



Safeguarding: November 2022

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Safeguarding Children and Child Protection policy

Olivers Lodge will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

The key commitments of Olivers Lodge policy for safeguarding children.

1. Olivers Lodge is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
2. Olivers Lodge is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DfES 2006).
3. Olivers Lodge is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Olivers Lodge aims are to carry out this policy by:

- Promoting children's right to be strong, resilient and listened to by:
 - Creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
 - Encouraging children to develop a sense of autonomy and independence.
 - Enabling children to have the self confidence and the vocabulary to resist inappropriate approaches.
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

The legal framework for this work is:

Primary legislation

The Children Act 1989 - s 47

The Protection of Children Act 1999

Data Protection Act 1998

The Children Act 2004 (Every Child Matters)

The Children (NI) Order

The Children (Scotland) Order

Guidance

Working Together to Safeguard Children (revised 2006)

What to Do if You are Worried a Child is Being Abused (revised 2006)
The Framework for the Assessment of children in Need and Their Families (2000)
The Common Assessment Framework (2005)

Secondary Legislation

Sexual Offences Act (2003)
Criminal Justice and Court Services Act (2000)
Human Rights Act (1999)
Race Relations (Amendment) Act (2000)
Race Relations (Amendment) Act (1976) Regulations
Rehabilitation of Offenders Act 1974

Liaison with other bodies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you a worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (OFSTED) of any incident or accident and any changes in our arrangements that may affect the wellbeing of children as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

How do we achieve the above:

Olivers Lodge carries out the following procedures to ensure we met the three key commitments outlined above in the Safeguarding Children Policy

Key Commitment 1

Olivers Lodge is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staffing and volunteering

- Our designated person (a member of staff) who co-ordinates child protection issues is Hannah Gogin.
- We provide adequate and appropriate staffing resources to meet the needs of children.

- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by the requirements, set out by the police, Government and OFSTED in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key Commitment 2

Olivers Lodge is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DfES 2006).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the staff member makes a dated record of the details of the concern and discusses what to do with the setting manager. The information is then shared with Hannah Gogin, who will keep the notes stored electronically on a secure computer.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

Allegations against staff and Volunteers

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer has abused a child.

- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint to our Local Authority Designated Officer and carry out the investigation in conjunction with them.
- We co-operate entirely with any investigation carried out by social services in conjunction with the police.
- The Local Authority Designated Offer (LADO) would be contacted.

Disciplinary action

- Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify Vetting and Barring so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Key Commitment 3

Olivers Lodge is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Curriculum

- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child
- listens to the child
- gives reassurance that she or he will take action

The member of staff does not question the child, but will allow for open conversation.

Recording suspicions of abuse and disclosures

Staff make a record of:

- the child's name
- the child's address
- the age of the child
- the date and time of the observation or the disclosure
- an objective record of the observation or disclosure
- the exact words spoken by the child as far as possible
- the name of the person to whom the concern was reported, with date and time
- the names of any other person present at the time

These records are signed and dated and kept in the cause for concern book.

Informing parents

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the social care department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the

procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Safeguarding Children With SEND.

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority
- Regularly monitoring observations carried out on the child's development. All children will be given a full settling in period when joining the nursery according to their needs. Aims:
- Recognise each child's individual needs and ensure all staff are aware of and have regard for the *Special Educational Needs Code of Practice (England) identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children in our provision
- Provide practitioners to help support parents and children with learning difficulties and/or disabilities.
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities

Safeguarding Children

- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning The SENCO Coordinator works closely together with all staff to make sure there are systems in place to assess- plan- do- review and records are shared with the parents Methods:
- The Special Educational Needs Co-ordinator will give her name to parents
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children with disabilities
- Work closely with parents of children with learning difficulties and/or

disabilities to create and maintain a positive partnership

- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
- Provide parents with information on sources of independent advice and support

Provide a broad and balanced curriculum for all children with learning difficulties and/or disabilities

- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans one plans for children with learning difficulties and/or disabilities
- Review One plans as part of our asses- plan- do - review approach and organsie meetings with parents at this time
- Ensure that children with learning difficulties and/or disabilities appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources to implement our SEND disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Provide in-service training for practitioners and volunteers
- Raise awareness of any training the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEND/disability provision by collecting information from a range of sources e.g. One plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure

Monitor and review our policy annually. Special Educational Needs Code of Practice: It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with SEND.

Peer on peer abuse

Our settings may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at Olivers Lodge, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Olivers Lodge recognises that some children may abuse their peers and any incidents

of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in Olivers Lodge and will take swift action to intervene where this occurs. We have regular conversations to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Any issues of peer on peer abuse will either be dealt with in-line with the Positive Behaviour Policy or Child Protection Policy.

Social Networking

It is important that staff ensure proper practice when using the Internet including social networking sites. This is to protect the children, parents and other staff in Olivers Lodge. It is also to guard Olivers Lodge and your personal reputation.

Olivers Lodge states that staff members are allowed to use any social networking site as long as they follow these guidelines regarding the impact social networking has on Olivers Lodge. Failure to comply with the above is an invasion of privacy and may result in disciplinary. The guidelines include but are not limited to:

- Staff must not publicly mention any of the children from Olivers Lodge on their online profiles.
- Staff must avoid writing indirect suggestive comments about Olivers Lodge on their social networking sites e.g. "I've had a bad day at work".
- Staff must not publish photos of the children on their online profiles.
- Staff must not publish photos of other staff in Olivers Lodge on their online profiles without permission.
- Staff must not publicly write anything about other staff members on their social networking sites without permission.
- Staff must not use their mobile phones to take photos or go on social networking sites whilst at Olivers Lodge
- Staff must not mention any of the companies that Olivers Lodge works with on their social networking site.
- In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents or carers that use Olivers Lodge unless they know them in a personal capacity.
- Staff members are advised to set their online profiles as private so that only friends are able to see their information. This can help to prevent any accidental breaches of this policy.

Please be aware that serious breach of the Social Networking policy could result in disciplinary action.

Photographs

Due to the potential misuse of photographic and video/camera/mobile phone data the use of personal mobile telephones is not permitted to take photographs of any children in the care of Olivers Lodge.

Mobile Phones and Cameras

Olivers Lodge recognizes that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

Staff being distracted from their work with children

The use of mobile phones around children

The inappropriate use of mobile phones

Oliver Lodge allows the setting manager to have access to their phone throughout the duration of the session for emergency use and should the senior management need to contact them. All other phones and smartwatches are kept in a box at all times and are not allowed to be used in the main rooms, toilets, cloakrooms or in the play areas at anytime. If staff fail to follow this guidance, disciplinary action will be taken in accordance to the Olivers Lodge disciplinary procedure. If staff need to make an emergency call, they must do so in the office. Staff must ensure that there is no inappropriate or illegal content on the device.

Learning journeys are now on-line, therefore smart phones and iPads (owned by Olivers Lodge) will be used to take photographs and update observations. These will be monitored when backed up on the main secure computer.

When children undertake a trip or journey, mobile phone should only be used in emergencies.

Children should not use mobile phones within the grounds and should not bring in mobile phones (or any other form of recording devise) to Olivers Lodge, except in exceptional circumstances about which Olivers Lodge has been informed. In such circumstances, the child's phone must be kept in the office until they go home.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. If they wish to make or take an emergency call they may use either the office.

Neither are volunteers or visitors permitted to take photographs or recordings

of the children without the managers permission.

Online safety

We recognise that our children are developing in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any child can be vulnerable online regardless of their age. We seek to raise awareness of online safety with our children and will always work alongside parents and other outside agencies to ensure the online safety of our children. Olivers Lodge does not allow children to bring their devices into setting. If there is an exceptional circumstance where this is needed the device is handed over to a member of staff on arrival and given back at the end of the session.

Female Genital Mutilation (FGM)

At Olivers Lodge we have robust and rigorous safeguarding procedures in place and take our responsibilities of child protection seriously, this guidance should be read in conjunction with the overarching Safe Guarding Policy.

In line with Essex Safeguarding FGM policy we recognise that whilst there is not necessarily an intent to harm a girl / young woman through FGM, the practice has serious short and long term medical and psychological implications and as an extended schools and early years provider we need to work with partner agencies to promote understanding and safeguard students who may be at risk of this practice. We also recognise the practice of FGM in the UK is a criminal offence.

Female Genital Mutilation is a form of child abuse and as such is dealt with under our Safeguarding Policy. The aim of this policy is to give depth to our understanding of the issues and our duty of care if we believe a child is at risk of or has had, any form of FGM performed on them.

We aim to work sensitively with community groups where this maybe a cultural belief and practice to educate and inform however we believe the welfare of the child is paramount and will act to safeguard and promote our students welfare, acting in the interest of the rights of the girl / young woman, as stated in the UN Convention on the Rights of the Child (1989).

Definition of FGM:

At Olivers Lodge we use the World Health Organisation definition as written below.

The UK Government has written advice and guidance on FGM that states; "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a

child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-

African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

Ofsted have included FGM in their "Inspecting Safeguarding" briefing for Inspectors.

They will examine this through training records, talking to staff and examining any records we may have on file where FGM is a concern, or advice, support or guidance has been sought in relation to a child at the school. There should be a culture of vigilance amongst staff rather than an assumption that the child is not at risk due to ethnicity or age.

Policy

At Olivers Lodge, safeguarding is everybody's responsibility and for all staff to adhere to and follow the policies in place to support children and their families to stay safe from harm. We embrace the fact that we live in a multi-cultural society, we are however conscious there are some practices which are permitted in other parts of the world which are against the law in the United Kingdom, the practice of female genital mutilation is one of these.

1. At Olivers Lodge we monitor attendance and will highlight patterns that cause concern.
2. FGM training has been undertaken by the designated safeguarding lead and training disseminated to all staff at the front line dealing with the children.
3. There is a clear expectation for staff at Olivers Lodge to attend training to support them in their understanding of this issue and to be alert to the possible signs that a child may be vulnerable or has been subject to, female genital mutilation.
4. Staff are aware of their responsibility to escalate any concerns, where they believe a child may be at risk of FGM to the designated safeguarding lead. Staff are also aware they can refer the matter directly to the Police if they believe a criminal act has been committed and a child has been subject to FGM.
5. Staff are aware of the need to take timely and appropriate action in respect of concerns.

6. Staff at Olivers Lodge have been made aware that females are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure.

Staff have been advised to be vigilant when it comes to;

- Talk of ceremonies to celebrate the young person becoming a woman
- Changes in patterns of behaviour if a child is taken out of the country
- Undisclosed health issues where the child is experiencing discomfort in sitting, going to the toilet etc.

The Designated Safeguarding Lead will keep an open dialogue on the topic of FGM (ensuring this is done in an age appropriate way) with children and parents from practising communities who may be at risk.

All staff at Olivers Lodge are aware FGM is a child protection issue. Concerns will be addressed under Section 47 of the Children Act 1989 in common with any other safeguarding matter where it is believed a child has suffered or is at risk of suffering significant harm.

Staff are alert to possible indicators that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- If a female has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

If we have concerns that children in our school community are at risk or victims of FGM then we refer to the Essex Guidelines for FGM.

Staff are aware of the need to have professional curiosity.

Staff are required to make an accurate record of concerns, observation or comment in line with Olivers Lodge record keeping policy

We will refer all concerns regarding possible or actual FGM to social care via the First Response Team. In the event of information coming to the attention of the staff that there is an immediate threat to the child or it is believed there is a flight risk or a criminal offence has taken place staff will then refer immediately and directly to the Police

Referral to the First Response Team can be made verbally in the first instance but need to be followed up within 24 with a written account using the Multi Agency Referral Form following the usually CP procedures contained within the main body of our Safeguarding Policy

Practical tips

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently.

What can I ask?

- Talk to children about their holiday.
- Sensitively and informally ask the family about their planned extended holiday ask questions like; Who is going on the holiday with the child? How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that Olivers Lodge cannot keep their child on roll if they are away for a long period?
- If there is a concern that a child may be vulnerable to FGM this needs to be reported using Olivers Lodge Safeguarding procedures and / or the information passed to the Police.
- Are the family aware that FGM including Sunnah is illegal in the UK even if performed abroad?

The Prevent Duty & Promoting British Values

From 1st July 2015 all schools and registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Indicators

We are committed to providing a secure environment, where children feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether

their role has direct contact or responsibility for children or not. Staff will be alert to issues including:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Actions

In order to ensure that we adhere to and achieve the Prevent duty we will:

- Provide appropriate training for staff. Part of this training will enable staff to identify children who may be at risk of radicalisation
- We will build the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). Our Key Person approach means we already know our key children well so we will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. Our key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
- We will work in partnership with our LSCB for guidance and support
- We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation)

- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms
- We will ensure that all staff will undertake Prevent awareness training (as a minimum) which includes guidance on how to identify those who may be vulnerable to being drawn into terrorism and how to refer them into the Channel process
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively

Ratios

Olivers Lodge work within the EYFS Framework staff to child ratios. Staffing arrangements meet the needs of all children and ensure their safety. Olivers Lodge ensures that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Children must usually be within sight and hearing of staff and always within sight or hearing. Only those aged 17 or over may be included in ratio. Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices may be included in the ratios once Olivers Lodge are satisfied that they are competent and responsible.

For children aged under two:

- there must be at least one member of staff for every three children
- at least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two
- at least half of all other staff must hold a full and relevant level 2 qualification
- at least half of all staff must have received training that specifically addresses the care of babies

For children aged two:

- there must be at least one member of staff for every four children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children:

- there must be at least one member of staff for every 13 children

- at least one other member of staff must hold a full and relevant level 3 qualification

For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is not working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification

Before and Afterschool care or Holiday clubs:

For children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. We will endeavour to meet a ratio of between 1:10 and 1:15 solely based around meeting the safety and welfare requirements of the children

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. As a setting we are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

Children who go missing

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. The setting recognises that a child missing who goes missing is a potential indicator of abuse or neglect and will follow the settings procedure for unauthorised absence. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency.

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial, emotional and parental imprisonment. We recognise that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We are alert to these indicators and will respond as appropriate should they arise.

Essex Safeguarding Children Board

You can contact ESCB on 03456037627. More information, including set procedures can be found at <https://www.escb.co.uk/2423>

Reviewed by: Hannah Gogin *HGOGIN*

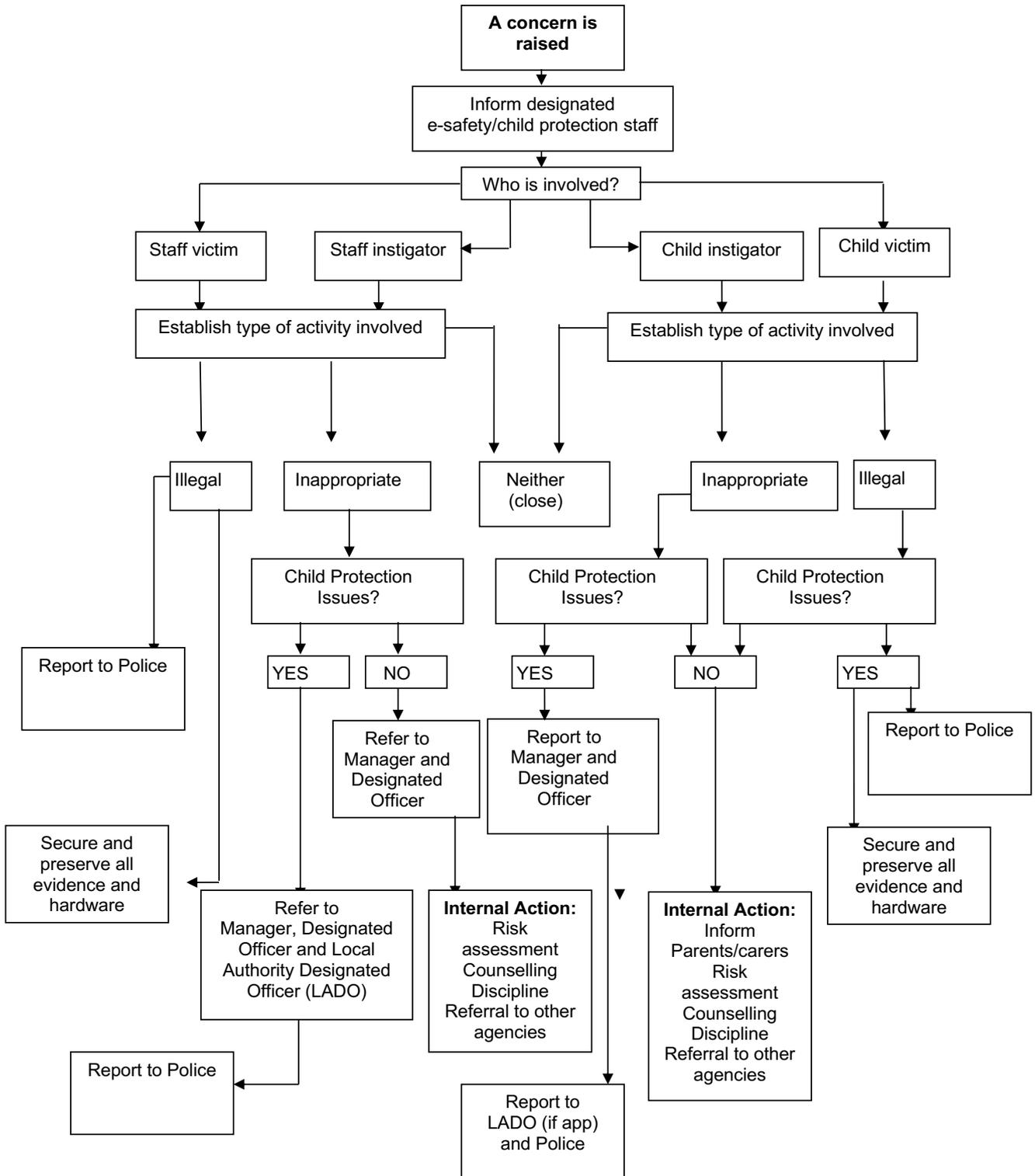
Reviewed on: 11th January 2022

Next Review due by: 10th January 2023

Staff Signatures

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Set Procedures for reporting Safeguarding Issues



Appendix A: Children and Families Hub flow chart

