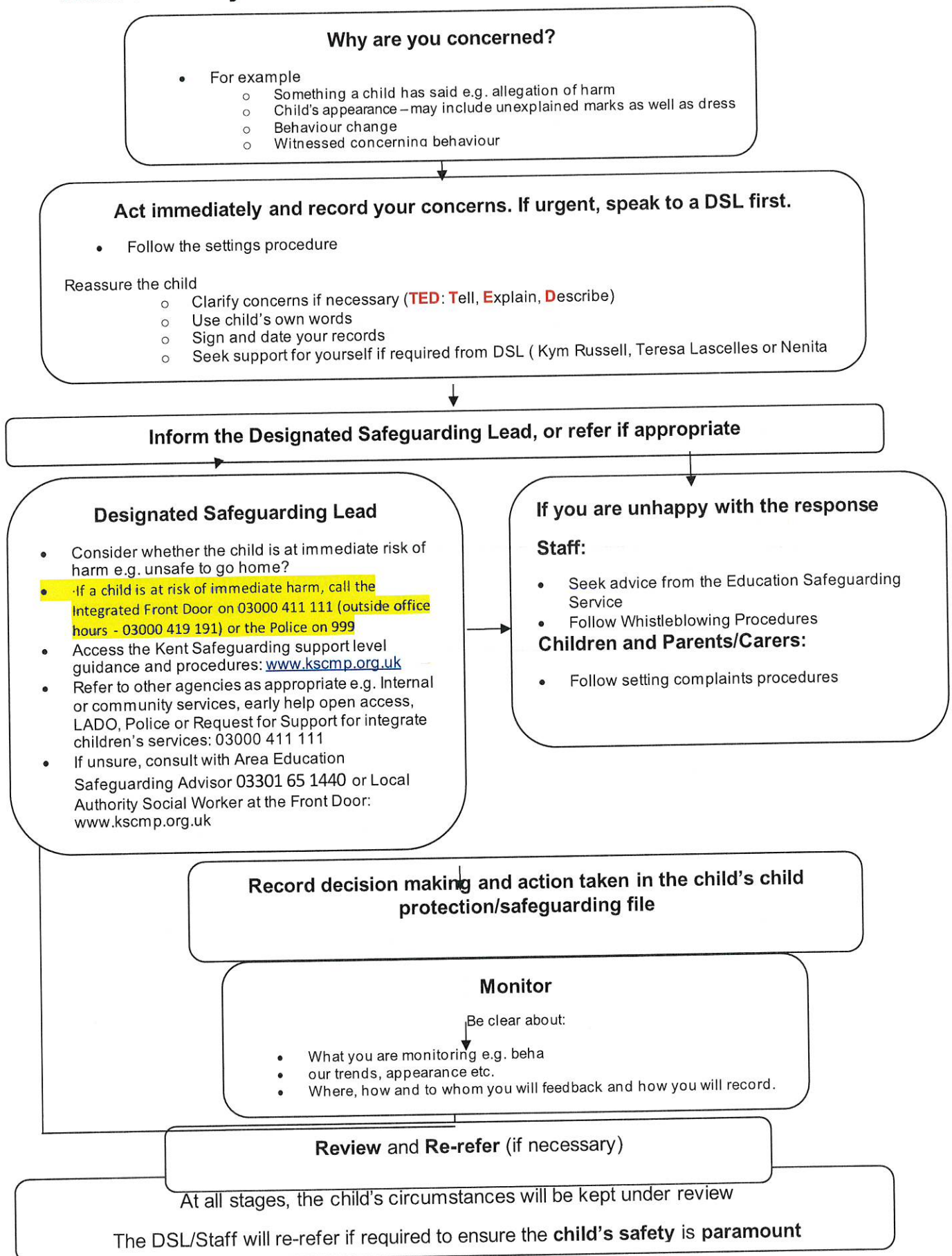
Key Contacts

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What to do if you have a welfare concern in St George's Childcare



1. Child Focused Approach to Safeguarding

- *Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2021)*

1.1 Introduction

- Staff working with children at [St George's Childcare](#) are advised to 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.
- [St George's Childcare](#) recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and children) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- [St George's Childcare](#) believe that the best interests of children always come first. All children (defined 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, have equal rights to protection.
- 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.
- The [Directors](#) of [St George's Childcare](#) believe 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 has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.
- As part of the safeguarding ethos of the setting we are committed to:
 - Maintaining children's welfare as our paramount concern
 - Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to
 - Developing appropriate and positive relationships between children and the adults that care for them
 - Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties
 - Using learning opportunities to increase self-awareness, self-esteem, assertiveness and decision making. This is so that young children develop

- a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
 - Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
 - 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 the setting's procedures and reporting mechanisms
 - Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
 - Developing effective and supportive liaison with other agencies.
 - The procedures contained in this policy apply to all staff, including trustees, temporary or third-party agency staff and volunteers.
- **St George's Childcare** adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: www.kscmp.org.uk

1.2 Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and has due regard to the related guidance. This includes but is not limited to:
 - Keeping Children Safe in Education 2022 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework'
 - Framework for the Assessment of Children in Need and their Families 2000
 - Kent and Medway Safeguarding Children Procedures
 - Early Years and Foundation Stage Framework 2021 (EYFS)
 - The Education Act 2002
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
- **St George's Childcare** will continue to follow government guidance in response to the coronavirus (Covid-19) pandemic; regardless of the action required, our safeguarding principles will always remain the same. We will amend this policy and our approaches, as necessary.
- **St George's Childcare** 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.

1.3 Definition of Safeguarding

- Working Together to Safeguard Children (2018) states that safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment.
 - preventing impairment of children's mental and physical health or development.
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- It also reminds us that 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.
- The setting acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Child-on-child abuse
 - Children and the court system
 - Children Missing Education (CME)
 - Children with family members in prison
 - 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
 - Homelessness
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Honour based abuse
 - Mental health
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
 - Missing children and adults
 - Online safety
 - Peer on Peer Abuse
 - Prevent duty (radicalisation and extremism)
 - Private fostering
 - Relationship abuse
 - Serious Violence
 - Sexual violence and sexual harassment between children
 - Human trafficking and modern slavery

- Serious Violence
- 'Upskirting'
- Youth produced sexual imagery or "Sexting"
- Annex A 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 child protection policy and speak to the Designated Safeguarding Lead (or deputy).

1.4 Related Safeguarding Policies

- **St George's Childcare** will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - Promoting Positive Behaviour
 - Online Safety: Including mobile phones, cameras and smart watches
 - E-safety
 - Information Sharing
 - Health and Safety
 - Risk Assessments (e.g. trips, use of technology, setting reopening)
 - First Aid and Accidents (including administering medicines and managing illness, allergies, health and infection)
 - Accusations Against Staff, volunteers or agency staff
 - Code of Conduct for Staff, including Acceptable Use of Technology (AUP)
 - Employment
 - Whistle blowing
 - Absence
 - Missing child
 - Uncollected child
 - Arrivals and departures, including collection procedures and uncollected child arrangement.
 - Complaints procedure
 - Confidentiality, recording and sharing information.
 - Children's records and data protection
 - Lock down
 - Fire Safety
 - Intimate care and nappy changing
 - Food safety and nutrition
 - Sleep and rest
 - Staff deployment
 - Visitors or intruder on the premises

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

- “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
 - Early Years Foundation Stage 2021 Welfare Requirements
 - 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 main office in the grey children’s cupboard in the black safeguarding folder.

1.5 Policy Compliance, Monitoring and Review

- [St George’s Childcare](#) will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE 2022 as appropriate. Copies can be found in the Staff room, main office, website and all childcare rooms.
- Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website stgeorgeschildcare.co.uk.
- The policy forms part of our development plan and will be reviewed annually by the [Directors](#) which have responsibility for oversight of safeguarding and child protection systems.
 - The Designated Safeguarding Lead and manager will ensure the [Directors](#) regular get reports of safeguarding activity and systems. They will not receive details of individual children’s situations or identifying features of families as part of their oversight responsibility.

2 Key Responsibilities

2.1 Governance and leadership

- [The Directors of St George’s Childcare](#) have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing Directors have regard to the KCSIE 2022 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The registered and Directors 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.

- The registered person and Directors 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/website.
- The registered person, Directors and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The registered person and Directors 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.

2.2 The Designated Safeguarding Lead (DSL)

- The EYFS states; *'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'*. The Directors of [St George's Childcare](#), whose responsibility it is to ensure all legal requirements are met, have appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in our setting.
- [Kym Russell and Teresa Lascelles](#) are the Designated Safeguarding Leads. Additionally, [St George's Childcare](#) has appointed [Nenita Serencio](#), [Nikki Middleton](#) and [Pauline Parker](#) as deputy DSLs who has delegated responsibilities and will act in the DSLs absence.
- [St George's Childcare](#) is committed to ensuring that the DSL is properly supported in being able to carry out this role fully, including providing them with appropriate time and resources away from other job commitments.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in [St George's Childcare](#). 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.
- 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 DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

- The DSLs and deputy will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- The Designated Safeguarding Lead (and any deputies) will be most likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- **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.
 - Liaise with other agencies and professionals in line with WTSC 2018 and ETFS 2021.
 - Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
 - Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the settings role in any multi-agency plan for a child.
 - Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS 2021.
 - Liaise with Board of Directors to inform them of any safeguarding issues, especially ongoing enquires under 47 of the Children Act 1989 and police investigations.
- 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 through a variety of methods at regular intervals and at least annually.

2.3 Members of staff

- ❖ The EYFS 2021 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.
- ❖ All members of staff in our setting are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance. our staff play a particularly important role in

safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All members of staff have 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.
- Know what to do if a child tells them that they are being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues
- Be prepared to identify children who may benefit from early help.
- Understand early help process and their role in it.
- Understand our safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to the children's social care and statutory assessment under the Children Act 1989.
- Know and maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are taken seriously and that they will be supported and kept safe.

- Staff at [St George's Childcare](#) 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 concerns about a child.

- Staff at [St George's Childcare](#) will determine how best to build trusted relationships with children, young people and parents and carers which facilitate appropriate professional communication in line with existing and relevant policies.

- Children have the right to:
 - Feel safe, be listened to, and have their wishes and feeling taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can be 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

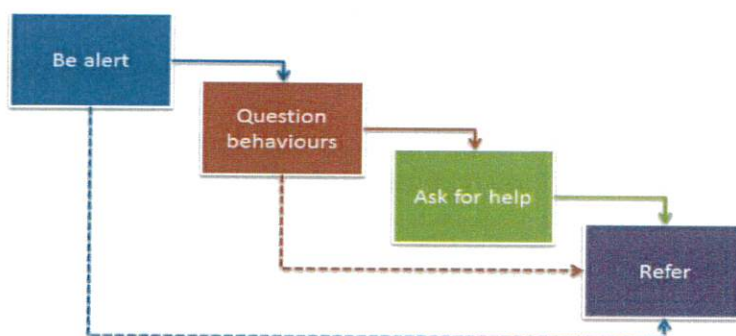
- Parents/carers have a responsibility to:

- 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 behaviour 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

- All staff in [St George's Childcare](#) are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018), EYFS 2017 and Keeping Children Safe in Education 2022. This is outlined locally within the [Kent Support Levels Guidance](#).
- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about welfare of a child, staff will act in the best interest of the child.
- [St George's Childcare](#) 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 this approach if they are concerned about a child:
- 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

- Members of staff are aware 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 explored by the DSL on a case-by-case basis.
- St George's Childcare 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 behaviour's may also indicate child abuse or neglect, so staff should also 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.
- Safeguarding incidents and/or behaviours can be associated with factors outside the [St George's Childcare](#) and/or can occur between children offsite or involve children's family members.
- 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, and serious youth violence.
- 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.
- 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 reported to in line with this policy.
- Safeguarding incidents and/or behaviour can be associated with factors and risks outside the setting. Children can be at risk of abuse or exploitation in situations outside their family; 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.
- [St George's Childcare](#) 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.

- 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 made aware of a child protection concern, as appropriate to the child's age/ability, 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.
- 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. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to manager/registered person, take advice from the Education Safeguarding Service or a consultation with a social worker from the Front Door (for contact information, see flowchart on page x). In these circumstances, any action taken will be shared with a DSL as soon as is 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.
- **St Geroge's Childcare** 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.
- 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.
 - [St George's Childcare](#) recognise 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 an Area Education Safeguarding Advisor from the [Education Safeguarding Service](#) before deciding next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for [Integrated Children's Services](#) (ICS).
- 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 [KSCMP escalation procedures](#) 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](#).

3.3 Recording concerns

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the settings safeguarding

incident/concern form and pass them without delay to the DSL. A body map will be completed if injuries have been observed. Our records will include a clear and comprehensive summary of any concerns, details of how concern were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.

- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Incident/Welfare concern forms are kept in every room and in the office in the black safeguarding folder.
- 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 have been observed.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery 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 school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.
- If there immediate safeguarding concerns the member of staff will consult with a DSL before completing the form as reporting urgent concerns take priority.
- 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

- [St George's Childcare](#) 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. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

- The [Childcare Managers](#) 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.
- [St George's Childcare](#) recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- 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

- [St George's Childcare](#) 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 2021 and KCSIE 2022.
- 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. 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 2022](#), the [Information Commissioner's Office \(ICO\)](#) and the DfE "[Information sharing advice for safeguarding practitioners](#)" (2018) guidance provides further details regarding information sharing principles and expectations. More information can be found in the office in the black safeguarding folder.
- The DSL will disclose relevant safeguarding information about a child with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy. Staff also 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.
- In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. 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.
- [St George's Childcare](#) has an appropriately trained Data Protection Officer (DPO) [Cenydd Milne Board of Directors](#) as required by UK the General Data Protection Regulations (UK GDPR) to ensure that we are compliant with all matters relating to confidentiality and information sharing requirements.

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 setting has a complaints procedure available to parents, members of staff and visitors who wish to report concerns or complaints. This can be found in every room, in the main office in the black safeguarding folder and on our website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- 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.
- The leadership team at **St George's Childcare** will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
 - Anything that constitutes 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

- **St George's Childcare** 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 Education Safeguarding Service and/or the Front Door

4.2 Child-on-child abuse

- All members of staff **St George's Childcare** 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.
- **St George's Childcare** 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.

- **St George's Childcare** 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.
- **St George's Childcare** 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.
- **St George's Childcare** want 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.

4.3 Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, **St George's Childcare** will follow the principles of the guidance outlined in Part five of KCSIE 2022.
- **St George's Childcare** recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' **St George's Childcare** recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward,

and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.

Abuse that occurs online or outside of the setting will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example [promoting positive behaviour, child protection and online safety](#).

- [St George's Childcare](#) recognises that the law is in place to protect children and young people rather than criminalise them, and where appropriate, this will be explained in such a way to children that avoids alarming or distressing them.
- [St](#) recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2022 and relevant local/national guidance and support, for example [KSCMP](#) procedures and support from the [Education Safeguarding Service](#).
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
 - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by the setting and where necessary will be referred to [Integrated Children's Services](#) (Early Help and/or Children's Social Work Service) and/or the police. Important considerations which may influence this decision include:
 - the wishes of the victim in terms of how they want to proceed.
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
 - the ages of the children involved.
 - the developmental stages of the children involved.
 - any power imbalance between the children.
 - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.

- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
 - understanding intra familial harms and any necessary support for siblings following incidents.
 - whether there are any ongoing risks to the victim, other children, adult students, or staff.
 - any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- The setting will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis.
 - The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.
 - Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.
 - [St George's Childcare](#) recognises that the law is in place to protect children and young people rather than criminalise them, and where appropriate, this will be explained in such a way to children that avoids alarming or distressing them.
- [St George's Childcare](#) recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2022 and relevant local/national guidance and support, for example [KSCMP](#) procedures and support from the [Education Safeguarding Service](#).
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
 - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

- Reports will initially be managed internally by the setting and where necessary will be referred to [Integrated Children's Services](#) (Early Help and/or Children's Social Work Service) and/or the police. Important considerations which may influence this decision include:
 - the wishes of the victim in terms of how they want to proceed.
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
 - the ages of the children involved.
 - the developmental stages of the children involved.
 - any power imbalance between the children.
 - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
 - that sexual violence and sexual harassment can take place within intimate personal relationships between children.
 - understanding intra familial harms and any necessary support for siblings following incidents.
 - whether there are any ongoing risks to the victim, other children, adult students, or staff.
 - any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- The setting will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis.
 - The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.
 - Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.
- If at any stage the DSL is unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

4.4 Nude and/or semi-nude image sharing by children

- [St George's Childcare](#) recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

- When made aware of any concerns involving the taking or sharing of consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children (under 18s), staff are advised:
 - to report any concerns to the DSL immediately.
 - never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
 - not to delete the imagery or ask the child to delete it.
 - to avoid saying or doing anything to blame or shame any children involved.
 - to reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
 - not to investigate or ask the child(ren) involved to disclose information regarding the imagery
 - to not share information about the incident with other members of staff, children, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.
- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#) and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - A referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
 - The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
 - If DSLs are unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

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

- [St George's Childcare](#) 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 violence or the threat of 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.
- [St George's Childcare](#) recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- [St George's Childcare](#) recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- 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.

4.6 Serious violence

- All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSL or deputy. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.7 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.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

4.8 Preventing radicalisation

- [St George's Childcare](#) 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.
- [St George's Childcare](#) recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow. If there is an immediate threat, the police will be contacted via 999.

4.9 Cybercrime

- [St George's Childcare](#) recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- Whilst this may be unlikely to affect children attending our setting, it may impact others in the community. If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed.
- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of

concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

4.10 Domestic abuse

- **St George's Childcare** recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse in their home, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

4.11 Mental health

- All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are 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, behaviors 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.
- 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 Supporting Children Potentially at Greater Risk of Harm

Whilst **all** children should be protected, **St George's Childcare** 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 and Disabilities

- **St George's Childcare** 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.

- [St George's Childcare](#) 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.
- Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, our setting will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDco Kym Russell to plan support as required.
- Our setting has robust intimate care and nappy changing policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies:

5.2 Children requiring mental health support

- [St George's Childcare](#) 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.
- Where there are concerns regarding possible mental health problems for children, staff should:
 - Talk to a childcare manager.
- Age/ability appropriate education will be provided to children to help promote positive health, wellbeing, and resilience.

5.3 Children Missing from Education (CME)

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly county lines. Although children attending our setting are under statutory education age, a robust response may help support the identification of abuse at an early stage. Further information about our attendance policy and expectations regarding absences can be found in [Arrivals and departures policy](#).

- 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 missing education is also identified as being a welfare and/or safeguarding concern.

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 at [St George's Childcare](#) 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

- [St George's Childcare](#) 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.
- Where the setting believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.

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, [St George's Childcare](#) 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.

6. Online safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. [St George's Childcare](#) 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.
- Please see our E-safety policy 10.8 in the policy folder.

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 other managers, registered person](#) and IT support as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our [E-Safety and promoting positive behaviour policies](#).
 - 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.
- [St George's Childcare](#) 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.

[St George's Childcare](#) recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with the EYFS 2021 [St George's Childcare](#) has appropriate policies in place which address the use of mobile and smart technology and cameras and are shared and understood by all members of the community. These policies can be found in our [staff room, main office, all childcare rooms and on our website](#).

6.2 Appropriate filtering and monitoring

- In line with requirements of the [Prevent duty](#), [St George's Childcare](#) will do all we reasonably can to limit children's exposure to online risks through setting provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - Our leadership team and relevant staff have an awareness and understanding of the filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.
 - If children or staff discover unsuitable sites or material, they are required to report to IT support.
 - All users will be informed at a level appropriate to their age/ability and/or role and access, that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
 - Any access to material believed to be illegal will be reported immediately to the relevant agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, [St George's Childcare](#) will ensure that "over blocking" does not lead to unreasonable

restrictions as to what children can be taught with regards to online teaching and safeguarding.

- Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.

6.3 Information security and access management

- [St George's Childcare](#) 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 [E-Safety policy](#).
- [St George's Childcare](#) will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.4 Educating children

- [St George's Childcare](#) 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.

6.5 Working with parents/carers

- [St George's Childcare](#) 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.
- [St George's Childcare](#) will ensure parents/carers understand what systems are used to filter and monitor their children's online use on site.
- 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

- 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 safeguarding partners.
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they

are aware of a range of safeguarding issues. This training will be updated every two years.

- Online safety training for staff will be integrated, aligned and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, to provide them with relevant skills and knowledge to safeguard children effectively. **via email, e-bulletins and staff meetings.**
- **St George's Childcare** recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis.
- An up-to-date record of who has been trained will be maintained.

7.2 Safer working practice

- 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.
- Staff will be made aware of our promoting positive behaviour and physical intervention 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 and/or use of reasonable force will be in line with our agreed policy and procedures, and 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 code of conduct and E-Safety.

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.
- **St George's Childcare will ensure that members of staff are provided with appropriate supervision** in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.
- **The registered person and Directors of St George's Childcare** recognise regular, planned, and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group, or team. We see its purpose is 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 also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or 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

- **St George's Childcare** 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.
- **The board of directors** of **St George's Childcare** are responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers, contractors, extracurricular staff and directors 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
 - 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.
- [The board of directors](#) of [St George's Childcare](#) 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.
- [The board of directors](#) of [St George's Childcare](#) 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.
- [The board of directors](#) of [St George's Childcare](#) 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, and warnings.
- We will ensure that all staff and volunteers have read the staff 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 bank staff, volunteers and contractors

- [St George's Childcare](#) recognises that it is possible for any member of staff, including volunteers, contractors, agency and third-party staff (including bank 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 2022) and the [local Kent allegations arrangements](#). In depth information can be found within our Allegations against staff, volunteers or bank staff and/or code of conduct policy. This can be found in the staff room, office and website. 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, the 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 [St George's Childcare](#) 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) Enquiry Line and/or the [Education Safeguarding Service](#).
- 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 managers (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.

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8.3 Safe Culture

- 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 code of conduct are constantly lived, monitored and reinforced by all staff, and any concerns are dealt with promptly and appropriately.
- 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 [St George's Childcare](#) 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.
- **St George's Childcare** 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](#).
- **St George's Childcare** have 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

- **St George's Childcare** recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.
- 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.
- **St George's Childcare** 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.
- **St George's Childcare** 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.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at **St George's Childcare** will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety

10.1 Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Staff will be made aware of the promoting positive behaviour management and any physical interventions and/or use of reasonable force must be in line with our agreed policy and procedures and national guidance.

10.2 The use of premises by other organisations

- Where services or activities are provided separately by another body using the setting facilities/premises, the manager and the [Board of Directors](#) will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.
- Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

10.3 Site security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

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- 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.
- Staff and visitors will be expected to adhere to any safety arrangements implemented in response to any Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- 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.

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11 . Local Support

All members of staff in [St George's Childcare](#) are made aware of local support available.

- **Education Safeguarding Service**
 - **Area Safeguarding Advisor**
 - [Insert local details here: www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/](http://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/)
 - **Online Safety in the Education Safeguarding Service**
 - 03000 423164
 - onlinesafety@kent.gov.uk (non-urgent issues only)
- **LADO Service**
 - Telephone: 03000 410 888
 - Email: kentchildrenslado@kent.gov.uk
- **Integrated Children's Services/ Children's Social Work Services**
 - Front Door: 03000 411 111
 - Out of Hours Number: 03000 419 191
- **Early Help**
 - www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services and www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts
- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - www.kscmp.org.uk
 - 03000 421 126
- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

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 school 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 e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- 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
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations 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
- 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 at School
- 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

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners

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

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

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.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse

- 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

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

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

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

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

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/

Appendix 3: Contacts

Contact the Education Safeguarding Service

Headquarters: Sessions House, County Hall, Maidstone, Kent, ME14 1XQ
03000 41 57 88 / 07920 108828

Online Protection / e-Safety: Sessions House, County Hall, Maidstone Kent ME14 1XQ
03000 41 57 97 / 07789 968705

West Kent: Worrall House, 30 Kings Hill Avenue, West Malling, Kent, ME19 4AE
03000 41 22 84 / 07540 677200

[Contact telephone numbers for Education Safeguarding Service \(PDF, 70.5 KB\).](#)

The **Local Authority Designated Officer (LADO)** deals with [allegations against staff](#) who work with children either in education or the wider workforce.

To contact the **LADO** Team please call **03000 41 08 88** or email kentchildrenslado@kent.gov.uk.

