



Safeguarding/Child Protection Policy

PART 1: Safeguarding children and child protection procedures

Introduction

Manor House Nursery School is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding children and promoting their welfare.

All staff, students and volunteers have a responsibility for safeguarding children, being vigilant and identifying and reporting any safeguarding concerns, in line with this and supporting policies, including:

Acceptable internet use policy	Online safety policy
CCTV policy	Promoting positive behaviour policy
Data protection and confidentiality policy	Recruitment, selection and suitability of staff policy
Inclusion and equality policy	Respectful intimate care policy
Late collection and non-collection of children policy	Social networking policy
Lock down policy	Special educational needs and disabilities (SEND) policy
Lone working policy	Staff code of conduct
Looked after children policy	Supervision of children policy
Missing child from nursery policy	Supervision of visitors policy
Missing child from outings policy	Volunteers policy
Mobile phone and electronic device use policy	Whistleblowing policy
Nappy changing policy	Young workers policy

We ensure all staff, students and volunteers have the necessary knowledge and skills to carry out their duties and have sufficient understanding of how this policy and procedures support them in promoting and safeguarding the welfare of children. This is achieved through recruitment and induction processes and by offering ongoing training and support to all staff, appropriate to their specific role. All staff are given these policies and familiarise themselves with them before their first working day at Manor House Nursery School. Policies can be requested to view by staff or parents in person at the setting, or they can be viewed on our website at www.manorhousenursery.co.uk/policies.

This policy is reviewed annually to ensure it remains in line with statutory guidance. Its effectiveness is monitored through staff and stakeholder reviews, appraisals and feedback to ensure appropriate knowledge and awareness is in place.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to the Designated Safeguarding Lead (DSL).

The DSL will have the overall responsibility for making referrals. However, all staff are made aware of the local 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.

Policy intention

The policy makes it clear that all staff, students and volunteers have a responsibility to safeguard children and young people and to protect them from harm. It aims to raise awareness of how to safeguard and promote the welfare of children and provides procedures should a child protection issue arise.

This policy applies to all children up to the age of 18 years whether living with their families, in state care, or living independently (*Working together to safeguard children*, 2023).

Safeguarding and promoting the welfare of children, in relation to this policy, is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the

outcomes set out in the Children's Social Care National Framework.
(*Working Together to Safeguard Children*, 2023)

Child protection is an integral part of safeguarding children and promoting their overall welfare. In this policy, child protection shall mean:

- The activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.

To safeguard children and promote their welfare we will:

- Develop a safe culture where staff are confident to raise concerns about professional conduct
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Share information with other agencies as appropriate.

We promote:

- Always listening to children
- Positive images of children
- Children developing independence and autonomy as appropriate for their age and stage of development
- Safe and secure environments for children
- Tolerance and acceptance of different beliefs, cultures and communities
- British values
- Providing intervention and help for children and families in need.

We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, refer to the Designated Safeguarding Lead (DSL). If there is a concern, never do nothing (Laming, 2009), always do something, including sharing information with any relevant agencies. Safeguarding is everybody's responsibility.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACEs)
- Ensure that all staff feel confident and supported to act in the best interest of the child, maintaining professional curiosity around welfare of children, sharing information, and seeking help that a child may need at the earliest opportunity
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local and/or national procedures, including thorough annual safeguarding updates

- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Kent Children's Safeguarding Multi Agency
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that staff identify, minimise and manage risks while caring for children
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Kent Children's Safeguarding Multi Agency Partnership

Multi-agency working

- Manor House Nursery School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.
- The DSL team and SenCo will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, but are not exhaustive are:
 - social workers
 - early help workers
 - health visitors
 - specialist teachers
 - speech and language therapists
 - equality and inclusion professionals
 - Local Inclusion Forum Teams (LIFT)
 - other schools/settings where children attend one than one setting/provision
 - paediatrician
 - strategy meetings and child protection conferences

Designated Safeguarding Lead (DSL)

The DSL has overall responsibility for the Safeguarding children and child protection policy and procedures. It is their role to ensure that the policy and procedures are implemented to safeguard and promote the welfare of children. They are responsible

for coordinating safeguarding and child protection training for staff across the organisation.

At Manor House Nursery School we have a designated Safeguarding team therefore there is always at least one designated person on duty during the opening hours of the setting. During our weekly managers meetings all safeguarding matters are discussed. The designated persons receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

Designated Safeguarding Lead Team	Amy Penny	Jayne Sheerin
	Hayden Uden	Anne-Marie Dennis
	Rachel Doolan	Kirsty Sheerin
	Catherine Scott	Sammie Hossen
	Sadie Miller	Mollie Summerset-Harper

In the unlikely event of no DSL on site a DSL from our other local settings are available to ensure immediate action can be taken.

The role of the DSL

The role of the DSL is to:

- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation and to ensure it is effective. This will be done by making sure that everyone understands the correct procedures during their individual annual review
- Ensure updates and new legislation are reflected in our services as soon as they are known
- Act as a source of support, advice and expertise for all staff, students, volunteers, children and parents who have child protection concerns
- Ensure detailed, accurate, secure written records of concerns and referrals
- Review all written safeguarding reports
- Assess information provided promptly, carefully and refer as appropriate to external agencies
- Provide signposting to other organisations
- Consult with statutory child protection agencies and regulatory bodies where required
- Make formal referrals to statutory child protection agencies or the police, as required.
- Ensure the registered person receive regular reporting on safeguarding activity.

In addition, the DSL is required to:

- Keep up-to-date with good practice and national requirements for safeguarding and child protection

- Provide information on safeguarding and child protection for the setting
- Raise awareness of any safeguarding and child protection training needs and implement where necessary
- Retain up-to-date knowledge of the role of the local safeguarding partnership arrangements and local child protection procedures.

The DSL does not investigate whether or not a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities, usually the police and social services.

Responsibilities of All Staff

The welfare requirement of the EYFS requires providers '*to take all necessary steps to keep children safe and well*' and accordingly, everyone involved in the care of young children has a role to play in their protection.

Our staff are in a unique position to observe any changes in a child's behaviour or appearance, may be able to identify concerns early, provide help and support for children, promote children's welfare and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse, neglect and exploitation 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 this can have upon a child.
- be prepared to identify children who may benefit from early help, including understanding the early help process and their role in it.
- understand our settings safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- ensure that adequate supervision of children is implemented in line with our policy expectations as listed in our Supervision of Children policy, including that whilst children are eating, they must be within sight and hearing of an adult.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

Staff at Manor House Nursery School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This

should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Children's rights and Parents responsibilities

- Children have a right to:
 - Feel safe, be listened to, and have their wishes and feelings considered.
 - Confidently report any worries, knowing their concerns will be treated seriously, and they can safely express their views and give feedback.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.
- Parents/carers have a responsibility to:
 - Understand and adhere to any relevant setting policies and procedures.
 - Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the setting or other agencies.

Sharing low-level concerns

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant.

We define a low-level concern as:

- Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Staff behaviour policy, including inappropriate behaviour outside of work.
- A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as reasonably practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Staff behaviour policy. If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour. Staff must record all facts of the concern, excluding any personal opinions, and use the child's own words when reporting to the DSL.

When the DSL receives the information, they will need to determine whether the behaviour:

- Meets, or may meet, the harm threshold (and so contact the LADO)
- Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO)
- Constitutes a 'low-level' concern
- Is appropriate and consistent with the law and our Staff behaviour policy.

The DSL will make appropriate records of all information shared, including:

- With the reporting person
- The subject matter of the concern
- Any relevant witnesses (where possible)
- Any external discussions such as with the LSP or LADO
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files as well as in the low-level concerns file. All above mentioned files are kept in secure locked filing cabinets, in a locked room that is inaccessible to the public or children.

These safeguarding files will be transferred in accordance with data protection legislation to the child's subsequent setting or school, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained. Alongside the child protection file, the DSL will consider any other appropriate information they may need to share with the new setting's DSL, for example, information that would allow the new setting to continue to provide support to the child and their family.

Monitoring children's attendance

As part of our requirements under the statutory framework we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal arrival time, the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established then we would assess if a home visit were required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Authority children's social care team, police or LADO does not allow this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Support to families

The nursery takes every step in its power to build up trusting and supportive relationships among families, staff, students and volunteers within the nursery.

The nursery will continue to welcome a child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidentiality

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

Record keeping and data protection

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the Local Authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The nursery keeps appropriate records to support the early identification of children and families which would benefit from early help. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Our UK GDPR and confidentiality policy will be applied with regards to any information received from an individual. Only persons involved in the investigation should handle this information although any investigating body will have access to all information stored in order to support an investigation.

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

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

Manor House Nursery School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.

Our Data Protection Officer is: **Jayne Sheerin**

Early Help

Manor House Nursery School where appropriate, may recommend support from Early Help. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

PART 2: Definitions of abuse

Definition of significant harm

The Children Act 1989 introduced the concept of significant harm as '*the threshold that justifies compulsory intervention in family life in the best interests of children*'. It gives LAs a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

Definitions of abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or,

more rarely, a stranger. Perpetrators of abuse can be an adult, or adults, another child or children.

(*What to do if you're worried a child is being abused: Advice for practitioners*, 2015 and *Working together to safeguard children*, 2023)

The signs and indicators listed below may not necessarily indicate that a child has been abused, but can help to indicate that something may be wrong, especially if a child shows a number of these symptoms, or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

Emotional states: Fearful, withdrawn, low self-esteem.

Behaviour: Aggressive, habitual body rocking.

Interpersonal behaviours:

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parent disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

Child-on-child abuse

Child-on-child abuse is also known as peer-on-peer abuse; children are included as potential abusers in our policies. Child-on-child abuse may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. Reporting procedures in these instances remain the same although additional support from relevant agencies may be required to support both the victim and the perpetrator.

Children who develop harmful behaviours are also likely to be victims of abuse or neglect.

If **child-on-child abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

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.

If **physical abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Fabricated or induced illness (FII)

This abuse is when a parent fabricates the symptoms of, or deliberately induces, illness in a child. The parent may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms, or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

FII is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

Female genital mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, and/or death (definition taken from the *Multi-agency statutory guidance on female genital mutilation*). Other consequences include shock, bleeding, infections (tetanus, HIV and hepatitis B and C) and organ damage.

FGM is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures. In addition, there is a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

Breast ironing or breast flattening

Breast ironing, also known as breast flattening, is a process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. These actions can cause serious health issues such as abscesses, cysts, itching, tissue damage, infection, discharge of milk, dissymmetry of the breasts, severe fever.

Breast ironing/flattening is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

Emotional abuse

Working together to safeguard children (2023) defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.' Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as 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
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation, neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, appearing to lack confidence or self-assurance.

If **emotional abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Sexual abuse

Sexual abuse involves forcing, or enticing, a child to take part in sexual activities. Sexual abuse does not necessarily involve a high level of violence and includes 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.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males are not the sole perpetrators of sexual abuse; women also commit acts of sexual abuse, as do other children. This policy applies to all children up to the age of 18 years.

Action must be taken if staff witness symptoms of sexual abuse including a child indicating sexual activity through words, play or drawing, having an excessive preoccupation with sexual matters or having an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

Additional signs of emotional and physical symptoms are shown below.

Emotional signs	Physical signs
• Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age or stage of development • Personality changes, such as becoming insecure or clingy • Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys • Sudden loss of appetite or compulsive eating • Being isolated or withdrawn • Inability to concentrate • Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer • Becoming worried about clothing being removed.	• Bruises • Bleeding, discharge, pains or soreness in their genital or anal area • Sexually transmitted infections • Pregnancy.

If **sexual abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Neglect

Working together to safeguard children (2023) defines neglect as '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 adults involved in the care of the child failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect them from physical harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Respond to their basic emotional needs.

An NSPCC briefing (July 2021) found neglect to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed. A child may be persistently hungry if a caregiver is withholding, or not providing enough, food. A child who is not receiving the attention they need at home may crave it from other adults, such as at nursery or school.

If **neglect** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Domestic abuse

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

Behaviour of a person (A) towards another person (B) is 'domestic abuse' if:

- *A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

Behaviour is 'abusive' if it consists of any of the following:

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*

- *Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)*
- *Psychological, emotional or other abuse.*

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and domestic abuse can happen at any stage in a relationship.

Signs and symptoms of domestic abuse include:

- Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.)
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)
- Stalking, including excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Where incidents of domestic abuse are shared by our own staff, students or volunteers we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

If **domestic abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Contextual safeguarding

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures we will work in partnership with parents and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

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 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 may be sought from the Front Door Service.

Child sexual exploitation (CSE) and Child criminal exploitation (CCE)

Both CSE and 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 (*Keeping children safe in education*, 2024).

Child sexual exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been

sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology and may be without the child's immediate knowledge such as through others copying videos

If involvement in county lines is suspected, then any concerns must be reported in line with our safeguarding procedures.

or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if it is suspected they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

If CSE or CCE is suspected, then any concerns must be reported in line with our safeguarding procedures.

County Lines

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:

- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars etc.)
- Missing from home or school and/or significant decline in performance
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults
- A child being unfamiliar with where they are.

Cuckooing

Cuckooing is a form of county lines crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

If **cuckooing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Child trafficking and modern slavery

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.

For a child to have been a victim of trafficking there must have been:

- *Action*: recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- *Purpose*: sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

- Being under control and reluctant to interact with others
- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

If **child trafficking** or **modern slavery** are suspected, then any concerns must be reported in line with our safeguarding procedures.

Forced marriage

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If it is suspected that a **forced marriage** is being planned, then any concerns must be reported in line with our safeguarding procedures.

Honour based abuse (HBA)

HBA is described as '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.' (*Keeping children safe in education*, 2024). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'honour' code. It is a violation of human rights and may be domestic, emotional and/or sexual

abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If **honour based abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation
- Children's actions are believed to have brought bad fortune to the family or community.

If **CALFB** is suspected, then any concerns must be reported in line with our safeguarding procedures.

Extremism and radicalisation

Under the Counter-Terrorism and Security Act 2015, there is a duty to safeguard vulnerable and at risk children by preventing them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually it's a gradual process so those who are affected may not realise what's happening. Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information visit [The Prevent Duty website](#).

By understanding the indicators of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Our British Values

We will build the children's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views (The EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world).

We will support our children through the EYFS by providing playful learning opportunities to help develop positive, diverse and communal identities, as well as, their well being, their empathy and emotional literacy, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures, children's pro-social behaviours and responsible citizenship and real sense of belonging.

British Values are a set of four values introduced to keep children safe and promote their welfare;

1. Democracy

Making decisions together and listening to children's and parent's voices. For example: parent questionnaires are completed termly. Children are given opportunities to make decisions about choice of activities and resources they play with and giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

2. Rule of law

Understanding that rules matter, as cited in Personal, Social and Emotional Development. We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) and that they are

there to protect us, that everyone has a responsibility and the consequences when rules are broken.

3. Individual liberty

Freedom for all, for example, reflecting on their differences and understanding that we are free to have different opinions. Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We provide boundaries for young children to make choices safely, through our provision of a safe enabling environment and effective teaching. We will challenge gender stereotypes and ensure our boys and girls are treated equally and fairly.

4. Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

Treat others as you want to be treated. Children gain respect through interaction with caring adults who show and value their individual personalities. Positive, caring and polite behavior will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try foods from other cultures and we encourage parents and carers to participate and support.

If **radicalisation or extremism** is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.

Online safety

- While the growth of internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation and radicalisation. Manor House Nursery School recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse, neglect and exploitation 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. Manor House Nursery School places importance on teaching online safety, even in younger children, to prepare them for the online world and keep them safe. For example, we use age-appropriate books surrounding internet safety, and have regular conversations with children around keeping themselves safe.

There are four main areas of risk associated with online safety:

- Content - being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views

- Contact - being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images and online bullying
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): <https://www.ceop.police.uk/Safety-Centre/>
Inappropriate content received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): <https://www.iwf.org.uk/>

Up skirting/down blousing

Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual.

If **up skirting or down blousing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

PART 3: Reporting procedures

Public interest disclosure (whistleblowing)

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given.

We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL or deputy DSL, concerns can be reported anonymously to the NSPCC, the police or the LA social services safeguarding children team. Whistleblowing contacts and a reporting form can also be found in our adult toilets, for staff and/or parents to complete and be able to whistle blow confidentially and in confidence. All staff see these contacts and information on a daily basis and are kept refreshed on how to whistle blow, as well as why it is so important.

Safer Recruitment

All staff who apply to work at Manor House Nursery School are subject to strict checks and induction processes before receiving an offer of employment. Staff must obtain a DBS check before their employment begins. Manor House Nursery School reserve the right to delay a staff members employment if these checks are not completed before their planned start date. Staff must complete staff suitability forms upon their induction, which includes confirming there are no pending convictions against them.

Identification, home addresses, bank details, national insurance numbers and phone numbers are all stored within the guidelines of our GDPR policy.

Student placements from colleges or universities will usually have a DBS through their education facility. If the placement is long term or the facility has not provided a DBS check, we reserve the right to request a new DBS check be obtained through Manor House Nursery School.

Our vetting and recruitment process puts safeguarding as a top priority. We also take appropriate steps to confirm the validity of qualifications, especially in case where physical evidence cannot be provided (such as lost or damaged certificates). All staff must complete relevant training to complete their induction, including Safeguarding, FGM, Prevent Duty, Food Hygiene, Asthma awareness and allergy awareness etc. Paediatric First Aid training will be booked upon employment and completed and signed off within the first 3 months of employment. Staff working with children under 2 will receive specific training which includes but is not limited to safer sleep and safer eating policies. It is important our staff working with our most vulnerable children have excellent knowledge on keeping children safe.

Allegation against our staff

An allegation against our staff may relate to a person who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- 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.

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated. Dealing with an allegation can be a stressful experience and, to support the staff member, a named person (usually the DSL or Deputy DSL) to liaise with will be offered. The timeframes for an investigation will follow the guidelines of other involved authorities. In the unlikely event a member of the DSL team is unsure on how to respond to an allegation, advice will be sought via the LADO Education Safeguarding Advisory Service.

We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.

Founded allegations are considered gross misconduct, in accordance with our disciplinary procedures, and may result in the termination of employment. DBS will be informed to ensure their records are updated and Ofsted will be informed. We retain the right to dismiss any member of staff in connection with founded allegations following an inquiry.

All safeguarding records are kept until the person reaches normal retirement age or for 21 years and 3 months, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.

Unfounded allegations will result in all rights being reinstated. A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the staff member and the nature of the incident such as more frequent supervisions, coaching and mentoring or external support services.

If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

Support for staff during safeguarding incidents

The DSL will support staff throughout any of the processes listed above and will organise appropriate counselling should this be required.

Any member of staff who has concerns about the content of this policy and its procedures, should speak to the DSL as soon as possible. If any member of staff wishes to talk confidentially about any safeguarding concern or any other issue relating to child protection or personal circumstance, it is important to do this as soon as possible.

Reporting procedure

We will always act on behalf of the child and will do everything possible to ensure the safety and welfare of any child and so will take all allegations of potential abuse seriously. All concerns reported to staff will be pursued, regardless of the nature of the concern and to whom the allegation relates.

All staff have a responsibility to report safeguarding and child protection concerns and suspicions of abuse. These concerns will be discussed with the DSL as soon as possible, as follows:

	Staff member role on receiving information that causes a safeguarding concern	DSL role on receiving information that causes a safeguarding concern
Step 1	• Contact the DSL immediately. This must be a verbal conversation to ensure the concern is clearly understood and action is taken • For children who arrive at nursery with an existing injury, an 'incident outside nursery/pre-existing injury' form will be	• If it is believed a child is in immediate danger, contact the police

	completed. If there are queries or concerns regarding the injury or information given, follow these procedures	
Step 2	• Write an objective report including: – Child's name and address – Age and date of birth – Date, time and location of the observation or disclosure – Exact words spoken by the child (as close to word-for-word as possible) and non-verbal communication – Outline of the concern – Exact position and type of any injuries or marks seen – Exact observation of any incident or concern reported and the names of any other person present at the time – Any known confidentiality issues – Signature and date of person making the report and the DSL or other nominated individual receiving the report	• Sign and date report received from staff member • Securely store the information according to the nursery procedures • If the safeguarding concern relates to a child, contact the Local Authority children's social care team, report concerns and seek advice immediately, or as soon as it is practical to do so • If the safeguarding concern relates to an allegation against an adult working or volunteering with children, contact the Local Authority Designated Officer (LADO) and request a confirmation email of the report, then report the concern to Ofsted • A full investigation into any allegation will be carried out by the appropriate professionals to determine how this will be handled • Note any actions requested by LADO / Ofsted and follow any instructions received
Step 3	• If you feel the report is not being taken seriously or are worried about an allegation getting back to the person in question, then it is your duty to inform the Kent Children's Safeguarding Multi Agency Partnership team yourself directly • Follow all instructions from the Kent Children's Multi Agency Partnership (KCSMP) and/or	• If appropriate, discuss the concerns or incidents with parent(s), unless it is believed that this would place the child at greater risk of harm • Record all discussions (remember parents will have access to these records on request in line with GDPR and data protection guidelines) • Follow all instructions from the Local Authority children's social

	Ofsted, co-operating where required	care team KCSMP and/or Ofsted, co-operating where required Record information and actions taken
Step 4		If the DSL you have referred to is not the owner/manager and there is an allegation against a member of staff, then the owner/manager must be informed as they have a duty of care for their employees
Step 5		- If the KCSMP team have not been in contact within the timeframe set out in Working Together to Safeguarding Children (2023), it must be followed up - Never assume that action has been taken
Step 6	Safeguarding procedures will be reviewed to ensure the process has been applied in line with the policy	

If a concern is raised anonymously and we have no contact details, we will treat the concern as valid and follow the procedures as above. If a malicious call is suspected, the procedures will still be followed: a child may be in danger. The Information Commissioners Office (ICO) will be contacted to ensure permitted data sharing.

PART 4: Recruitment, selection, induction and training

Recruitment and selection

Through the implementation of our Safer recruitment of staff policy, we endeavour to prevent unsuitable people from becoming members of staff. Manor House Nursery School is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with children and have their welfare and protection as the highest priority.

Jayne Sheerin, Amy Penny and Natalie Cassar are responsible for ensuring that the setting follows safe recruitment processes. Procedures include

- References x2
- Identity checks
- Disclosure and Baring service - Criminal records check reference number, including date check was obtaining and details of who obtained it
- Eligibility to work in the UK checks

- Other essential key data
- Dates of recruitment
- Full application form completed
- Clear person specification criteria and processes during the recruitment and selection process enable us to determine a candidate's suitability for the role.

An accurate record of the vetting and barring information is detailed for each potential employee is documented on a Vetting and Barring document and the Single Central Record (SCR). This includes a list of the directors and all staff including maintenance employees.

The setting will obtain an enhanced criminal records check in respect of every person aged 16 and over 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 criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.

Jayne Sheerin and/or Amy Penny are also responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

We do not employ anyone under the age of 16 and allow them to work with children.

We have specific responsibilities, as outlined in this policy, for any staff, apprentices, students and learners under the age of 18 whether living with their families, in state care, or living independently.

Safe Working Practice

All members of staff are required to work within clear guidelines on Safe Working Practice/the setting's Code of Conduct. Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the settings Positive Behaviour Management Policy and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with the following policies:

- Code of Conduct
- GDPR/Confidentiality/Data Protection
- Social Networking, Camera, Mobile Phone and Recording Device Use

Induction and probation for staff

As part of our induction process, all new workers will receive basic training on this Safeguarding children and child protection policy, so they have the necessary knowledge and skills to safeguard and promote the welfare of children.

Before staff work directly with children all staff will receive a copy of this policy. This is sent out to staff via email along with other policies to ensure the safety and wellbeing of children. It is the line manager's responsibility to ensure that the new staff member understands it and is able to follow it. All safeguarding training including FGM, Prevent Duty and CSE must be completed by the end of the probationary period.

All new employees receive;

- Information on specific policies to their role such as safeguarding, positive behaviour management, role of the key person
- Guidance to support them with their role such as links to child development documents, links to podcasts or online training. The support will be dependent on the individuals job role or level of experience or qualifications.
- A mentor to support and guide them within their role.
- Regular meets with manager/deputy manager which include 1 week follow up from induction, 4 week follow up from induction and 12 week follow up from induction. These meetings help to identify any gaps in the employees understanding of their role, the skills required, safeguarding knowledge or urgent areas for training.

All staff are expected to keep their safeguarding knowledge and skills up-to-date and report any concerns they may have. We maintain records to ensure all staff have received the training they need. Staff members will receive regular safeguarding updates, as required but at least annually.

Learners on placements or in employment

We hold responsibility for ensuring that learners on placement or in employment are familiar with and sign up to this policy and agree to work within this framework. Learners will receive basic child protection training prior to starting their placement.

Learners and students under the age of 18 will be protected as children. Risk assessments will be completed to ensure their safety and well-being are protected and supported during their employment or training period. If situations arise during employment or placement which identifies those aged 18 or under are at risk from

abuse or neglect, we will contact the appropriate bodies to ensure the individual is safeguarded.

Supervision and Support

Manor House Nursery School ensure that all members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage.

The Management team of Manor House Nursery School, recognises 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 and the member of staff's wellbeing.

All 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.

See Supervision of Staff Policy for more information

Safeguarding Children with Additional Needs

Manor House Nursery School acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. We will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

All members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Staying Safe

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.

Manor House Nursery School will provide age-appropriate activities and a variety of 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.

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. We operate within a whole-setting community ethos and welcome comments from children, parents/carers and others about areas that may need improvement. Parents/carers are encouraged to complete questionnaires and provide feedback face to face, via the feedback post box, or via email/Famly app/google forms.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting. Visitors will be expected to read through the Visitors Policy and sign in and out via the visitor's logbook. Any personal items including mobile phones, cameras or any other devices will be placed in the reception area/visitor lockers to be collected by the visitor on their departure.

Manor House Nursery School will not accept the behaviour of any individual (parent/carer or other) that threatens 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 setting.

See Visitors Policy for more information

Technology use within the setting

Manor House Nursery School uses digital tablets to take photographs for observations, and send them through the Famly app to parents. The digital tablets are also used to update the Famly app throughout the day for parents' reference.

The digital tablets have been altered so that the only apps available for use is the Famly app and camera. Emails, messaging, general internet use etc have all been removed and disabled. Digital tablets are used by staff under supervision of senior staff and are not to be used anywhere other than inside the classrooms. Digital tablets are not permitted to be taken into any sleep or nappy changing areas.

Digital tablets are locked away securely at the end of each day, and never leave the building. Parents are welcome to request to see any photos taken of their child while at nursery, and they are usually sent over on the Famly app by the end of the day they were taken.

When going on park, Forest School or community trips, staff will take one of our nursery mobile phones with them in case of emergency. These phones are pay-as-you go or basic minute and call contract phones and do not have access to the internet. As with the Digital tablets, these phones are used under supervision and only in cases of emergency or needing to contact the nursery while out in the community.

Our internet provider has a filtering system that blocks any inappropriate material, such as adult pornographic material, CSAM (Child Sexual Abuse Material), extreme content such as pro-terrorism materials, and any other sites that may contain or be deemed as adult content. All computers within the building are for authorised staff use only, and password protected. Any staff that need to use a computer while at work that are not the sole authorised user of that computer, do so under supervision of senior staff.

Creating 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. Our setting will ensure processes, training and support is in place for staff to promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff code of conduct.

Responding to and disclosures

Staff, volunteers or students may receive a safeguarding disclosure. See the guidance below for responding to and reporting disclosures of abuse.

Responding to a child's disclosure of abuse - what to do and say

- Stay calm and listen carefully
- Try not to look shocked and reassure them that this is not their fault
- Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep the information shared a secret
- Be non-judgemental
- Allow the child to continue at their own pace
- Only ask questions for clarification and avoid asking any questions that may suggest a particular answer (known as 'leading questions')
- Reassure the child that they have done the right thing, let them know what you will do next and with whom the information will be shared
- Record the disclosure in writing using the child's own words as soon as possible, but not while the child is talking
- Includes the date and time, any names mentioned and to whom the information was given
- Sign and date the record, store it securely and refer the disclosure to the setting DSL and/or manager.
- Do not promise confidentiality as concerns will have to be shared further, for example with the DSL and possibly Integrated Children's Services.

Recording a case of disclosure or suspicions of abuse in the community

If you observe a concern or receive a disclosure, make an objective record. Where possible include:

- Child's name and address
- Age of the child and date of birth
- Setting name and address
- Date and time of the observation or disclosure
- Details of the concern using factual information, including the exact words, if relevant
- Accurate details of the observation, including actions of the child or adult involved
- Accurate details of an injury or wound seen, including position and size
- The names of any other person present at the time
- Name of the person completing the report
- Name of the person to whom the concern was shared, with date and time.

Discuss the record with the setting DSL or manager and follow the procedures. We expect all members of staff and stakeholders to co-operate with relevant agencies to ensure the safety of children. Staff are subject to strict disciplinary proceedings if they do not follow the correct safeguarding procedures.

Legal framework

We adhere to all current legislation, as below:

Children and Social Work Act 2017
Criminal Justice and Court Services Act 2000
Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)
Freedom of Information Act 2012
Keeping Children Safe in Education 2024
Safeguarding Vulnerable Groups Act 2006
The Childcare Act 2006
The Children Act 2004
The Children Act (England and Wales) 1989
The Counter-Terrorism and Security Act 2015
The Data Protection Acts 1984, 1998 and 2018
The Domestic Abuse Act 2021
The Human Rights Act 1998
The Police Act 1997
The Sexual Offences Act 2003
Working together to safeguard children 2023

Relevant non-statutory guidance:

Child sexual exploitation, DfE 2017
Information sharing, DfE 2015
What to do if you're worried a child is being abused, DfE 2015

Useful contacts

Setting	
Main office	01843 227764
DSL – Team Amy and Jayne can be reached through the main office number	Jayne Sheerin - Owner and Managing Director Amy Penny – Area Manager Hayden Uden - Manager Anne-Marie Dennis – Manager Rachel Doolan – Manager Kirsty Sheerin – Manager Catherine Scott – Deputy Manager Sammie Hossen – Deputy Manager Sadie Miller – Deputy Manager Mollie Summerset-Harper – Deputy Manager
Managers	Amy Penny – Area Manager Hayden Uden - Manager Anne-Marie Dennis – Manager Rachel Doolan – Manager Kirsty Sheerin – Manager
Deputy Manager	Catherine Scott Sammie Hossen Sadie Miller Mollie Summerset-Harper
Data Protection Officer	Jayne Sheerin
Local Authority Designated Officer (LADO)	LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form Use the LESAS enquiry form for all enquiries: LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form If a call is urgent i.e. a child is in immediate danger and requires safeguarding, call 03000 41 11 11 . If a call is urgent and outside of office hours, call 03000 41 91 91 .
Kent Children's Safeguarding Multi Agency Partnership	https://www.kscmp.org.uk/guidance/worried-about-a-child Monday to Friday, 9am to 5pm. 03000 41 11 11 If the call is urgent and outside office hours, call Out of Hours Services on 03000 41 91 91 .

	03000 42 31 58 (Brook House)
Ofsted (England)	0300 123 1231
Police and related contacts	
Emergency police	999
Non-emergency police	101
Child exploitation and online protection (CEOP)	Online contact only
DfE counter-extremism helpline	020 7340 7264
Other useful contacts	
NSPCC Child Protection Helpline	0808 800 5000
Childline	0800 1111
Kidscape	020 7823 5430
National Domestic Abuse helpline	0808 2000 247
Modern slavery helpline	08000 121 700
Crimestoppers	0800 555 111
Internet Watch Foundation (IWF)	01223 20 30 30
Information Commissioners Office (ICO)	0303 123 1113

Supporting Guidance to be read and followed alongside our Safeguarding policy:

- Keeping Children Safe in Education
- Ofsted '[Early years inspection handbook](#)'
- 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](#)
- UK Council for Internet Safety (UKCIS) [Safeguarding children and protecting professionals in early years settings: online safety considerations](#)

If you are reading this policy in paper form, please let a DSL know if you need help finding these websites/articles.

Signed on behalf of the nursery	Date for review
Amy Penny June 2025	<i>April 2026</i>