



Safeguarding and Child Protection Policy

Marmalade Schools is dedicated to keeping all children, adults, and visitors as safe and secure as possible. The health, safety, and welfare of all our children are of paramount importance to all the adults who work in our nurseries. Our children have the right to protection, regardless of age, gender, race, culture background or disability. They have a right to be safe in our nursery. This policy is in line with LCSP Local Safeguarding Children's Partnerships) local guidance and procedures. Safeguarding concerns are lodged with the relevant Local Authority eg Fulham and Hammersmith or Royal Borough of Kensington and Chelsea, Wandsworth Council through the Multi Agency Safeguarding Hub (MASH)/(ICAT) or the Local Authority Designated Officer (LADO) as necessary.

We aim to:

- Provide a safe environment for children to learn in. Establish what actions the nursery can take to ensure that children remain safe, at home as well as at school.
- Raise the awareness of all employees to child protection issues and to define their roles and responsibilities in reporting possible cases of abuse.
- Identify children who are suffering, or likely to suffer, significant harm.
- Ensure effective communication between all practitioners on child protection issues.
- Prevent impairment of children's mental and physical health or development.
- Staff to be aware of the nursery's whistleblowing procedures.

Contributory guidance/legislation

The Children's Act 1989 FGM Act 2003, Children Act 2004, the Childcare Act 2006(as amended in 2020) the Protection of Children Act 1999, Safeguarding Vulnerable Groups Act 2006, Equality Act 2010, Working Together to Safeguard Children 2015 – updates 2026, Early Years Foundation Stage 2012 and 2014 and 2017, 2021 and 2024. The Counter Terrorism and Security Act 2015, The Serious Crime Act 2015 (with particular ref to FGM), What do you do if you are worried a child is being abused 2015, The London Child Protection Procedures 2016 (updated every October), Data Protection Act 2018, Local Safeguarding Partnerships, Keeping Children Safe in Education 2026, The Voyeurism (Offences)Act 2019, The Domestic Abuse Act 2021 updated 2024 to link with Operation Encompass, Prevent Duty Guidance: for England and Wales 2021 Inspecting Safeguarding in EY education and skills settings 2019 and any other organisational procedures. The Education Inspection Framework – 2023, Ey Inspection handbook 2024, EYFS 2025/6 – Enhanced Safeguarding Standards, Crime and Policing Act 2026, Children's Wellbeing and School's Act 2026.

Contact telephone numbers

Multi Agency Safeguarding Hub (MASH) – 020 8871 6622/ Fill in The MARF form – Wandsworth.gov.uk

Early Years Safeguarding Lead – Matt Hutt – 020 8871 8820

Local authority Designated Officer (LADO) Anita Gibbons. To Contact the LADO – Wandsworth.gov.uk. and fill in The Contact the LADO form. There is no number to call.

Multi Agency Safeguarding Hub MASH (Out of Hours) 020 8871 6000

eysafeguarding@wandsworth.gov.uk or 02088718820

NSPCC 0800 028 0285

Wandsworth Safeguarding Partnership – 020 8871 7401

Service manager – Kamilah McCalman
Kamilah.mccalman@richmondandwandsworth.gov.uk

The Marmalade Duck – Kensington –

MASH - Tel: 020 7361 3013

(Out of hours – 020 7361 3013)



LADO: Telephone: 020 7361 3013/Email: KCLADO.Enquiries@rbkc.gov.uk
 Safer Organisations Manager & Local Authority Designated Officer
 Aqualma Daniel: Tel : 07870 481 712 Email Aqualma.Daniel@rbkc.gov.uk

The Marmalade Hedgehog – Fulham

LADO Referrals: LADO@lbhf.gov.uk (monitored Mon to Fri, 9am to 5pm) OR telephone: duty admin: 020 8753 5125 (answered Mon to Fri, 9am to 5pm)

Manager details: Megan Brown - Safer Organisations (LADO) and Safeguarding in Education Manager 07776 673020 megan.brown@lbhf.gov.uk

The MASH Service can be contacted via ICAT: 020 8753 6600 Fax: 020 8753 4209 familyservices@lbhf.gov.uk Out of hours service: 020 8748 8588

Ofsted **0300 123 4666**

Emergency police **999**

Non-emergency police **101**

Government helpline for extremism concerns **020 7340 7264**

Child exploitation and Online protection command (CEOP)

<https://www.ceop.police.uk/safety-centre/>

Definitions

DSL – Designated Safeguarding Lead

Safeguarding -'keeping children safe'

Protecting children from maltreatment

- Prevent impairment of children's health or development.
- Ensure children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertake that role so to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm (Working Together to Safeguard Children, Chapter 1, p35)

Marmalade Schools recognise their duty to work with other agencies in protecting children from harm and responding to abuse. To this end MS will work with others by eg. managing referrals, training, and raising awareness. The principal acts as the safeguarding lead for all Marmalade Schools. Each setting has two on-site child safeguarding officers (DSLs) this allows consistency of support and always maintains a continuous safeguarding presence.

Responsibilities of Designated Safeguarding Lead - DSL:

- Monitor current good practice for child protection and any changes within child protection and relevant legislation.
- Monitor application of child protection training for all practitioners.
- Support and monitor each setting's child protection officer, (DSL) across Marmalade Schools and staff in general.
- Ensure all staff can identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- When referring to the LADO fill a MARF form in as well.
- Complete the Early Help Assessment form as appropriate.



- Support staff/adults/parent/carers where appropriate.
- Co-ordinate liaising with parent/carers where appropriate.
- Taking the lead role when reviewing an incident or whole/individual staff practice.
- Liaising with Ofsted where appropriate.
- Undergo Annual Training
- Liaising with all Safeguarding partnerships
- Ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- Ensure that all paperwork is stored in accordance with the General Data Protection Regulations.
- If consent cannot be gained it is legitimate to share as the safeguarding needs of a child are paramount.

Designated Overall Safeguarding Lead: Rosalind Hyslop

Named Designated Safeguarding Leads (DSLs):

Marmalade Caterpillar: Darren Walker and Emese Horvath

Marmalade Cat: Emma Deadman and Christine Martins

Marmalade Bear: Rita Lorincz and Andrea Bodnar

Marmalade Owl: Andrea Polokova and Jarmila Palakova

Marmalade Hedgehog: Francesca Monti and Lyndsay Vogler

Responsibilities of Designated Safeguarding Leads:

- Support all persons who work within the setting to understand and implement the child protection policy and procedures.
- Attend any relevant training to update their own knowledge and practice as required. Annual training is required for DSLs.
- Attend local Safeguarding DSL Forums to keep up to date with local knowledge
- Contact the child protection team (MASH/ICAT) and or other agencies either for advice or to refer a child where appropriate.
- Ensure that all records about an individual child are only shared with the appropriate responsible staff member/s.
- Ensure that the appropriate records/paperwork are completed correctly and within the relevant time span.
- Support staff/adults/parent/carers where appropriate.
 - Inform Ofsted where appropriate.
 - Inform LADO if appropriate
 - Liaise with parent/carers where appropriate.
 - Set up an allegation folder in each school with relevant information and numbers.
 - At home visit ensure key workers ask parents if any agencies/portage/social worker are involved with their child
 - Ask any previous nursery if they have any safeguarding concerns about a child joining Marmalade Schools Transition form shared.
 - Be aware of pupils who have a social worker
 - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
 - Keep the child at the centre of all we do, providing sensitive interactions that develops builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships.
 - Children may not be ready to talk about their experiences See KCSIE (2022), paragraph 19. Staff should share any concerns they have about a child with the



Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

- Understand the Loving Pedagogy with regards to safeguarding. Give staff clear guidelines about asking for consent, eg 'can I change your nappy?' 'I know that you can put your boots on by yourself, but do you want me to help you today?'
- Some children benefit from hugs or having their hand held etc – this is allowed in line with the Loving Pedagogy.
- Staff can sit children on their knee but not in their laps.
- Male staff are not regularly asked to change nappies – advice taken from Wandsworth LADO.

Training

- The safeguarding lead and designated safeguarding leads attend designated child protection training on a regular annual cycle.
- DSLs attend the Safeguarding Forums.
- All new practitioners are given basic safety instructions and guidelines during induction and will have had Safeguarding training prior to joining the nursery.
- Weekly team meetings incorporate safeguarding support/training to enable practitioners to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- Termly safeguarding review with all practitioners, this is often completed in a quiz format.
- Staff are made aware of Contextual Safeguarding – safeguarding incidents and or behaviours can be associated with factors outside the nursery. All staff but especially the DSLs should consider the context within which such incidents/behaviours occur.
- Staff are also made aware of honour-based abuse, forced marriage and child sexual exploitation, cuckooing, name calling etc that might constitute emotional abuse, gang violence, involvement in gang culture, cyber-bullying, e-safety, child on child abuse, fabricating illness (formerly known as Munchausen's by proxy), and the effects of domestic violence, up skirting, child criminal exploitation: county lines children missing from education, children with family members in prison, effects of homelessness/living in two homes, prevention of radicalisation.
- WRAP training for all staff.
- Mobile phones, meta sunglasses and other electronic devices with imaging and sharing capabilities are not allowed in the presence of children except for Tapestry tablets which are only used in the classrooms for learning journal reasons. **Smart watches must be put in airplane mode whilst with the children.** See Acceptable use of ITC policy. (August 2026 update)
- Complete the Safeguarding Audit.

Indicators of child abuse

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'

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



Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggressive
- Oppositional habitual body rocking.

Interpersonal behaviours:

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

Child Sexual Abuse (CSE)

Child sexual exploitation is a form of child 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 using technology. Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

If a child is being sexually abused, you may see both emotional and physical symptoms.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy.
- Regressing to younger behavior patterns such as thumb sucking or bringing out discarded cuddly toys.
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language

Physical Signs:



- Bruises
- Bleeding, discharge, pains, or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy (not in early years)

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.

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury does not match the injury itself or if a child's injuries are a regular occurrence or there is a pattern to their injuries, then you must report your concerns.

Fabricated illness

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse and any concerns will be reported, in line with our safeguarding procedures.

Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)*:

Child sexual exploitation is a form of child 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 using technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.



- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.



Child on Child Abuse

We are aware that peer-on-peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way we do for adults abusing children and will take advice from the appropriate bodies on this area; to support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

Female Genital Mutilation (FGM)

FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-agency Statutory Guidance on Female Genital Mutilation)

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community.

FGM is child abuse and is **illegal** in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

- FGM is a Human Rights violation and is illegal in the UK.
- FGM is a cultural practice which commonly takes place in at least 28 African countries and some countries in the Middle East and Asia. There has also been a worrying increase of the practice taking place within migrant communities in other parts of the world, including the UK. It is estimated that 20,000 girls are at risk of FGM in the UK
- All staff are aware of their duty to identify possible indicators of FGM including physical signs and possible absence from the country.
- If we suspect a girl has undergone, or is at risk of FGM, an immediate referral to Social Services – MASH the police would be initiated. MS have a legal duty to report this to the police.

Female Genital Mutilation reporting procedures

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2022), paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

What is often less well-known is what a teacher should do next to make a report.



Below is a very short summary and must be read in conjunction with the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>)

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'
- The procedures also set out what information is needed, in order to make a report.
- See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

Breast Ironing:

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
 - Cysts
 - Itching
 - Tissue damage
 - Infection
 - Discharge of milk
 - Dissymmetry of the breasts
 - Severe fever.
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- Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. It is practiced in some African countries (notably Cameroon) in which the breasts of prepubescent girls 'ironed' to stop them growing. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.
 - If we suspect a girl has undergone, or is at risk of breast ironing, an immediate referral to Social Services – MASH/the police would be initiated.

Up skirting

The practice of **up skirting** typically involves taking an image of under a person's clothing, without their knowledge, with the intention of viewing that person's genitals or buttocks. NB Voyeurism (Offences) Act 2019

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion,



intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

Children who have Social Workers

- be aware of pupils who have a social worker.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff. be aware of pupils who have a social worker.
- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health.
- We take these needs into account when making plans to support pupils who have a social worker.

Mental Health

All staff at Marmalade Schools are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing Rosalind Hyslop and their DSL.

Extra-familial harms The policy should refer to the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare.	Marmalade Schools assesses the risks and issues in the wider community when considering the well-being and safety of its pupils. KCSIE (2022), paragraph 23 says: 'Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'
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Domestic Abuse



About The Domestic Abuse Act 2021

The National Domestic Abuse helpline: 08082000247

The definition of Domestic Abuse is:

- Any incident or pattern of incidents of controlling, coercive, economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services,) threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. This can be classed as **coercive control or economic abuse**.
- All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Modern Slavery and Human Trafficking Policy

Legislation:

The Modern Slavery Act received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported, and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour.
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual, and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents, and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g., recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be “means” for children as they are not able to give informed consent.
- *Purpose* (e.g., sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

Signs of abuse

Action should be taken if they appear to have some of these possible signs including under the control of someone else and reluctant to interact with others, the victim has few personal



belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

Procedure

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

If we suspected and it was not possible to have a confidential conversation, we would not confront them or cause a scene, as this will likely lead to increased harm for them. Instead, we would inform the relevant authorities, or organisations, working in the field.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crime stoppers on 0800 555 111
- Contact the Police or local children social care teams.

Prevent and the promotion of British Values.

- In accordance with the Counter Terrorism and Security Act 2015 Marmalade Schools has a duty to safeguard at risk or vulnerable children and takes 'due regard to the need to prevent people from being drawn into terrorism' as stated in Section 26.
- In line with guidance from 'Early Years Foundation Stage 2017' and through continuing good practice we teach the core values of respect, understanding and acceptance.
- Prevent is an integrated part of our safeguarding duty and practitioners are aware harm can originate from within a child's family or as a product of outside influences.
- When Identifying children or families who may be at risk of radicalisation it is important to remember there is no single way to identify individuals who are likely to be susceptible to terrorist ideology. Practitioners should consider their own understanding of the prevent duty alongside their knowledge of families in their care. Practitioners who have a concern regarding a child or family in our care should follow usual safeguarding procedures.
- DSLs to make staff aware of the Channel programme and Educate against Hate website.
- DSLs to ensure British Values are represented in the weekly planning.
- The prevent lead/co-ordinator for Wandsworth Council is Paul Smith who has provided training around the subject of prevent. All staff are required to undertake on-line prevent training.
- Staff should be alerted to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Promoting and teaching British values

The Department of Education has recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'



The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Marmalade Schools these values are reinforced regularly and in the following ways:

Democracy

We have an active PTA in place where parents are encouraged to give feedback regularly. Children are given opportunities to develop an early awareness of democracy by developing their understanding of decision making through a range of daily choices included in our routines. We recognise the children's voice includes the actions children take in their play and we adjust our activities to incorporate their interests and participation in available provision.

We also encourage the children to contribute to the democratic process by exploring the voting system. We encourage the children to vote for their favourite snack and they help to choose some new school equipment every year. During a General Election we would learn about the political parties and how the voting system in operates using pictures, books, and roleplay.

The Rule of Law

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Individual liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a nursery we educate and provide boundaries for young children to make choices safely, through our provision of a safe enabling environment and effective teaching. Children are encouraged to know, understand, and exercise their rights and personal freedoms.

Mutual Respect

Part of our school ethos and behaviour policy is based on respect. Our behaviour policy states:

'Children gain respect through interaction with caring adults who show and value their individual personalities. Positive, caring, and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.'

Tolerance of those of different faiths and beliefs

We aim to enhance the children's understanding of different faiths and beliefs by exploring a range of celebrations throughout the year. The children are encouraged to embrace and value the things that make each person or group of people different. We use stories, dressing-up in clothes linked to a celebration and try a range of different foods from other cultures. Each year we encourage our families to share their special days with the nursery. This is to develop our understanding of our whole nursery community by linking with our families and sharing all our important events and traditions.

Child abuse linked to faith or belief (CALFB)

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

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)



- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies.
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

Absence without explanation

If a child stops attending nursery (even for one day) with no explanation and parents cannot be contacted the DSLs would contact the MASH team/Health Visitor and Matt Hutt - Early Years Lead at Wandsworth plus Paul Smith in case of radicalisation.

Marmalade Duck (RBK and C)

Family Support and Child Protection Adviser– Sharon Aggor/Mobile: 07929 822 2840

Email: sharon.aggor@rbkc.gov.uk

Radicalisation/Prevent Team: Telephone: 020 8753 5727/Email: prevent@lbhf.gov.uk

The Marmalade Hedgehog: Borough of Fulham and Hammersmith:

MASH via ICAT: 020 8753 6600 Fax: 020 8753 4209 familyservices@lbhf.gov.uk Out of hours service: 020 8748 8588

LADO Referrals: LADO@lbhf.gov.uk (monitored Mon to Fri, 9am to 5pm) OR telephone: duty admin: 020 8753 5125 (answered Mon to Fri, 9am to 5pm)

Radicalisation/Prevent Team: Telephone: 020 8753 5727/Email: prevent@lbhf.gov.uk

Strategies and procedures

- Practitioners who observe injuries which appear to be non-accidental, or who are told anything significant by a pupil MUST report their concerns to the designated safeguarding officer.
- Information regarding the concerns must be recorded by the member of staff on the same day on a Cause for Concern form (which has an outline of a body on it – staff must accurately record their concerns). The recording must be a clear, precise, factual account of the observations and must be dated. These completed sheets are kept securely in a locked cupboard.
- Staff will add their concerns to the appropriate log (Safeguarding/Signs of wellbeing and developmental concerns) and following discussion with the DSL an EHA form may be completed.
- Records relating to safeguarding children will be kept in a secure locked place, separate from the child's general file.
- If practitioners have significant concerns about any pupil which may indicate physical, emotional or sexual abuse or neglect they are REQUIRED to discuss them with the safeguarding officer and then if necessary, the safeguarding lead will contact agencies responsible for investigation into child protection issues.

Prevent abuse by means of good practice.

- Adults will never be left alone for long periods of time, with individual children or with small groups.



- Adults who have no DBS certificate or relevant childcare qualifications will never be left alone with a child.
- Children will have regular circle time and discussions on appropriate behaviour.
- Staff are regularly trained in safeguarding to the highest degree.

Record keeping and monitoring.

Pupil's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies to safeguard the child's welfare.

When a pupil has made a disclosure, the member of staff should:

- Make brief notes during and as soon as possible after the conversation on a sign of wellbeing and developmental initial concerns form.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Complete the Cause for concern child Protection Record Incident Report with diagram with an outline of a body shape to indicate the position of any bruising or other injury.
- Ensure the Signs of Wellbeing and developmental initial concerns log is completed.
- Record statements and observations rather than interpretations or assumptions on the incident report form.
- Nursery staff do not carry out investigations themselves, nor decide whether children have been abused - that is a matter for specialist agencies.

Dealing with a disclosure from a child, and a safeguarding case in general, is likely to be a stressful experience. The member of staff should, therefore, consider seeking support for him/herself and discuss this with the safeguarding officer.

Whistleblowing

It is important to Marmalade Schools that any fraud, misconduct or wrongdoing by employees, volunteers or visitors is reported and properly dealt with. We encourage all individuals to raise any concerns that they may have about the conduct of others in the setting or the way in which the setting is run.

- Practitioners who observe inappropriate behaviour displayed by other members of staff, or any other person working with the children (e.g., inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images) **MUST** report their concerns to the designated safeguarding leader.
- Whistleblowing relates to all staff and volunteers who work within the setting who may, from time to time, think that they need to raise with someone in confidence certain issues relating to Marmalade Schools.

If you are concerned about malpractice within Marmalade Schools, the following procedures need to be followed:

- Report any concerns to the settings Head Teacher/Principal or if all DSLs are involved the LADO.
- All staff are aware of preventing and eliminating wrongdoing within Marmalade Schools and are watchful for illegal, inappropriate, or unethical conduct and report anything of that nature to the school Heads.



- Staff understand that any matter raised under this procedure will be investigated thoroughly, promptly, and confidentially, and the outcome of the investigation will be reported back to you.
- Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.
- If misconduct is discovered because of any investigation under this procedure Marmalade Schools' disciplinary procedures will be used, in addition to any appropriate external measures.
- If a malicious, vexatious, or false allegation is made then this will be a disciplinary offence, and disciplinary action will be taken.
- Any instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concerns, even by a person in authority such as a Head Teacher, you should not agree to remain silent. In this event you should report the matter to Rosalind Hyslop.

In the event you feel Marmalade Schools is not addressing your concerns you could contact

- NSPCC Whistleblowing Advice Line, Tel: 0800 028 0285
Email: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted Whistleblowing hotline: 0300 123 3155

An allegation against a member of staff/student/volunteer/supply staff or any other person may relate to a person who has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, also includes behaviour outside school)

Allegations against staff

1. All allegations or suspicions against staff should be taken seriously and considered in the first instance as requiring a child protection/response/enquiry.
2. All services have a duty to report to Social Services (MASH and LADO directly to LADO) without delay, the police, and Ofsted any allegation or suspicion of child abuse made against themselves or any staff member employee. Social Services (MASH) will inform Ofsted of any child protection referrals in respect of your staff in their personal life.
3. It is not permissible for a member of staff to conduct an enquiry about suspicion or allegation of abuse with respect to: a colleague, supervisor, supervisee or someone who has previously worked with him/her in any of these capacities, a relative or friend.
4. An allegation may require consideration from any of the following four inter-related perspectives: child protection, criminal investigation, staff disciplinary procedures, complaint procedures.
5. Employers have a dual responsibility – to safeguard the children in their care and to ensure staff are treated fairly.
6. Information about an allegation must be restricted to those who have a need to know to: protect children, facilitate enquiries, manage disciplinary/complaints aspects and protect any rights of the alleged perpetrator.



7. If a staff member is faced with allegations against them, they may benefit from the independent advice of a solicitor or union member.
8. If an allegation is made, this staff member should not have any contact with children or their records until the matter has been dealt with. This would normally mean a suspension, on full pay, from duties pending the outcome of the investigation.
9. Once the referral is made to Social Services (MASH)(ICAT), the LADO, they will convene an urgent strategy meeting. The details of the allegation should not be shared with the person under suspicion until this meeting has taken place. This meeting will consider the available information, decide whether an investigation is indicated and work out the details of who will be involved and arrangements for interviewing: the child, parent/guardian, person to whom the allegation was made, any witnesses, the accused staff member.
10. DSLs must attend the ASV meetings. They will need to take Staff members personal information/any HR records/training records/records of internal investigations eg witnesses.
11. The final decision regarding the person's continued employment will be informed by the outcome of the child protection's investigation and/or criminal investigation.
12. It is not advisable to accept a person's resignation as an alternative to dismissal.
13. Even if the police decide there is not enough evidence to bring criminal charges, the employer, Rosalind Hyslop must decide whether to proceed with a disciplinary hearing based on *prima facie* evidence under the disciplinary code.
14. Even when there is insufficient evidence to support a criminal investigation, Ofsted may pursue the matter under disciplinary, regulatory or complaints procedures and/or bring civil or criminal proceedings.

Low Level Concerns:

Concerns may be graded Low-Level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. EG – Behaviours include but are not limited to: being over friendly with children, having favourites, taking photographs of children on their mobile phones, 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.

If the concern has been raised by a third party, the head teacher, principal should collect as much evidence as possible by speaking: directly to the person who raised the concern, unless it has been raised anonymously; to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low level concerns should be recorded in writing, including name (can remain anonymous as far as reasonably possible) of individual sharing their concerns, details of the concern, context in which the concern arose, action taken. Records must be kept confidential, held securely, and comply with the Data Protection Act 2018. Information should be kept until the individual has left Marmalade Schools' employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, the matter should be referred to the LADO. The records' review might identify that there are wider cultural issues within MS that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

Employment and recruitment



Marmalade Schools will do all they can to ensure that all those working with children in our nursery are suitable people. This involves scrutinising applicants, verifying their identity, and obtaining references, as well as the mandatory checks and enhanced DBS.

- Marmalade Schools ensure that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children are suitable.
- Volunteers and all staff cannot work without a DBS.
- We ensure that all staff have sufficient understanding and use of English to ensure the wellbeing of children in our care.
- Practitioners must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).
- Staff are reminded that their relationships and associations (including online) may have an implication for the safeguarding of children, and if there are concerns about that, the school should be told.
- Marmalade Schools do not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children in our care.
- All information about staff qualifications and the identity checks and vetting processes that have been completed (including the DBS reference number, the date a disclosure was obtained and details of who obtained it) will be kept digitally in the school office staff folder.
- Interview panel consists of at least two people.
- The Directors and Administrative team have completed Safer Recruitment training.
- Staff are annually asked to complete a medical form and a disclosure form.
- If a member of staff is proved guilty of a safeguarding offence it is Marmalade Schools' policy to inform the DBS Barring Service.

Family Support

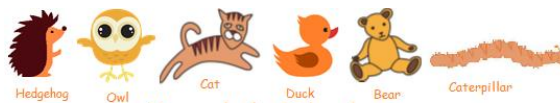
The nursery will take every step in its power to build up trusting and supportive relationships between families, staff, and volunteers in the group. All members of Marmalade Schools adopt an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We aim for parents and pupils to feel free to talk about any concerns and see the school as a safe place if there are any difficulties at home. Where abuse at home is suspected, the nursery will continue to welcome the child and family while investigations proceed.

Consent

Staff are all trained in teaching the children about consent through conversations around eg nappy changing (see nappy changing policy) 'Please may I change your nappy?' and in other circumstances 'Would you like a hug?' We want children to feel that it is '**Your body your choice**'



Signs of wellbeing and developmental initial concerns form					
This form should be completed when there are initial concerns for a child's wellbeing or development. 1. Fill in form 2. Inform Head of nursery 3. Copy to be filed in Wellbeing Folder					
Full name of child			Date of birth	Date of entry	
Parent /carer name					
Reported by name and role					
Date		Person filling in form			Time
Discussed with	Key worker	Parent	DSL	SENCO	Principal
Initial Concern / issue date					
Next step / initial action					
Practitioner's signature		Print name			Date
Countersigned by Head		Print name			Date



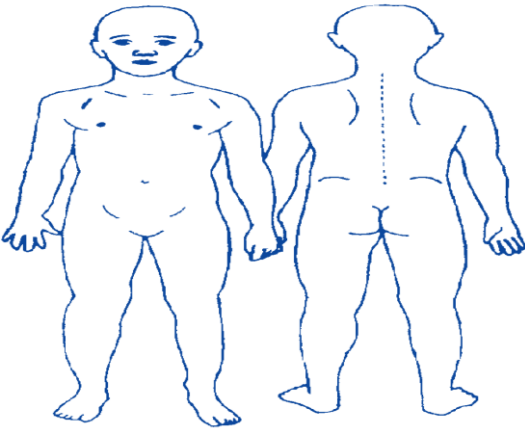
Signs of wellbeing and developmental initial concerns log
Confidential information

Name of child		Date of birth	Reported by name and role		
			Initial concern/issue		Date
Home Address		Date of entry			
		Discussed with SENCO DSL Principal			
Telephone number		Initial action			
Parent /carer name					
Date	Type of contact: telephone, email, meeting	Type of evidence: observation, meeting notes, contact form	Evidence: number	Adults included: keyworker, parent, other professional	Next step

Cause for concern child protection record incident report

This form should be completed when there are concerns that a child is or is likely to be at risk of significant harm. This record should be stored in a confidential 'child protection file' by the Designated safeguarding officer and only shared with those who need to have access to this information to ensure the child's safety.

1. Fill in form 2. Inform Designated safeguarding officer 3. Copy to go to child's file

Date							
Time							
Child's full name							
Date of birth							
Concerns observed/ witnessed by							
Position held							
Contact number:							
Details of concern: Record here accurately and objectively what you saw or heard. The child said / I observed (please use the back of the form if -necessary) (attach supporting information eg, child's drawing additional body map)							
Who was there?				Location			
Has the concern been discussed with the parent carer?							
If no, state the reason							
Who did you contact /call	DSL	MASH	LADO	Police	Ambulance	M.Hutt	Ofsted
Time of contact call							
Date of contact							
Practitioner's signature Print name							Date
Safeguarding officer Print name							Date



Countersigned by Principal Print name		Date
Parent/carer signature Print name		Date



Child protection referral

This form should be sent to the relevant Social Services (MASH) team manager

1. This is to confirm a verbal/telephone referral made to -----
-

on -----(date)----- (time)

2. This is a new referral

Name of child	
Age	Date of birth
Ethnic group	Religion
Any other name by which child is known	
Home address	
Postcode	
Telephone	
Name of doctor	
Address	
Postcode	
Telephone	
Name of referrer	Position
Name of teacher	School
	Telephone

Child's family/household details

Please enter below all known details about the child's family /household (including those with parental responsibility who live elsewhere)

Adults (including parents and any other known adults living with the child)

--

Children (including any known to attend other schools/under school age)



Reasons for referral

Enter below the information which is the basis of this referral. Include details of any visible injuries or statements made by the child/others which are a cause for concern. Give as much detail as possible making clear what is fact and what is hearsay, third party reports etc.

Are the child's parents aware of this referral?	Yes/No
Is the child aware of it?	Yes/No
Has the referral been discussed with anyone else?	Yes/No
If yes give details below	

Any other relevant information

Retain copy confidentially on school records. A written acknowledgement should be received.

Signed: -----



School report for child protection conference

Name of child	
Date of birth	
Address	
Postcode	
Telephone	
School	
Date of conference	Location
Name of person completing report	Time

Educational Report

Indicate the child's year group and developmental progress, whether he/she has any special educational needs, aptitudes, weakness, behaviour, attendance and extra-curricular interests etc.

--

Family contact

Indicate what involvement the school has had with the child's parents /siblings, over how long a period etc. Include special incidents (e.g. exclusion) as well as routine involvement.

--



Child protection concerns

Indicate what involvement the school has had in the concerns which have lead to the conference being held. Include any history of previous concerns, including those which did not lead to further action.

Information relating to any other children in the family

Include here any information which the school has about other members of the family which may be relevant.

Any other comments/information

Include any comments which you wish to make to the conference or any other information which may assist the conference in making decisions.

The above information may be shared with the conference in my absence.

Signed -----

Job Title-----

Date-----