



SAFEGUARDING AND CHILD PROTECTION POLICIES & PROCEDURES

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SAFEGUARDING AND CHILD PROTECTION POLICY & PROCEDURES

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SAFEGUARDING & CHILD PROTECTION STATEMENT

INTRODUCTION

Paint Pots Montessori Schools & Creative Classes is committed to safeguarding and promoting the welfare of children. The welfare of the child is paramount, meaning that no other consideration or circumstance should over-ride the right of children to be protected from harm.

We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

Children have a right to be safe and should be protected from all forms of abuse and neglect. Childcare in all forms whether through an educational establishment, or a private nannying arrangement, should be chosen with care and consideration to be appropriate for the individual child and meet their needs. Where issues are identified it is better to help children as early as possible before issues escalate and become more damaging.

Where a child is, or may be, suffering significant harm, immediate action should be taken to promote and safeguard the child in need of additional support. Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

All children will be given equal priority in accordance with our Equality, Diversity and Inclusion Policy.

We recognise that some children are additionally vulnerable because of the impact of discrimination, previous experiences, their level of dependency, communication needs or other issues.

We will keep children safe by:

- listening to children and respecting them
- appointing a nominated Company Safeguarding Lead and who takes lead responsibility for safeguarding at the highest level within Paint Pots
- writing detailed safeguarding and child protection procedures
- making sure all staff and volunteers understand and follow the safeguarding and child protection procedures
- ensuring that all our teachers are paediatric first aid trained every 3 years
- ensuring that all staff have level 2 safeguarding training and that each setting has at least 2 Designated Safeguarding Leads with level 3 safeguarding training
- refresh all external level 2 training annually, all external level 3 training biannually with annual updates and to provide annual internal training updates for all members of staff
- ensuring at least 1 member of staff has FGM awareness training at each setting
- ensuring children and their families know about the organisation's safeguarding and child protection policies and what to do if they have a concern
- work with parents to build their understanding of and commitment to the safeguarding and welfare of all our children

- building a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns
- ensuring that safer recruitment practices are maintained whenever an adult is employed to work at Paint Pots
- an embedded approach to promoting fundamental British values
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches

DEFINITIONS OF SAFEGUARDING & CHILD PROTECTION

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. This includes, protecting children from abuse and maltreatment, preventing harm to children’s health or development, ensuring children grow up with the provision of safe and effective care, taking action to enable all children and young people to have the best outcomes.

Child Protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

KEY LEGISLATION & STATUTORY GUIDANCE

The key legislation and statutory guidance we use is ...

Working Together to Safeguard Children * (2015, updated July 2022)

Keeping Children Safe in Education * (September 2022)

What to do if you’re worried a child is being abused * (March 2015)

Statutory framework for the early years foundations stage * (September 2021 – Section 3)

The Children Act (1989 – section 17 Children in Need & section 47 A child suffering or likely to suffer significant harm)

The Education Act (2002)

The United Nations convention on the Rights of the Child (1992)

The Equality Act (2010)

The Children and Families Act (2014)

The Human Rights Act (1998)

The London Safeguarding Procedures (2022)

Every Child Matters (2003)

Prevent Duty (2021)

Serious Crimes Act (2015 - Section 74)

Use of Reasonable Force (2013)

***A copy of these documents is kept on each site.**

SAFEGUARDING AND CHILD PROTECTION POLICIES & PROCEDURES

CHILD AT RISK OF SEXUAL ABUSE OR DEATH

If you ever become aware of a child at risk of sexual abuse or death you must immediately call 101/999.

This overrides all other procedures outlined below. We will never release a child from our care to a scenario that places them at this risk.

CONCERNS ABOUT SAFEGUARDING

If at any time a parent or member of staff feel that a safeguarding matter is not being dealt with in a timely or suitable manner then they should contact the LADO.

LADO Contact Details

Westminster LADO@westminster.gov.uk

Kensington and Chelsea KCLADO.Enquiries@rbkc.gov.uk

SAFEGUARDING RESPONSIBILITIES

Safeguarding is everyone's responsibility. You must report any concerns whether low level or severe. All staff working with children are advised to maintain an attitude of "it could happen here" where safeguarding is concerned.

SIGNS OF ABUSE

The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

There are different types of child abuse and the signs that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

COMMON SIGNS

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

To be aware of the signs of abuse we must be aware of patterns. Patterns of attendance, behaviour, illness, changes in patterns. Again, this is not an indicator of abuse, as there could be other things happening in their life which are affecting their behaviour – but it can help you to assess the situation.

DEFINITIONS OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children.

FOUR MAIN TYPES OF ABUSE

PHYSICAL ABUSE

When a child is deliberately hurt causing physical harm. It includes injuries such as bruises, broken bones, burns and cuts. It may involve hitting, kicking, shaking, throwing, poisoning, burning, scalding, drowning or any other method of causing non-accidental 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.

SEXUAL ABUSE

When a child is forced or enticed to take part in sexual activities. Children may not always understand that they are being sexually abused.

Contact abuse involves activities where an abuser makes physical contact with a child. It includes:

- sexual touching of any part of the body, whether the child is wearing clothes or not
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.

Non-contact abuse involves activities where there is no physical contact. It includes:

- flashing at a child
- encouraging or forcing a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- making a child masturbate while others watch
- persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child)
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- meeting a child following grooming with the intent of abusing them (even if abuse did not take place)
- sexually exploiting a child for money, power or status (child sexual exploitation).

EMOTIONAL ABUSE

Emotional abuse is the ongoing emotional maltreatment of a child, which can have a severe and persistent negative effect on the child's emotional health and development. It's also known as psychological abuse.

Exposing a child to aggression, cruelty or abuse between others is also a form of emotional abuse.

Most forms of abuse include an emotional element, but emotional abuse can also happen on its own.

Children can be emotionally abused by anyone:

- parents or carers
- family members
- other adults
- other children.

There are several categories of emotional abuse. These include:

Emotional neglect

- ignoring the child
- not showing affection
- not responding to a child's emotional needs

Rejection

- telling a child they aren't good enough
- physical abandonment
- excluding the child from activities
- not listening to a child or letting them express their views
- belittling a child
- not communicating with the child

Isolating

- putting unreasonable limitations on a child's freedom
- restricting or preventing social interaction

Manipulation

- Coercing or persuading a child to take part in activities that:
- they aren't comfortable with
- aren't appropriate for their age or stage of development
- are unsafe
- Gaslighting is also a form of manipulation. This is where perpetrators make someone doubt their own perception, judgment and/or memory

Terrorising

- threatening violence
- deliberately frightening a child
- deliberately putting a child in a dangerous situation

Bullying

- verbal humiliation
- name-calling
- undermining or mocking a child

Physical bullying can also have emotional effects.

NEGLECT

Neglect is not meeting a child's basic physical and psychological needs. It is a form of child abuse that can have serious and long-lasting impacts on a child's life - it can cause serious harm and even death.

The four main types of neglect are:

- **physical neglect:** not meeting a child's basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety
- **educational neglect:** not making sure a child receives an education
- **emotional neglect:** not meeting a child's needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them
- **medical neglect:** not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations

Neglect can happen at any age, sometimes even before a child is born. If a mother has mental health problems or misuses substances during pregnancy, for example, she may neglect her own health and this can damage a baby's development in the womb.

OTHER TYPES OF ABUSE

DOMESTIC

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.

Children may experience domestic abuse directly, but they can also experience it indirectly by:

- hearing the abuse from another room
- seeing someone they care about being injured and/or distressed
- finding damage to their home environment like broken furniture
- being hurt from being caught up in or trying to stop the abuse
- not getting the care and support they need from their parents or carers as a result of the abuse

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet

CHILD ON CHILD ABUSE (Formerly peer on peer abuse)

This form of abuse is when there is any kind of physical, sexual or emotional abuse or coercive control exercised between children.

This can include bullying and physical abuse such as hitting, kicking, shaking, biting, hair pulling or any other form of physical harm.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

FGM

Female genital mutilation (FGM) is the partial or total removal of the external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

The age at which FGM is carried out varies. It may take place:

- when a female baby is newborn
- during childhood or adolescence
- just before marriage
- during pregnancy

There's a specific legal duty on teachers to report any discovery of an act of FGM on a girl under 18 to the police. (Serious Crimes Act 2015, Section 74).

CHILD TRAFFICKING AND MODERN SLAVERY

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. Child trafficking is a form of modern slavery. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- child sexual exploitation
- criminal activity, including:
 - benefit fraud
 - immigration fraud
- forced marriage
- forced labour
- illegal adoption
- domestic servitude, including:
 - cleaning
 - childcare
- unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

AFFLUENT NEGLECT

For children coming in with brand new clothes and wearing expensive brand labels, it is easy to make assumptions from these indicators that a child is being well looked after. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children in these circumstances is often emotional.

Emotional disconnect and child loneliness can be caused by parents working long hours, being away from home or travelling overseas. Nannies not being chosen appropriately or issues raised about nannies not being addressed with urgency. Academic pressure or expectation to succeed or follow a specific educational path can affect children's mental and emotional health. Familial acceptance of inappropriate behaviours as the child will never have to worry financially or socially can lead to behavioural issues. More relaxed attitudes to risk taking can potentially impact the child through familial acceptance of these behaviours.

The nature of emotional neglect can make it much harder to identify than other types of neglect. For example, due to the family having nannies to care for the children they may present as clean, tidy, well-dressed, and properly fed when they are actually experiencing emotional neglect.

It can also be harder to identify and intervene in neglect cases when a child's parents are living out of the area, overseas, or are difficult to contact due to work hours/role. This adds another layer of complexity and can prove challenging, not only for identifying home issues but also for communicating with parents to improve outcomes for the child.

RISK FROM INSIDE THE HOME

Anyone within the family home can pose a risk. Even those who are in position of trust from the parents such as, new parental partners, extended family members, nannies, visiting friends.

PRE-NATAL

Neglect may occur during pregnancy as a result of maternal substance abuse, failure to attend pre-natal appointments or to follow medical advice, smoking and/or remaining within a domestic violence relationship.

RISK FROM OUTSIDE THE HOME - CONTEXTUAL SAFEGUARDING

In Bi-Borough during 2021 a significant proportion of serious incidents notified to the Child Services Panel involved harm outside the family.

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at other educational establishments, extra-curricular activities, extended family network, from within peer groups, or more from within the wider community and/or online.

These threats can take a variety of different forms, and children can be vulnerable to multiple threats, and directly affected by threats to immediate family members, such as: older siblings being exploitation by criminal gangs and organised crime groups such as county lines; trafficking; online abuse; teenage relationship abuse; sexual exploitation.

OTHER FACTORS

There are other factors that must be considered when safeguarding children:

ABSENCES

While attendance in nursery is not a statutory requirement, we as a nursery school are required to ensure the wellbeing of every child on our register.

This means that we must be informed of the reasons for a child's absence in order to ascertain the welfare of the child. For example we want to make sure that there is no major incident at home which could include ...

- parent broken their leg after falling down the stairs and can't reach the phone
- a break and enter hostage situation

We also need to be aware that a pattern of absence can be an indicator of a need for safeguarding or child protection.

SAFER RECRUITMENT

Safer recruitment is a set of practices including DBS checks, references and self-disclosures to help make sure staff and volunteers are suitable to work with children and young people.

MENTAL HEALTH

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood and into adulthood.

POST PARTUM

Most new moms experience postpartum "baby blues" after childbirth, which commonly include mood swings, crying spells, anxiety and difficulty sleeping. Baby blues usually begin within the first 2 to 3 days after delivery and may last for up to two weeks.

But some new moms experience a more severe, long-lasting form of depression known as postpartum depression. Sometimes it's called peripartum depression because it can start during pregnancy and continue after childbirth. Rarely, an extreme mood disorder called postpartum psychosis also may develop after childbirth. Postpartum psychosis may lead to life-threatening thoughts or behaviours and requires immediate medical treatment.

Children of mothers who have untreated postpartum depression are more likely to have emotional and behavioural problems, such as sleeping and eating difficulties, crying alot, and delays in language development. In the extreme case of postpartum psychosis the lives of both mother and child may be at risk.

PREVENT

'Prevent' is part of the statutory safeguarding duty for all early years providers, focusing on safeguarding children and families from exposure to radicalisation, extremism or harm. This is outlined in under section 26 of the Counter-Terrorism and Security Act 2015.

Extremism is the vocal or active opposition of fundamental British values including rule of law, liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation is the process by which a person comes to support extremist ideologies such as those found in terrorists organisations. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

While they are not necessarily signs of radicalisation, there are many signs that are worth bearing in mind as potential indicators. Some signs to look out for that might indicate a child is in need of help, include:

- Behavioural changes
- Suddenly being part of an entirely new friendship group
- Isolating themselves from friends and family
- Speech appearing somewhat scripted
- Being hesitant to or unable to discuss views and opinion
- An increase in disrespect towards others
- An increase in anger
- An increase in secretiveness
- Using of extreme or violent language
- Creating written or artwork that has violent or extremist imagery

PRIVATE FOSTERING ARRANGEMENTS

Private fostering is an arrangement whereby a child lives for 28 days or more in the care of someone who is not the child's parent or a close relative of the child. This could be for example staying with a great aunt, cousin, mum's friend or a neighbour.

A close relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent.

RACIAL, ETHNIC AND CULTURAL IDENTITY

The racial, ethnic and cultural identity of a family shapes the lived experience of the child. In many cases these are positive influences but sometimes this can result in impactful attitudes towards corporal punishment, age-inappropriate expectations and gender roles.

As practitioners we should be asking questions sensitively and curiously to explore whether support is needed.

FIRST YEAR

Babies under the age of one are consistently the most common age group of children involved in serious incidents. Babies under one are more at risk of dying from neglect than other ages.

TOXIC TRIO

Parental alcohol/substance abuse, domestic violence and parental mental illness. These three factors (also known as the toxic trio) are often considered problems that only occur in poorer families; however, this is not the case. These same issues are also found in affluent families and have lasting effects on the children in the home.

Each factor of the toxic trio is even more prevalent as standalone concerns however, the combination of all three issues is what increases the risk of harm to children most significantly.

HISTORICAL IMPACT

Some historical factors can contribute to the potential need for an intervention or support. Parents or carers with a personal history of experiencing abuse or neglect, or those who have a family history with social care services; such as being a care leaver or being subject to a child in need, child protection plan or care order.

LOW LEVEL CONCERN POLICY

Low level concerns are concerns about someone employed/engaged by Paint Pots that do not meet the harm threshold in part 4 of Keeping Children Safe in Education 2022

If the concern includes an allegation that anyone working at Paint Pots has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

please refer to the safeguarding policy instead.

This applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in the safeguarding policy. Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nurseries
- Pre-employment vetting checks

All staff members must share any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

SUPPORTING LOW LEVEL CONCERNS

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning or inappropriate behaviour, in themselves and others
- Have clear policies and procedures
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing concerning behaviour and supporting the individual to correct it at an early stage
- Handling low level concerns in a responsive, sensitive and proportionate way

EXAMPLES OF LOW LEVEL CONCERNS

The term ‘Low Level’ concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct (as outlined in the Employee Handbook), including inappropriate conduct outside of work.
- Is inconsistent with any aspect of our policies & procedures

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Personal relationships with parents outside of work
- Babysitting a child attending the setting

LOW LEVEL CONCERN PROCEDURE

REPORTING & SELF DISCLOSURE OF LOW LEVEL CONCERNS

Low level concerns should be reported as soon as possible.

- Self-disclosure enables teachers to raise their own low level concerns about their own conduct with their Headteacher/Room Leader
- Low level concerns should not be discussed with the adult you are concerned about but directly with the person responsible for managing the concern
- Low level concerns about a member of staff should be reported to your Headteacher/Room Leader. In the absence of the Head Teacher/Room Leader this should be reported to the Company Safeguarding Lead. In their absence this should be reported to the Principal
- If the concern is about the Headteacher/Room Leader this should be reported to the Company Safeguarding Lead
- If the concern is about the Principal this should be reported to the Company Safeguarding Lead
- Low level concerns can be reported to any DSL should you feel more comfortable disclosing to another member of staff
- Low level concerns about supply staff, contractors and local authority visiting staff will also be reported to their employers

Staff should use the school's Self Disclosure Low Level Concern Form (Appendix II) & Low Level Concerns Reporting Form (Appendix III)

BEING INFORMED OF A LOW LEVEL CONCERN BY A NON-STAFF MEMBER

A concern can be raised by an adult who is not a member of staff (visitor, parent, passer by). The headteacher will record the concern using the school's Low Level Concerns Reporting Form (Appendix I). This should be done by speaking directly to the person who raised the concern, unless it has been raised anonymously.

RESPONDING TO A LOW LEVEL CONCERN

The Headteacher/Room Leader/Principal/Company Safeguarding Lead will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the staff member involved
- To any witnesses

A LADO consultation /referral is required if the concern includes an allegation that anyone working at Paint Pots has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

When a LADO consultation is required, unless the concern is about the Principal, the Principal must be informed that this process will be started and copied into the consultation/referral form.

A LADO consultation/referral can be made for Low level concerns where the school feel the need for further guidance.

Where a concern does not include an allegation of harm or possible harm to a child and the school does not feel that further guidance is needed from the LADO, then the Headteacher/Room Leader/Principal/Company Safeguarding Lead will ...

- decide if training or support is required
- decide if risk assessment is required
- feedback to all adults spoken to when collecting evidence (staff member, who raised the concern, witnesses)

RECORD KEEPING

All low-level concerns will be recorded in writing (form below). In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential and in accordance with our data protection policy
- Reviewed when another concern is raised or termly, whichever ever is sooner. This is so that potential patterns of concerning or inappropriate behaviour can be identified. Identified patterns may result in supervision or the involvement of HR.

REFERENCES

We will not include low-level concerns in references unless:

- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

SAFEGUARDING CONCERN POLICY

Safeguarding concerns are concerns about someone that do not meet the harm threshold in part 4 of Keeping Children Safe in Education **2022**.

This applies to all concerns (including allegations) which do not meet the harm threshold set out in the safeguarding policy. Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nurseries
- Pre-employment vetting checks

All staff members must share any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

SUPPORTING SAFEGUARDING CONCERNS

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share safeguarding concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about the common signs of abuse
- Ensuring staff are clear about the early indicators and risk factors of abuse
- Have clear policies and procedures
- Empowering staff to share any safeguarding concerns
- Addressing concerning behaviour and supporting the child/family through early intervention
- Handling safeguarding concerns in a responsive, sensitive and proportionate way

EXAMPLES OF SAFEGUARDING CONCERNS

The term ‘Safeguarding’ concern is any concern – no matter how small – that could build into a pattern indicating that a child is at risk of or is being abused.

Examples of things that may trigger a safeguarding concern could include, but are not limited to:

- | | | |
|------------------------|----------------|------------------------|
| • Changes in a child’s | • Changes in a | • Child exhibiting ... |
| ○ Behaviour * | parent/carer’s | ○ inappropriate |
| ○ Demeanour * | ○ Behaviour | language |
| ○ Appearance * | ○ Demeanour | ○ inappropriate |
| ○ Health * | ○ Appearance | roleplay |
| ○ Development* | ○ Health | ○ dysregulated |
| | | attachment |

*for pre-verbal, non-verbal or EAL children particular attention is paid to these potential indicators

SAFEGUARDING CONCERN PROCEDURE

REPORTING SAFEGUARDING CONCERNS PROCEDURE

Safeguarding concerns should be reported as soon as possible.

- Safeguarding concerns should not be discussed with the child you are concerned about.
- Safeguarding concerns should be reported to your Headteacher/Room Leader. In the absence of the Head Teacher/Room Leader this should be reported to the Company Safeguarding Lead. In their absence this should be reported to the Principal

Staff should record these concerns on My Montessori Child on the safeguarding tab, including the following information ...

- what concern are you reporting?
- what exactly happened?
- why does the behaviour and/or incident worry you?
- Name all adults and children present or involved
- Include dates & times

The DSL will ...

- Check if there are any pre-existing safeguarding concerns
- Share the concern, or pattern of concern with the parents (procedure below)
- Determine whether the next step is
 - Termly review of safeguarding concerns
 - Early intervention and continued monitoring
 - A children's services referral
- Review all safeguarding concerns termly to monitor any emerging patterns

SHARING SAFEGUARDING CONCERNS WITH PARENTS PROCEDURE

A DSL will share safeguarding concerns with parents and continue to fact find in the best interests of the child.

Once the safeguarding concern has been recorded on My Montessori Child, the DSL will ...

1. At collection, or immediately by phone if the parent is not collecting ...
 - a. Name our concern
 - b. Question it with the parent
2. Record the parents' response on the My Montessori Child safeguarding record
3. And if required putting in place Early Intervention plans

Most of the time this is a quick question and simple answer that acceptably explains ...

- why this actually isn't a safeguarding concern or
- why this is a safeguarding concern that can be managed through early intervention

If the parents' explanation is unacceptable or completely avoided the DSL will explain that we do need a reasonable explanation for any concern raised or we will make a referral to children's services. If this does not prompt an acceptable explanation the DSL will inform the Head Teacher/Room Leader who will follow the Child In Need Procedure and inform the Company Safeguarding Lead.

ALLEGATION & DISCLOSURE POLICY

Allegations and disclosures may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nurseries

We recognise the importance of responding to and dealing with any allegation or disclosure in a timely manner to safeguard the welfare of children.

Both allegations and disclosures should be handled with compassion towards the individual making the allegation or disclosure. We must also maintain an understanding that there is a process to follow, that will prioritise the safety and wellbeing of the child, the wellbeing of others and fact-find. After that a decision will be made about the next steps.

DEFINITION OF AN ALLEGATION AND A DISCLOSURE

A disclosure is someone sharing their account something that happened to them directly. An allegation is someone saying that they believe something happened to someone else or someone directly confronting the person who they believe caused them harm.

ACCIDENTS DISCLOSURES FROM PARENTS

If a child comes to school with any bruises or marks and a parental explanation, this is recorded on My Montessori Child and parent visible.

DIFFERENCE BETWEEN ACCIDENTS AND ALLEGATIONS

We must use our common sense. Not everything will be a safeguarding or child-protection concern. Somethings will just be accidents and you can refer to our Health and Safety policy for the accident procedure.

Children of this age are mastering their use of language, emotional and social intelligence, because of this sometimes language that could mean something more serious in an adult conversation is incorrectly applied to a lesser scenario. For example a child who did not know that you were behind them may trip over your feet and say 'you tripped me up'. This would be an accident.

If a teacher/volunteer feels unsafe or uneasy at any time about what a child has said, they should share it with their Head Teacher/Room Leader who will provide support and guidance through either the accident or allegation procedures.

If what the child has said involves an allegation of abuse then refer to the allegation of abuse against a member of staff or disclosure procedure.

SUPPORTING DISCLOSURES

We recognise the importance of creating a culture of openness, trust and transparency to encourage everyone within Paint Pots to share safeguarding disclosures so that they can be addressed appropriately.

We will create this culture by including key elements of child protection into our early years foundation stage curriculum, so that children can develop an understanding of why and how to keep safe, (more information within the Curriculum Policy) for example:

- Positive relationships with the teachers
- Independence and confidence
- Supporting and encouraging self-care skills
- Teaching emotional intelligence and self-regulation skills
- Teaching consent and choice
- Self worth

CHILD DISCLOSURE POLICY

Not all child disclosures are a conscious decision. Sometimes they might not know what's happening to them is abuse and/or struggle to articulate what they're feeling. The things we must be alert to includes but is not limited to;

- The stories they tell of their experiences.
- Expressions of fear, distrust, disinterest or anger towards;
 - trusted adults (teachers, parents, carers),
 - specific environments,
 - or circumstances.
- The presentation of their lived experience through their work (e.g. drawings)

A conscious disclosure from a child may be made for a variety of reasons, including:

- realising the abuse is wrong
- not being able to cope any more
- the abuse getting worse
- wanting to protect other children
- wanting the abuser to be punished
- trusting someone enough to tell them
- someone asks them directly

It can be very hard for them to open up about what's happened to them. They might be worried about the consequences or that nobody will believe them. They might've told someone before and nothing was done to help them. Some children don't reveal they're being abused for a long time, some never tell anyone.

HOW DISCLOSURES FROM A CHILD ARE RECIEVED

An disclosure made by a child can be made verbally or pictorially, if the child is confidently writing it can also be made as a written statement.

If a child confronts a teacher/volunteer with an allegation against them, they should immediately share it with their Head Teacher/Room Leader who will provide support and guidance through either the accident or allegation procedures.

You may see signs of abuse that lead you to ask curious question prompting the child to disclose.

When a child makes a disclosure 1-to-1 ...

- If the disclosure involves an adult within or with access to the classroom, then ensure that adult is not there
- A subtle invitation to move away from earshot of parents/carers

When a child makes a disclosure in a public setting or group context (lunchtime, on the bus etc) ...

- Our aim is to ask a few subtle questions to gather details while following the disclosure procedure below

Remember ...

- Listen carefully to what they're saying: Be patient and focus on what you're being told. Try not to express your own views and feelings.
- Keep Calm: If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said. Keep yourself open and understanding but not emotional.
- Give them the tools to talk: At this age children will often tell you exactly what is in their minds but may need curious questions to start the conversation.
- Report what the child has told you as soon as possible: It can be helpful to take notes as quickly as possible after you've spoken to the child. Try to keep these as accurate as possible and in the child's own words.

Getting the detail ...

- Show you care, help them open up: Give your full attention to them, keep your body language open and encouraging. Be compassionate and understanding.
- Take your time, slow down: Respect pauses and don't interrupt them, let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened.
- Show you understand, reflect back: Make it clear you're interested in what they are telling you. Reflect back what they've said to check your understanding - and use their language to show it's their experience.
- Ask questions as outlined in the in the Child Disclosure Procedure below.

Disclosures at this age vary between those who are sharing their lived experience and those who are seeking help. If you receive a disclosure from a child who is actively seeking help ...

- Do not make promises. You don't have all the facts yet, there are at least 2 sides to every story. We have legal obligations, sometimes we are required to share information and take action
- Let them know they've done the right thing by telling you: Reassurance can make a big impact. If they've kept the abuse a secret, it can have a big impact knowing they've shared what's happened.
- Tell them it's not their fault: Abuse is never a child's fault. It's important they hear, and know, this.
- Say you'll take them seriously: They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- Don't confront the alleged abuser: Confronting the alleged abuser could make the situation worse for the child.
- Explain what you'll do next: For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.
- Say thank you. Thank them for sharing with you.

CHILD DISCLOSURE PROCEDURE

Before starting this procedure please also read the Child Disclosure Policy and How Disclosures From A Child Are Received

WHEN TO USE THIS PROCEDURE

This procedure should be applied when an child:

- starts to share with you their experience of abuse
- makes a comment that may indicate abuse
- you see signs of abuse

HOW TO USE THIS PROCEDURE

At this age the barriers to disclosure are likely to be language and comprehension about what is being shared ...

- We may need to explain and reassure the child that 'we can do surprises, but we don't do secrets'
- We need to be mindful that it may be a sensitive topic.
- Children can be self-conscious about being private with their bodies and may feel vulnerable.
- The child may also be experiencing stress from fear they will not be believed, and that they will be blamed and shamed or that someone they care about may be blamed and shamed, such as not wanting mummy to get in trouble.

One of the most important things you can do for a child sharing their experience with you is keep it as light as possible, keep it curious, keep it simple and short.

CHILD DISCLOSURE OF ABUSE PROCEDURE

If you have noticed a sign of abuse you may need to prompt the disclosure by asking a question such as:

- Ooh that looks a bit sore, how did that happen?
- Ooh, are you a little bit hungry, did you not have breakfast this morning?

When receiving a disclosure from a child we should keep the tone as light as possible, it should have the feeling of a conversation and while our aim is to fact find, it should not feel like an interview.

You should gather enough information to decide what the appropriate next steps are, including:

- When the abuse occurred (and if possible, over what period);
- Where the abuse took place and were/are there any other victims;
- Who the perpetrator was/is (if the child cannot name the perpetrator, try to establish the relationship, e.g. family member, teacher);

You can do this by asking questions. Be conscious of keeping the questions short and phrasing the questions in a curious tone. Try to avoid asking leading questions or to ask

for specific detail of the abuse. Questions you may ask could be (but are not limited to):

- What were you doing?
- Where were you?
- Were you on your own?
- What did you say?
- What colour was it?

STEP BY STEP

1. If a child discloses and allegation of abuse against a member of staff/volunteer follow the Allegation Of Abuse Made Against A Member Of Staff/Volunteer Procedure.
2. Record the disclosure on the Child Disclosure Form
3. Share the allegation with the Head Teacher/Room Leader.
4. In the absence of the Head Teacher/Room Leader this should be reported to the Company Safeguarding Lead. In their absence it should be reported to the Principal.
5. The Head Teacher/Room Leader will contact the Company Safeguarding Lead for support/guidance
6. All disclosures will be assessed Head Teacher/Room Leader using the Child In Need Procedure or Appendix IX: Safeguarding Referral Pathway to determine the next steps, which will be an in-house Safeguarding Concern Process or referral to Children's Services.
7. If the perpetrator is in a position of responsibility, authority or trust working with children, either paid or in a voluntary capacity we will also follow the LADO Referral Procedure
8. When directed to inform the parents by the CSL follow the Informing Parents Policy & Procedure

ADULT DISCLOSURE POLICY

HOW ALLEGATIONS AND DISCLOSURES FROM AN ADULT ARE RECEIVED

An allegation made by an adult can be made verbally or as a written statement. Allegations can also be made in writing and anonymously. An allegation can be made by a member of staff. Allegations made by a child are a disclosure, see the disclosure procedure.

If an adult makes an allegation against you, ask the adult to wait while you get the Designated Safeguarding Lead who will continue the conversation with them on your behalf, without you there. Remove yourself from a child-contact role immediately and wait for further instruction from the DSL.

When an adult makes an allegation ...

- invite them to continue this conversation in a private space away from children (with an allegation include another member of staff if possible)
- be conscious of choosing a safe & comfortable environment
- if applicable, offer for a member of staff to look after their child

Remember ...

- Do not make promises. You don't have all the facts yet, there are at least 2 sides to every story. We have legal obligations, sometimes we are required to share information and take action
- Keep calm, they will be emotional. You will need to be empathetic whilst also keeping professional. Keep yourself open and understanding but not emotional, they already have enough emotion of their own to process
- Get a paper and pen, you will need to record information

Getting the detail ...

- Show you care, help them open up: Give your full attention to them, keep your body language open and encouraging. Be compassionate, be understanding and reassure them that they have done the right thing in speaking with you today.
- Take your time, slow down: Respect pauses and don't interrupt them, let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened.
- Show you understand, reflect back: Make it clear you're interested in what they are telling you. Reflect back what they've said to check your understanding - and use their language to show it's their experience.
- Ask questions. Remember you will need to know what happened, where did this happen, what was said, who was present (adult & child) and the dates & times this occurred.
- Record a factual account of the conversation as it happens, using the person's actual words wherever possible. Use the appropriate form, or attach it to the appropriate form to record time, date of receiving the allegation etc.

As your meeting comes to a close ...

- Say thank you. Thank them for sharing with you. Safeguarding is our priority
- Reassure them that you will be following the Safeguarding policies and procedures, which are available on our website

- Explain that you will be sharing this information with the Designated Safeguarding Lead or Company Safeguarding Lead but will keep this information on a need to know basis
- Let the parents/carer/adult know that we will keep in touch and keep them updated

Now that you have this foundational knowledge of how to approach allegation/disclosure follow the procedure for ...

- Allegation of Abuse Made Against A Member of Staff/Volunteer
- Allegations of Abuse Made Against An Adult Known To Paint Pots
- Adult Disclosure

ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF/ VOLUNTEER PROCEDURES

WHEN TO USE THIS PROCEDURE

This procedure should be applied when there is an allegation that any person who works with children, in connection with their employment or voluntary activity at Paint Pots, 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 they may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In addition, this procedure should be applied when there is an allegation that any person who works with children:

- Has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon;
- As a parent or carer, has become subject to child protection procedures;
- Is closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering.

Finally, this procedure should be followed where a person's employment is covered by the Childcare Act 2006 (See definition in the statutory guidance [1]) and:

- ... is living in the same household where another person who is disqualified lives or is employed - a person is disqualified if they are 'found to have committed' an offence which is included in the 2009 Regulations (a 'relevant offence').

ALLEGATION PROCEDURE

1. If the allegation is received verbally ...
 - a. record it on the Allegation Record Form (appendix V)
2. Then you share as appropriate with ...
 - a. share the allegation with the Head Teacher/Room Leader. Unless it is about them in which case contact the Company Safeguarding Lead directly.
 - b. In the absence of the Head Teacher/Room Leader this should be reported to the Company Safeguarding Lead. In their absence it should be reported to the Principal.
 - c. The Head Teacher/Room Leader will contact the Company Safeguarding Lead for support/guidance unless the allegation is about them in which case they contact the Principal.
 - d. The Company safeguarding Lead will inform the Principal, unless the allegation is about them.
3. The Head Teacher/Room Leader/Company Safeguarding Lead can use Appendix VIII: DSL Allegation Against Staff/Volunteer Process Checklist.

4. The member of staff/volunteer must be removed to a non-contact role for the day so that we have time to complete ...
 - a. Risk Assessment to determine whether the member of staff/volunteer can be in a contact role while we conclude our allegation process. This should be completed by the Head Teacher/Room Leader or Company Safeguarding Lead using Appendix VI: Risk Assessment – Allegation Made Against A Member Of Staff Or Volunteer Form in
 - b. Providing the employee with support through personal mentoring or via the Employee Assistance Programme
 - c. The employee writing a written statement of their version of events using the form attached in Appendix VII: Written Statement.
 - d. DSL overseeing the Allegation Process

The allegation against a member of staff/volunteer process is ...

- a. The Head Teacher/Room Leader or Company Safeguarding Lead, will start a LADO consultation/referral (see LADO consultation/referral procedure in next section)
- b. The Company Safeguarding Lead will support the Head Teacher/Room Leader throughout the process. Keeping the Principal updated and informing Bi Borough Children’s services.
The Company Safeguarding Lead will inform HR and keep them updated
- c. The Principal will inform Ofsted of any allegations as soon as reasonably practical and always within 14 days of allegations. See the Ofsted Notification procedure

Next Steps are then determined by consultation with the LADO.

When the LADO consultation/referral process is complete ...

1. The Head Teacher/Room Leader will inform the Company Safeguarding Lead, Principal and HR.
2. The Head Teacher/Room Leader will file the paperwork.
3. The Principal will inform Ofsted

LADO CONSULTATION/REFERRAL PROCEDURE

LADO must be informed of any allegation within 1 working day.

1. Consultations/Referrals shall be made via the LADO consultation & Referral Form SEP 2022 which can be found in the All Settings folder in OneDrive
2. Completed forms should be sent to ...
Our Westminster settings will email LADO@westminster.gov.uk
Our Kensington and Chelsea settings will email KCLADO.Enquiries@rbkc.gov.uk
Copying in the Company Safeguarding Lead email.
3. Keep your consultation/referral form factual and to the point. Describing and outlining only the allegation, what occurred, the context and the impact on the child
Any additional information should be sent as supplementary information in an additional attachment
Save and keep a copy of your consultation/referral form on your OneDrive

The LADO will give further guidance on the next steps to complete.

BI-BOROUGH NOTIFICATION PROCEDURE

Contact the Early Years and Inclusion advisor with the details of what has happened and what you are doing at this stage of the process.

Bi-Borough Early Years and Inclusion Advisors:

Sian Glover - Sian.Glover@rbkc.gov.uk 07890 605 059

Amy Fleming - Amy.Fleming@rbkc.gov.uk 07890 605 118

OFSTED NOTIFICATION PROCEDURE

Within 14 days we must inform Ofsted about

- an allegation of serious harm or abuse committed either at the premises or elsewhere by people who:
 - live on the premises
 - work on the premises
 - look after children on the premises
- the disqualification of an employee
- any significant event that may affect someone's suitability to look after children, or be in regular contact with children (see more on significant events below)
- events that might affect the condition and safety of the premises or the quality of childcare offered, or lead to ongoing closures (such as a fire or flooding)
- the death of a child while in our care
- a child's serious accident, injury or illness while being looked after, including food poisoning affecting at least 2 children

We must also inform Ofsted of significant events. We cannot list all possible events that you may need to tell them about. But we have listed some examples to help you to decide what may count as a significant event. In any case, if something happens that is likely to affect an individual's continued suitability to care for or be in regular contact with children, you should count it as a significant event.

Examples of significant events may include:

- involvement with safeguarding partners and statutory agencies about incidents or concerns that might affect someone's suitability, for instance child protection, welfare or safety investigations. These agencies and organisations could include: the police, your local authority (and services within it), mental health services, drug/alcohol services, fire services, environmental health, and building control and planning departments
- an incident where a child or children may have been at risk of harm, for example:
 - you were involved in a car accident when transporting children and the police are investigating a possible offence.
 - a child was able to leave a setting or was missing for any period
 - a child was not adequately supervised (such as being left unattended)
 - an unauthorised person gained access to the childcare premises
- if you have been the victim of a crime that occurred on the childcare premises, such as assault, harassment or vandalism
- any one-off or ongoing incidents on or around your premises that may affect children, such as violence, criminal or sexual exploitation and gangs, county lines activity, grooming and child trafficking

Use the Early Years Incident online form <https://www.gov.uk/guidance/report-a-serious-childcare-incident> to report notifications to Ofsted. The Principal, The Head Teacher and the Office Manager are the only contacts who can notify OFSTED through this form.

ALLEGATIONS OF ABUSE MADE AGAINST AN ADULT KNOW TO PAINT POTS

Before starting this procedure please also read How Allegations And Disclosures From An Adult Are Received

WHEN TO USE THIS PROCEDURE

This procedure should be applied when there is an allegation that someone who is not a member of staff/volunteer 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 they may pose a risk of harm to children;

In addition, this procedure should be applied when there is an allegation that any person who works with children but is not employed/volunteering at Paint Pots (such as a nanny or after-school club leader):

- Has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon;
- As a parent or carer, has become subject to child protection procedures;
- Is closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering.

Finally, this procedure should be followed where a person's employment is covered by the Childcare Act 2006 (See definition in the statutory guidance [1]) and:

- ... is living in the same household where another person who is disqualified lives or is employed - a person is disqualified if they are 'found to have committed' an offence which is included in the 2009 Regulations (a 'relevant offence').

ALLEGATION PROCEDURE

1. If the allegation is received verbally ...
 - a. record it on the Allegation Record Form (appendix V)
2. Then you share as appropriate with ...
 - a. the Head Teacher/Room Leader.
 - b. In the absence of the Head Teacher/Room Leader this should be reported to the Company Safeguarding Lead. In their absence it should be reported to the Principal.
 - c. The Head Teacher/Room Leader will contact the Company Safeguarding Lead for support/guidance.
 - d. The Company safeguarding Lead will determine whether there is a need to inform the Principal.
3. The Head Teacher/Room Leader/Company Safeguarding Lead can use Appendix X: DSL Allegation Checklist.
4. All allegations will be referred to the boroughs Childrens Services as outlined in the below in the Child In Need Procedure or Appendix IX: Safeguarding Referral Pathway

5. If the perpetrator is in a position of responsibility, authority or trust working with children, either paid or in a voluntary capacity we will also follow the LADO Referral Procedure

ADULT DISCLOSURE PROCEDURE

Before starting this procedure please also read How Allegations And Disclosures From An Adult Are Received

WHEN TO USE THIS PROCEDURE

This procedure should be applied when an adult starts to share with you their experience of abuse.

HOW TO USE THIS PROCEDURE

There are numerous barriers to disclosing, it is a sensitive topic and there may also be contributing factors such as continued risk, familial relationships, discrimination etc. Many people who experience abuse are hesitant to disclose because they fear they will not be believed, and that they will be blamed and shamed. Your response to a disclosure means a lot.

One of the most important things you can do for a survivor is to listen without judgement and be present for them.

You need to be a trusted person and this means being transparent with them. It is important to inform the survivor that what they tell you is confidential. However, there are limits to your confidentiality. You must make it clear that some information they share with you may require further action if:

- someone presents an imminent danger to themselves or others;
- they reveal apparent or suspected child or elder abuse;
- or if you are instructed by a court.

Also for supervision for yourself, as minimum you will be sharing this with your Head Teacher/Room Leader.

This does mean that you may need to interrupt them early on in the disclosure... 'I am so sorry to interrupt, but I just need to let you know that depending on what you are about to share with me, it may mean that I need to share some details in order to prevent further abuse or to seek my own personal support from the Designated Safeguarding Lead'

Then get a paper and pen, explaining that 'I am just quickly grabbing a paper and pen in case I need to take notes'

ADULT DISCLOSURE OF ABUSE PROCEDURE

Try to avoid asking leading questions or to ask for specific detail of the abuse. However, if the individual starts to speak in detail, let them finish telling their story; be careful to accurately record what is said in their own words.

When an adult discloses abuse, you should gather enough information to decide what the appropriate next steps are, including:

- What has been disclosed and by whom
(anonymous referrals can be received at the request of the disclosing adult, however the professional cannot be anonymous)
- When the abuse occurred (and if possible, over what period);
- Where the abuse took place and were/are there any other victims;

- Who the perpetrator was/is
(if the person will not name the perpetrator, try to establish the relationship, e.g. family member, teacher);
- Whether the alleged abuser is known to be in contact with children currently and the identity of any child who may currently be at risk, if known.
- (*If historical abuse*) If the alleged perpetrator of the abuse is still alive, and where they may have lived;

Next, check in about how you can be helpful. People disclose abuse for a variety of reasons and it is important not to make assumptions. Sometimes survivors disclose because they need emotional support, practical help, or the disclosure may be context specific and they would not have chosen to tell you if it wasn't necessary.

The best way to ensure you are helpful is to inquire directly. For example, ask "what can I do?", "how can I be helpful?", "thank you for bringing this to me, what do you need from me next?"

Let the survivor know that you will be sharing this with your DSL, who will also treat this confidentially and that you will keep them informed of the next steps that are taken.

1. Take notes as you listen and ask questions where needed to gather the information.
2. Share the allegation with the Head Teacher/Room Leader.
3. In the absence of the Head Teacher/Room Leader this should be reported to the Company Safeguarding Lead. In their absence it should be reported to the Principal.
4. The Head Teacher/Room Leader will contact the Company Safeguarding Lead for support/guidance
5. If the disclosure involves current abuse of a parent/carer it must be referred to the boroughs Childrens Services as outlined in the Child In Need Procedure or Appendix IX: Safeguarding Referral Pathway
6. Once sufficient information or evidence is known to actively investigate a disclosure, a referral should be made to the Police:
 - a. If the alleged perpetrator is still alive and is known or suspected to have contact with children a referral should be made to social care in the area the perpetrator is currently residing within 1 working day.
 - b. If this is in a position of responsibility authority or trust working with children, either paid or in a voluntary capacity follow the LADO Referral Procedure
 - c. If the alleged perpetrator is deceased or is known to have no contact with children, a referral should be made via 101 to the police
7. If the adult is not at risk of experiencing further abuse the teacher to whom they disclosed (or the Head Teacher/Room Leader) should inform the survivor of the next steps that have been taken.
8. If the adult is at risk of experiencing further abuse the teacher to whom they disclosed (or the Head Teacher/Room Leader) should inform the survivor of the next steps that have been taken and offer details of avenues for support. If the Head Teacher/Room Leader is unsure what details to offer the CSL will assist.

EARLY INTERVENTION - CHILD IN NEED POLICY

A 'Child in Need' should be supported through early intervention. Early intervention means identifying and providing effective early support to families whose children are at risk of poor outcomes. Effective early intervention works to prevent problems occurring, or to tackle them head-on when they do, before problems get worse.

Providing early intervention is more effective in promoting the welfare of children than reacting later. Early intervention means providing support as soon as a problem emerges, at any point in a child's life, starting from Early Years.

Early intervention can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

Effective early intervention relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early intervention
- undertake an assessment of the need for early intervention
- provide targeted early intervention services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child

Early intervention can be support for vulnerable parents. This may take the form of; signposting to external services (GP, therapists, health visitor), parent consultations and actions plans, parenting support through Held & Heard.

Any child may benefit from early intervention, but all staff should be particularly alert to the potential need for early intervention 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 at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison 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
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

CHILDREN IN NEED PROCEDURE

THRESHOLDS OF NEED

The Multi Agency Levels of Need Windscreen (Appendix IV) gives an overview of levels of need that can be used as a quick reference.

The Threshold of Needs Guide by the Local Safeguarding Partnership for Hammersmith & Fulham, Kensington & Chelsea and Westminster councils gives detailed definitions of all the levels of need thresholds, their example indicators and the services/agencies that will be involved. A printed copy of this document is available in each setting.

LEVEL 1

All children use universal services which include schools, health care including health visitors, GPs, housing, and other easily accessed services. At this level, children would be expected to do well with minimum intervention from any additional services (such as Speech & Language).

The procedure for dealing with level 1 threshold of need can be found in the Safeguarding Concern Procedure.

LEVEL 2-4

Referrals should be made within 1 working day.

In Kensington and Chelsea, referrals should go to the Early Help Service for Level 2 needs, and the Locality Social Work teams for Level 3 or 4 needs.

TEL: 0207 361 3013 socialservices@rbkc.gov.uk

In Westminster, all referrals should go to the Access to Children's Services team which will allocate the referral either to the Early Help service for Level 2 or 3 needs, or the Assessment Service for Level 4 needs.

TEL: 0207 641 4000 accessstochildrensservices@westminster.gov.uk

Referrers will need to complete a Multi-agency Assessment and Referral Form:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/ehat.page>

More information on the referral pathway can be found in Safeguarding Referral Pathway (Appendix IX)

INFORMING PARENTS POLICY

INFORMATION SHARING WITH PARENTS GOLDEN RULES

- Other children will remain anonymous.
- Double check email addresses and contact details are entered correctly before hitting send
- This is a private matter and will be discussed only with those involved
- Parents will be informed of allegations/disclosures within 1 working day, unless the disclosure is about them *(see child disclosure information sharing below)

WHAT INFORMATION IS SHARED

Safeguarding Concerns:

- We will discuss with parents any safeguarding concern that involves their child.

Allegations Of Abuse Made Against A Member Of Staff/Volunteer:

- Parents will be informed of any allegations of abuse that involves their child.
- If a parent makes an allegation they will be informed of the steps taken and outcomes.

Allegations Of Abuse Made Against An Adult Known To Paint Pots:

- Parents will be informed of any allegations of abuse that involves their child.
- If a parent makes an allegation they will be informed of the steps taken and outcomes.

Adult Disclosure:

- Adults who disclose to us will be kept informed of the processes being undertaken on their behalf. This should be done in a timely manner so they are kept up to date.

Child Disclosure:

- If the disclosure does not involve a parent, the parent will be informed.
- If the disclosure does involve a parent
 - And is a level 1: the parent will be informed as per the Safeguarding Concern Procedure
 - And is a level 2 or higher: * a referral to Children's Services will be made and they will advise as to when and how the parents are informed. This delay recognises that the child may be at increased risk if a parental perpetrator is informed before Children's Services can put in place steps to protect the child.

SAFEGUARDING CONFIDENTIALITY POLICY

A parent has the right to know what has happened or is alleged to have happened to their child. It is important that anyone else involved remains confidential.

Until a Safeguarding process is complete all parties should keep the matter confidential. Sharing only with those who need to know to prevent further harm or investigate the matter itself. This is important because we need to have all facts.

Safeguarding allegations have potentially wide reaching and devastating effects to the children and adult involved if not handled in a considered and sensitive manner and only when all the facts have been found and a decision reached.

INFORMING PARENTS PROCEDURE

HOW TO INFORM PARENTS OF A DISCLOSURE/ALLEGATION

Timely manner

- Parents must be informed as soon as practically possible.
- We must keep them up to date with any developments in the safeguarding process that concern their child.

Introducing the subject

- Our preference is that a parent comes in for a parent-teacher consultation. Where this is not possible we will have a quick chat on the door or by phone which should be followed by a later parent-teacher consultation to explain things in more detail.
- A DSL will call the parents to extend the invitation.

Remember ...

- Do not make promises. You don't have all the facts yet, there are at least 2 sides to every story. We have legal obligations, sometimes we are required to share information and take action
- Keep calm, they will be emotional. You will need to be empathetic whilst also keeping professional. Keep yourself open and understanding but not emotional, they already have enough emotion of their own to process
- Get a paper and pen, you will need to record their concerns, questions and what you have shared with them. These notes will be uploaded as an image and stored on My Montessori Child.
- Keep it confidential (see below)

INVITATION TO PARENT-TEACHER SAFEGUARDING CONSULTATION

- Check if the parent can speak now or if they need to call you back in 5 mins
- State that their child is ok
- Explain that you would like the parent to meet with you today
- Explain that this is quite an urgent matter
- Explain that there has been an allegation/disclosure concerning their child
- Confirm what time is convenient for the parent to get here
- Keep information to a minimum. Sensitive matters are best discussed in detail in a parent-teacher consultation.

If the parent is not available in person (overseas) we can complete the parent-teacher consultation by zoom or phone. Face to face is always preferred.

PARENT-TEACHER SAFEGUARDING CONSULTATION PROCEDURE

Be mindful of the environment ...

- invite parents to speak in a private space
- be conscious of choosing a safe & comfortable environment
- if applicable, offer for a member of staff to look after their child

The conversation points:

- Thank you for meeting with me
- I am sure you were concerned after my call today
- What I am going to share with you today could be challenging
- I am going to take notes so that I have a record of what we have discussed
- And there will be time to ask any questions.
- Today I was made aware of ...
 - an allegation of 'x' happening to (your child)
 - something (your child) shared with a teacher
- Explain the actions that have been taken so far
- Explain the next steps
- I am sorry that you are having to deal with this
- We take safeguarding very seriously which is why I wanted to speak to you as quickly as possible
- Would you like to take a quick break or do you have any questions

At the end of the meeting:

- Ask if there are any more questions
- Remind the parents about confidentiality (Safeguarding Confidentiality Policy)
- Check that they have your contact details
- Reassure them that you will be following the Safeguarding policies and procedures, which are available on our website
- Say when you will next be in touch
- Thank them for making the time to meet you on such short notice

NON-PARENTAL INFORMATION SHARING POLICY

Safeguarding is a sensitive issue all parties should keep the matter confidential. Sharing only with those who need to know to prevent further harm or investigate the matter itself.

INTERNAL SHARING

- The DSL's in each setting will be made aware of all safeguarding matters.
- All teachers will be made aware of all safeguarding matters relating a child for whom they are a key person.
- Information will be shared with the wider teaching team in as little detail as possible to facilitate the best possible care for the child.
- Information will be shared with the office team in as little detail as possible to facilitate the best possible care for the child and family communication.

EXTERNAL SHARING

- The welfare of the child is paramount. Safeguarding is more vital than data protection, we do not require parental consent to share safeguarding concerns with the appropriate organisations.
- All external persons should have their identity and role with an appropriate organisation verified before confidential information is shared.
- We will only share relevant information with the appropriate organisations.

TEACHER & SAFEGUARDING LEAD RESPONSIBILITIES

ALL TEACHERS RESPONSIBILITIES

- Read Part One of Keeping Children Safe in Education
- Attend annual safeguarding training
- Know where to find the safeguarding policies & procedures & forms
- Know how to refer to children's services and the LADO
- Feel confident in their DSL's referrals or refer to LADO/Children's services themselves
- Only admitting known person through the school door, by appointment only
- Singing in & out all adults you admit to the building

HEAD TEACHER / ROOM LEADER RESPONSIBILITIES

- Termly review of all Safeguarding & Low-level Concerns
- Display of the safeguarding and LADO referral pathway posters
- Printed copy of P&P available on site
- Safeguarding on every agenda
- Safeguarding forms printed
- Printed copies of
 - Working Together to Safeguard Children * (2015, updated July 2022)
 - Keeping Children Safe in Education * (September 2022)
 - What to do if you're worried a child is being abused * (March 2015)
 - Statutory framework for the early years foundations stage * (September 2021 - Section 3)
- Clocks showing correct & synchronised times
- Securely file all allegation and disclosure forms (not on My Montessori Child for confidentiality) Label file clearly only for DSL's
- Handover to next DSL

COMPANY SAFEGUARDING LEAD RESPONSIBILITIES

- Termly review of all Safeguarding referrals
- Annual safeguarding training plan
- Attending the Bi-Borough Safeguarding Lead meetings & delivering updates to DSL's
- Handover to next CSL

SAFEGUARDING SUPERVISION

Safeguarding children can involve topics that have emotional loading or relate to personal trauma. Safeguarding requires teachers to spend time, energy and thought in supporting children, making sure that their needs are met at school, and supporting

parents and carers at home. Supervision is an important part of supporting teachers because of both the subjects emotional loading and the energy spent in the process.

Staff should seek supervision from their Head Teacher/Room Leader or the Company Safeguarding Lead if they:

- feel fear, anger, shock, disbelief, helplessness or horror.
- are worried about providing the “right” response to the disclosure.
- have feelings that are overwhelming.
- have difficulty finding the words to support, encourage, and problem solve with the child or parents.

WHEN PROCEDURE FAILS

All staff are responsible for informing the Company Safeguarding Lead of any breakdown in safeguarding policy and procedure.

The Company Safeguarding Lead will review what has happened and decide the next steps which could include:

- Staff training
- Or referral to HR for disciplinary procedures

RELATED POLICIES

Arrival & Collection of Children Policy - Authorised adults to collect and Non-collection of children

Curriculum Policy - Children’s health and safety and well-being

Devices Policy - Online safety, storing staff devices Health & Safety Policy and SENCO

Policy - Meeting the needs of children with medical conditions & disabilities

Health & Safety Policy - Providing first aid

Health & Safety Policy and Outings Policy - Risk assessing environments and outings

Positive Behaviour & Self-Regulation Policy - The use of reasonable physical restraint as part of a positive intervention

Recruitment Policy - Safer Recruitment

Supervision Policy - Staff wellbeing

Staffing Policy - Safer Recruitment

Toileting Policy - Intimate care

Training Policy - Safeguarding Training

Transition policy - Sharing safeguarding information

Whistle-blower Policy - Managing allegations

SAFEGUARDING APPENDIXES

APPENDIX I: Low Level Concern Reporting Forms

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that:

- Is inconsistent with the staff code of conduct (as outlined in the Employee Handbook), including inappropriate conduct outside of work, and/or
- Is inconsistent with any aspect of our policies & procedures

If the concern includes an allegation that anyone working at Paint Pots has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

do not use this form and please refer to the Allegation Made Against A Member Of Staff/Volunteer Procedure instead.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

The record should be signed, timed and dated and returned to your DSL (Headteacher, Room Leader, Principal, Company Safeguarding Lead)

APPENDIX II: Self-Disclosure Low Level Concern Form

Name of staff member Team & Role:

Date of disclosure:

Details of Concern: what behaviour are you reporting? what exactly happened? why does the behaviour and/or incident worry you? Name all adults and children present or involved. Include dates & times.

For the DSL to complete:

Time and date:

Actions taken:

Action completed date & signature:

Review Complete (signature or initial)

APPENDIX III: Low Level Concern Form

Name of staff member Team & Role:

Date of disclosure:

Details of Concern: what behaviour are you reporting? what exactly happened? why does the behaviour and/or incident worry you? Name all adults and children present or involved. Include dates & times.

For the DSL to complete:

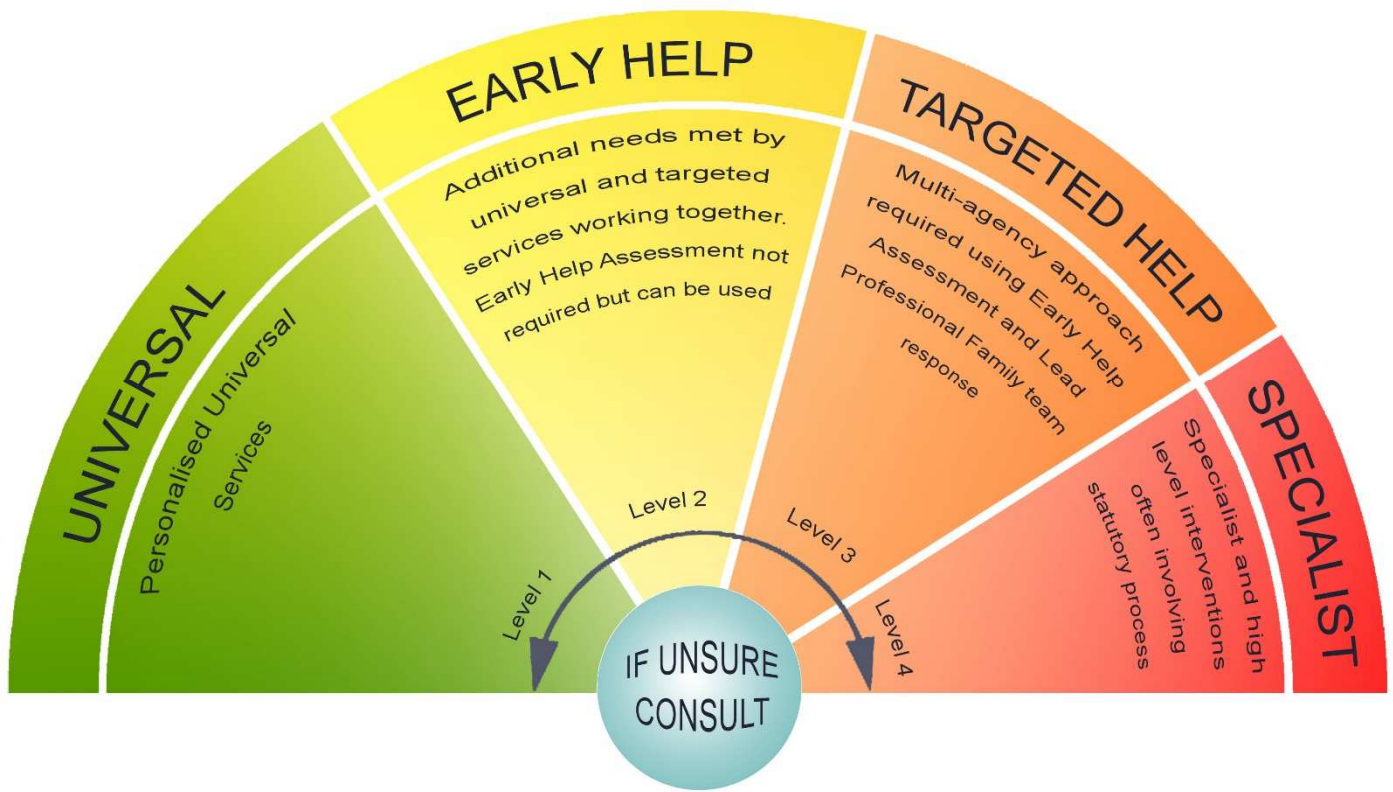
Time and date:

Actions taken:

Action completed date & signature:

Review Complete (signature or initial)

APPENDIX IV: Multi Agency Levels of Need Windscreen



APPENDIX V: Allegation Record Form

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:

- Investigate or ask leading questions;
- Make assumptions or offer alternative explanations;
- Promise confidentiality.

Allegation Record

Adult making the allegation:

(If not a parent) Contact Number:

(If not a parent) Contact Email:

Adult Signature:

Date:

Details of Allegation

(where possible in the adult's own words)

Date of the Allegation:

Time of the Allegation:

Location of the Allegation:

Name all adults and children present:

What is the allegation - What happened? What was said? Who was present (adult & child)?:

Allegation Recorded by:

Allegation Record Checklist

- o Inform the Head Teacher/Room Leader

APPENDIX VI: Risk Assessment – Allegation Made Against A Member Of Staff Or Volunteer

Name of Employee:

Role of Employee:

Date of risk assessment:

Name and position of risk assessor:

Outline nature of allegation(s) against employee:

If substantiated are the offences of a nature to warrant consideration of summary dismissal

Yes

No

Assessment of Risk

Potential Hazard or danger

Very low

Low

moderate

High

Very high

<p>Is there a risk to the safety or welfare of others? Details:</p>					
<p>Is there a risk to alleged person's safety or welfare? Details:</p>					
<p>Is there a risk to the organisations, premises or property? Details:</p>					
<p>Is there a risk to the investigation (e.g. potential for interference)? Details:</p>					
<p>Is there risk to reputation, if there the alleged person is allowed to work while the investigation takes place: Details:</p>					
<p>Is there a risk by association with any other employee? Details:</p>					

Other Identified risk Details:					
Suspension?	Yes		No		

Alternative to suspension :

Actions following Risk Assessment:

Date of review re risk assessments and points to be considered at that time: 18th April 2023
 Details:

Signature of Assessor:
 Date:

APPENDIX VII: Written Statement

Name of staff member, Team & Role:

Date of statement:

Details of statement: Please include when (date & time) & where events took place, who was present, what was said in your/their own words as much as possible, what happened.

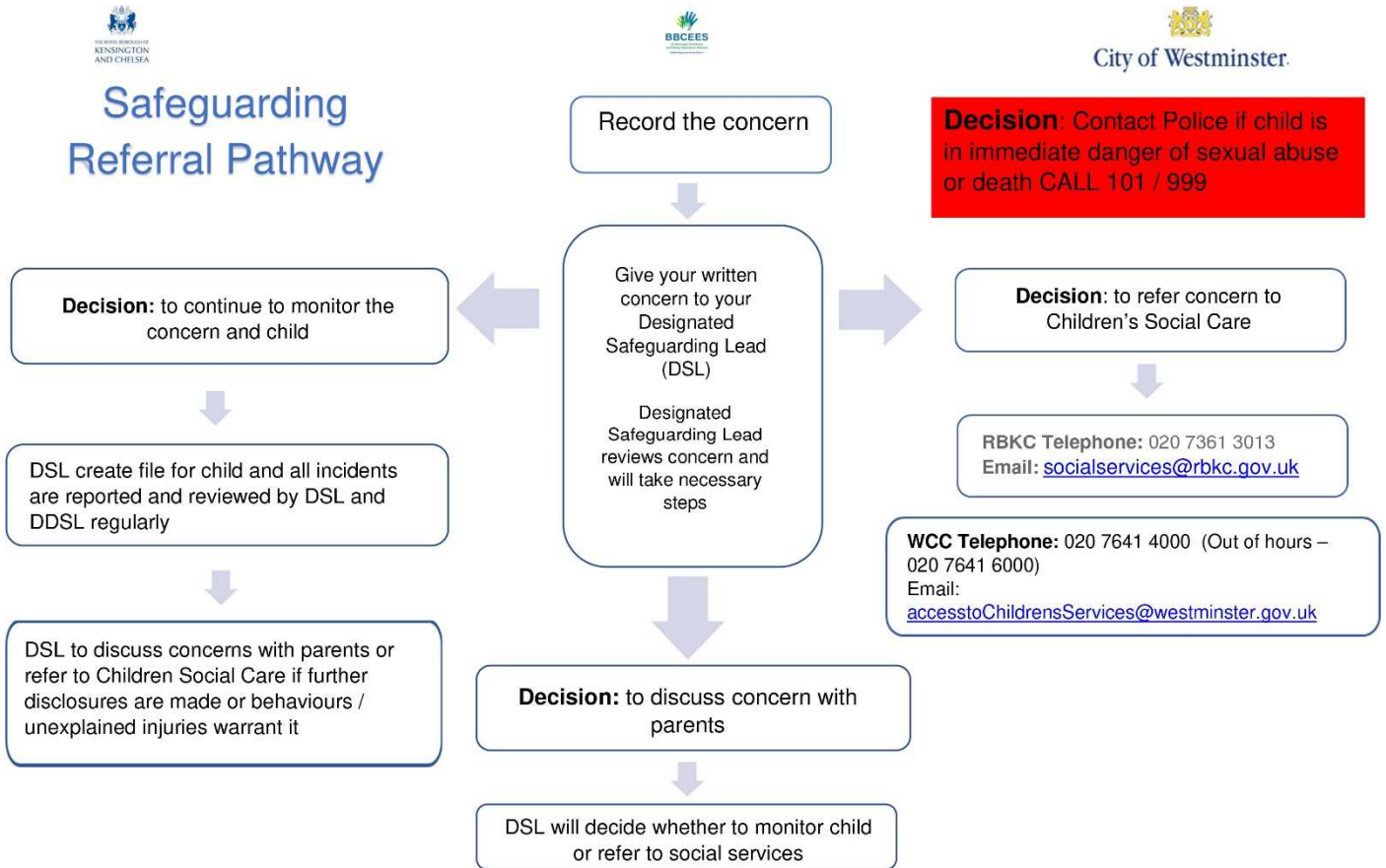
APPENDIX VIII: DSL Allegation Against Staff/Volunteer Process Checklist

Name of staff member, Team & Role:

Date of Allegation:

- Allegation Record Form
- Remove member of staff from contact role
- Staff written statement
- Staff/Volunteer written statement (same day)
- Inform Company Safeguarding Lead (same day)
- LADO referral (**within 1 working day**)
- Bi-Borough referral - Date Company Safeguarding Lead confirmed done: _____
- Ofsted referral (within 14 days) - Date Principal confirmed done: _____
- Inform HR (same day)
- Risk assessment (same day)
- Actions from the Risk assessment (if applicable)
 - o _____ Date Complete:
 - o _____ Date Complete:
 - o _____ Date Complete:
- Parent communication
- Bi-Borough Update - Date Company Safeguarding Lead confirmed done: _____
- Ofsted Update - Date Company Safeguarding Lead confirmed done: _____
- HR updated
- Paperwork filed

APPENDIX IX: Safeguarding Referral Pathway



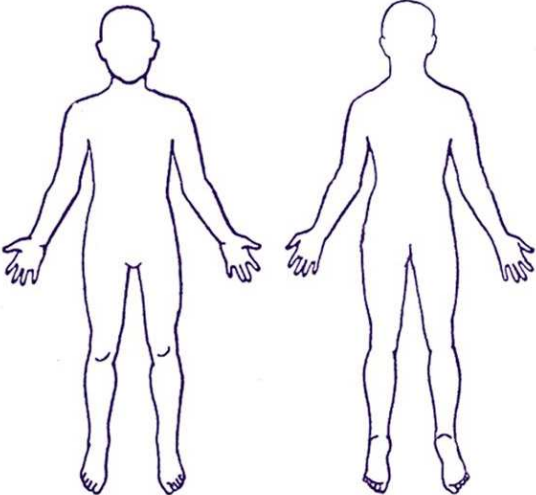
APPENDIX X: DSL Allegation Process Checklist

Name of staff member, Team & Role:

Date of Allegation:

- Allegation Record Form
- Staff/Volunteer written statement on MMC (same day)
- Inform Company Safeguarding Lead (same day)
- LADO referral if required (**within 1 working day**)
- Childrens services referral if required (**within 1 working day**)
- Communication back to adult
- Communication other parents/teachers etc
- MMC child notes reviewed and complete for CSL termly review

APPENDIX XI: Disclosure Form

Name of child:			
Child DOB:		Gender of child:	
Name of person logging concern:		Date:	Time:
<p>Reason for concern: (State what child said / state what you observed. When reporting use direct speech, behaviour or marks/injury you witnessed. Please do not add your own opinion. Please mark marks or injuries on outline of figures. Please include any information about dates & times, where events took place, who was present)</p>			
<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Front Back </div> <div style="display: flex; justify-content: center; align-items: center;">  </div>			
Safeguarding lead receiving the concern:	Date:	Time:	Signed:
Action taken by Designated Safeguarding Lead:			