



Safeguarding Children Policy

Independent Nursery

Kindergartens contacts

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Vice Principal: Joanne Allen
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Designated Safeguarding Leads (DSL)

- **POOH CORNER KINDERGARTEN**, 48 Emperor's Gate, London SW7 4HJ
DSL: Joanna Stephenson Deputy DSL: Gia Schnieder
Email: Joanna.stephenson@thekindergartens.co.uk Tel: 01622833331
- **THE PARK KINDERGARTEN** St Saviour's Church, 351 Battersea Park Rd, London SW11 4LH
DSL: Kirsty Sewell Deputy DSL: Annalu Xavier
Email: Head.ParkSW11@thekindergartens.co.uk Tel: 01622833331
- **BUMBLE BEE NURSERY SCHOOL**, The Crypt, Church of the Ascension, Pountney Road, London SW11 5TU
DSL: Deepti Bansal Deputy DSL: Julie Rampton
Email: Head.BumbleBeeSW11@thekindergartens.co.uk Tel: 01622833331
- **THE PARK KINDERGARTEN SW2**, Telford Park Tennis Club, 35a Killieser Avenue, London SW2 4NX
DSL: Silvia Pasqua Deputy DSL: Shreya Zaveri
Email: Head.ParkSW2@thekindergartens.co.uk Tel: 01622833331
- **THE CRESCENT KINDERGARTENS CRESCENT I** Flat 1B 10 Trinity Crescent, Balham, London SW17 7AE
DSL: Mini Jain Deputy DSL: Leanne Bnidar
Email: Head.Crescent1@thekindergartens.co.uk Tel: 01622833331
- **CRESCENT II** Holy Trinity Church Hall, Trinity Rd, London, SW17 7SQ
DSL: Leanne Bnidar Deputy DSL: Mini Jain
Email: Leanne.bnidar@thekindergartens.co.uk Tel: 01622833331
- **CRESCENT III** Grafton Tennis Club, 70A Thornton Rd, Streatham London, SW12 0LF
DSL: Ashleigh Wild Deputy DSL: Emma McCarthy
Email: Ashleigh.wild@thekindergartens.co.uk Tel: 01622833331
- **MOUSE HOUSE SW11** 27 Mallinson Rd, London, SW11 1BW
DSL: Annabelle Dare Deputy DSL: Esha Mauro and Shadia Ferguson
Email: Annabelle.dare@thekindergartens.co.uk Tel: 01622833331
- **MOUSE HOLE** 2A Mallinson Rd, London, SW11 1BP
DSL: Annabelle Dare Deputy DSL: Sabine Stahl
Email: Annabelle.dare@thekindergartens.co.uk Tel: 01622833331
- **MOUSE HOUSE SW6** 286 Fulham Palace Road, London, SW6 6HP
DSL: Andrea Kehoe Deputy DSL: Joanne Allen
Email: Andrea.kehoe@thekindergartens.co.uk Tel: 01622833331
- **MOUSE HOUSE SW18** 13-15 Barmouth Road, SW18 2DT
DSL: Cathy Koutiska Deputy DSL: Jacqueline O'Keefe
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- **POOH CORNER W8** St. George's Church, Aubrey Walk, W8 7JG
DSL: Lily Hazelton **Deputy DSL: Anna Szablewska**
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- **POOH CORNER W14** The Crypt, St John the Baptist Church, Holland Road,
W14 8AH
DSL: Joanne Allen **Deputy DSL: Sorina Dugiaisu**
Email: Joanne.allen@thekindergartens.co.uk Tel: 01622833331

Contacts

Wandsworth

Children's Services: 020 8871 6622
E-mail: LADO@wandsworth.gov.uk

Lambeth

Children's Services: 020 7926 5555
E-mail: helpandprotection@lambeth.gov.uk

Kensington and Chelsea

Children's Services: 020 7361 3013
Designated Officer: Alexandra Handford
Safeguarding Manager (Acting)
Telephone: 0207 598 4638
Mobile: 07973 564580
Email: Alexandra.Handford@rbkc.gov

Hammersmith and Fulham

Children Services: 020 8753 6600
E-mail: Familyservices@lbhf.gov.uk

The local police non-emergency contact number is 101.

The telephone numbers of relevant Prevent partners are as follows:

Wandsworth Prevent Contact

Contact Name: Simon Cornwall
Telephone: 020 8871 6094
07774 331 640
E-mail: SCornwall@wandsworth.gov.uk

Lambeth Prevent Contact

Contact Name: Steve Tippell
Telephone: 020 7926 3100
E-mail: prevent@lambeth.gov.uk

Hammersmith & Fulham and Kensington and Chelsea

Telephone: 0208 753 5727
Email: preventenquiries@lbhf.gov.uk

Non-emergency DfE advise Tel: 020 7340 7264
Email: counter-extremism@education.gsi.gov.uk

The National Society for the Prevention of Cruelty to Children (**NSPCC**) whistleblowing helpline can be contacted on:

NSPCC

Weston House
42 Curtain Road
London
EC2A 3NH
Telephone: 0800 028 0285
Email: help@nspcc.org.uk

1 Policy Statement

- 1.1 This policy applies to The Kindergartens Ltd (**Kindergartens**) and to each nursery within the group (**Nursery**).
- 1.2 This policy has been authorised by the Principal of the Kindergartens, is addressed to all members of staff and volunteers and will be discussed with parents before their child joins the Nursery. It applies wherever staff or volunteers are working with children even where this is away from the Nursery, for example at an activity centre or on an educational visit.
- 1.3 The Kindergartens' Safeguarding Children Policy (Policy) has regard to statutory guidance *Keeping children safe in education 2016* and *Working Together to Safeguard Children 2015*, *Disqualification under the Childcare Act 2006* and *Prevent Duty Guidance for England and Wales 2015*.
- 1.4 *Keeping children safe in education* defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 1.5 The Kindergartens is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Kindergartens will:
- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people. See the Kindergartens' separate [**Recruitment Policy**];
 - follow the local inter-agency procedures of the London Safeguarding Children Board;
 - protect each child from any form of abuse, whether from an adult or another child;
 - be alert to signs of abuse both in the Nursery and from outside;
 - deal appropriately with every suspicion or complaint of abuse;
 - design and operate procedures which promote this Policy;
 - design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - support children who have been abused in accordance with his/her agreed child protection plan;
 - be alert to the medical needs of children with medical conditions;
 - operate robust and sensible health & safety procedures;
 - take all practicable steps to ensure that Nursery premises are as secure as circumstances permit;
 - assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
 - identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
 - consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our kindergartens or in our local area.

2 Designated Safeguarding Lead

- 2.1 Each Nursery has appointed a Designated Safeguarding Lead (DSL). The DSL is a senior member of staff with the necessary status and authority to have lead responsibility for matters relating to safeguarding children. Each Nursery has also appointed a senior member of staff with the necessary status and authority to act as a Deputy DSL for matters relating to safeguarding children.
- 2.2 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- 2.3 The names and contact details of the DSL and Deputy DSL for each Nursery are set out in the contacts list at the front of this Policy. The DSL and Deputy DSL may be contacted through the contact details given in relation to any safeguarding concerns and Joanne Allen may be contacted on her mobile out of Nursery hours.
- 2.4 The main responsibilities of the Designated Safeguarding Lead are:

Managing referrals

- (a) The DSL is expected to:
- (i) refer cases of suspected abuse to the local authority children's social care as required;
 - (ii) support staff who make referrals to the local authority children's social care;
 - (iii) refer cases to the Channel programme where there is a radicalisation concern as required;
 - (iv) support staff who make referrals to the Channel programme;
 - (v) refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service (DBS) as required; and / or
 - (vi) refer cases where a crime may have been committed to the police as required.

Work with others

- (a) Liaising with Principal, Carol Evelegh or in her absence Joanne Allen, Vice Principal, on issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- (b) Liaise with the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- (c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise to staff.

Raising awareness

- (a) The DSL should ensure this Policy is known, understood and used appropriately.

- (b) Ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Principal regarding this.
- (c) Ensure this Policy is available publicly.
- (d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the Kindergartens' role in this.
- (e) Maintain links with the London Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

Child protection file

- (a) Where children leave the Nursery ensure their child protection file is copied for any new nursery or school as soon as possible. This will be transferred ensuring secure transit and confirmation of receipt will be obtained.

Prevent

- (a) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:
 - (i) Acting as the first point of contact for parents, children, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - (ii) Co-ordinating Prevent duty procedures in the Nursery;
 - (iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
 - (iv) Undergoing WRAP or other appropriate training;
 - (v) Maintaining ongoing training programme for all Kindergartens employees including induction training for all new employees and keeping records of staff training; and
 - (vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

3 The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable.

4 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken child protection training and training in inter-agency working to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at two-yearly intervals. In addition, their knowledge and skills will be refreshed at regular intervals and at least annually to allow them to understand and keep up with any developments relevant to their role so they:

- 4.1.1 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- 4.1.2 have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - 4.1.3 ensure each member of staff has access to and understands the Kindergartens' child protection policy and procedures, especially new and part time staff;
 - 4.1.4 be alert to the specific needs of children in need, those with special educational needs and young carers;
 - 4.1.5 be able to keep detailed, accurate, secure written records of concerns and referrals;
 - 4.1.6 understand and support the Kindergartens with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - 4.1.7 obtain access to resources and attend any relevant or refresher training courses;
 - 4.1.8 encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Kindergartens may put in place to protect them and to meet the requirements and procedures of the London Safeguarding Children Board.
- 4.2 If the Designated Safeguarding Lead is unavailable her duties will be carried out by the Deputy Designated Safeguarding Lead.

5 Types and Signs of abuse

- 5.1 The types and signs of abuse and neglect and examples of specific safeguarding issues are set out in the Appendix.

6 Duty of employees and volunteers

- 6.1 Every employee, as well as every volunteer who assists the Kindergartens, is under a general legal duty:

- to protect children from abuse;
- to be aware of the procedures in this Policy and to follow them;
- to know how to access and implement the procedures in this Policy, independently if necessary;
- to keep a sufficient record of any significant complaint, conversation or event;
- to report any matters of concern in accordance with this Policy.

6.2

Staff are under an ongoing duty to inform the Kindergartens if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the Kindergartens' [• Recruitment Policy] for further information about this duty and to their contract of employment in respect of their ongoing duty to update the Kindergartens.

- 6.3 All staff will be training in accordance with the Local Safeguarding Children Board requirements. All staff receive safeguarding training on induction so that they:

- 6.3.1 understand the Kindergartens' safeguarding policy and procedures;

6.3.2 are able to identify signs of possible abuse and neglect at the earliest opportunity; and

6.3.3 are able to respond to safeguarding concerns in a timely and appropriate way.

Refresher training is provided to all staff on a regular basis, and at least annually, to ensure that staff have up to date knowledge of safeguarding issues.

7 Procedures

7.1 **Initial complaint:** A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and/or parent and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child and/or parent but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action is taken;
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.

7.2 All other evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be kept securely with the written record and passed on when reporting the matter in accordance with this Policy.

7.3 All suspicion or complaints of abuse or any concern about a child's welfare must be reported in accordance with the procedures set out below.

7.4 **If staff are ever unsure, they must always speak to the DSL.**

7.5 **Early help:** The Kindergartens understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

A member of staff who considers that a child may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the London Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

7.6 **Concerns about a child's welfare:** If a member of staff is concerned about a child's welfare, the matter should be reported to the DSL as soon as possible. See paragraph 7.9 below for the procedures for dealing with allegations against staff.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the London Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care. If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

- 7.7 **If a child is in immediate danger or at risk of harm:** If a child is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

Anyone can make a referral in these circumstances. See 7.8 below for details on making a referral.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

- 7.8 **Making a referral:** The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after the referral the child's situation does not appear to be improving, the DSL (or the person making the referral) should press for reconsideration to ensure their concerns are addressed and the child's situation improves.

- 7.9 **Allegations against staff:** The Kindergartens has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

These procedures follow the guidance based on the Local Safeguarding Children Board procedures and will be followed where an allegation may relate to a member of staff or volunteer 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; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

All allegations or suspicions against staff will be taken seriously and considered as requiring a child protection response/enquiry. The local authority's designated officer will be informed immediately and in any event within one working day of all allegations that come to the Kindergartens' attention and appear to meet the criteria above.

An allegation against any member of staff or volunteer must be reported immediately to the DSL or in her absence to the Deputy DSL. If the allegation is made against the DSL, the matter must be reported immediately to the Deputy DSL or the Principal.

The allegation will be discussed immediately with the local authority's designated officer before further action is taken.

Where an allegation or complaint is made against the Head Teacher, the Designated Safeguarding Lead will report to and consult with the Principal who will follow the procedures outlined above.

The Kindergartens will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the Nursery premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations. These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

If the Kindergartens ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service (**DBS**) will be made promptly if the criteria for a referral are met.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child. This guidance is contained in the Staff Handbook.

- 7.10 Staff and volunteers should also feel able to follow the Kindergartens' separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the Nursery or potential failures by the Kindergartens or its staff to properly safeguard the welfare of children, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). **Allegations against children:** If a child is accused or suspected of causing harm to another child or children, the procedures set out in this Policy will be followed. It may be necessary to ask the parent to keep this child away from the Nursery during any investigation. Staff will work together with parents to seek a positive outcome following the conclusion of any investigation.

8 Use of mobile phones and cameras

- 8.1 Children are not permitted to bring mobile phones or any mobile device with a camera facility onto the Nursery premises.
- 8.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff [• Code of Conduct & Mobile Phone Policy].
- 8.3 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

9 Record keeping, confidentiality and information sharing

- 9.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing .
- 9.2 All information about safeguarding and welfare issues will be shared only on a "*need to know*" basis. However, where the safety and welfare of a child is in question, all staff must ensure that all relevant information is provided to the Designated Safeguarding Lead without delay. The Designated Safeguarding Lead will then decide, taking advice if necessary, whether such information needs to be disclosed to any other person.
- 9.3 The Kindergartens will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

9.4 Where allegations have been made against staff, the Kindergartens will consult with the local authority's designated officer and, where appropriate, the police and children's services, to agree the information that should be disclosed and to whom.

10 Monitoring

10.1 The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Principal.

10.2 The Principal will undertake an annual review of this Policy and the Kindergartens' safeguarding procedures and will ensure that any deficiencies or weaknesses in regard to safeguarding children arrangements are remedied without delay.

Authorised by	The Principal
Date	September
Effective date of the policy	
Circulation	all staff / volunteers automatically Parents on request

This policy will be reviewed annually.
Next review: September 2018 By: Carol Evelegh – Principal

Appendix Types and signs of abuse

Types of abuse

1. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
2. Part one of *Keeping children safe in education* defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.
3. **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.
4. **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.
5. **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.
6. **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.
7. *Keeping children safe in education* also acknowledges the following as specific safeguarding issues:
 - a. bullying including cyberbullying;

- b. children missing education;
- c. children missing from home or care;
- d. child sexual exploitation (see below);
- e. domestic violence;
- f. drugs;
- g. fabricated or induced illness;
- h. faith abuse;
- i. female genital mutilation (FGM) (see below);
- j. forced marriage;
- k. gangs and youth violence;
- l. gender-based violence / violence against women and girls (**VAWG**);
- m. hate;
- n. mental health;
- o. missing children and adults strategy;
- p. private fostering;
- q. preventing radicalisation (see below);
- r. relationship abuse;
- s. sexting;
- t. trafficking.

8. **Child sexual exploitation:** Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a. in exchange for something the victim needs or wants; and / or
- b. for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

9. **Female genital mutilation:** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the **Multi-agency statutory guidance on FGM**. If staff have any concerns, they should report the matter to the DSL in accordance with this Policy.

10. **Radicalisation and the Prevent duty**

The Kindergartens has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The Kindergartens aims to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Kindergartens is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Kindergartens has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. The Kindergartens staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: *Protecting vulnerable people from being drawn into terrorism* (2015) notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

Protecting children from the risk of radicalisation is part of the Nursery's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

11. **Special educational needs and disabilities:** Additional barriers can exist when detecting the abuse or neglect of children with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The Kindergartens is mindful in particular that:

- a. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's special educational need or disability without further exploration;
- b. children with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- c. there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Signs of abuse

12. Possible signs of abuse include (but are not limited to):

- a. the child says s/he has been abused or asks a question which gives rise to that inference;
- b. there is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- c. the child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the child's behaviour;
- d. the child's development is delayed;
- e. the child loses or gains weight;
- f. there is a general deterioration in the child's wellbeing;
- g. the child appears neglected, e.g. dirty, hungry, inadequately clothed;

- h. the child is reluctant to go home, or has been openly rejected by his/her parents or carers;
 - i. inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
13. The London Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (2015) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.