



The Inclusive Kitchen

# Child Protection and Safeguarding Policy

Date of Policy: June 25. Date of review: June 2026

Date written / Reviewed	3rd October 2025
Written / reviewed by	Mrs Julieanne Cresswell
Review due by	23rd June 2026
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## 1. Introduction – The Inclusive Kitchen.

Safeguarding involves protecting children and young adults from maltreatment; preventing impairment of mental and physical health or development; ensuring that they grow up in circumstances consistent with safe and effective care; and taking action to enable all children to achieve the best possible outcomes.

At *The Inclusive Kitchen*, we recognise the moral and statutory responsibility placed on our team to safeguard and promote the welfare of all children and young people. We aim to provide a safe, welcoming, and sensory-aware environment in which participants can learn and grow. Our safeguarding culture is rooted in openness, where both children and adults feel secure, are able to raise concerns, and trust that they will be listened to and supported appropriately.

We are privileged to work with children and young people with SEND and EHCPs, and we recognise that some may be more vulnerable to harm due to their individual circumstances. Our approach is child- and young person-centred, meaning their safety and wellbeing are at the heart of everything we do.

All members of *The Inclusive Kitchen* team are trained and experienced in safeguarding children and young people, including those with Special Educational Needs and Social, Emotional, and Mental Health challenges. Our staff are well positioned to recognise when a participant may begin to disclose experiences of abuse, neglect, or exploitation, and we have a duty of care to take all disclosures seriously. Not all disclosures will lead to a formal safeguarding process, but every concern must be discussed with the Designated Safeguarding Lead (DSL).

We value collaboration with external agencies and professionals involved in the care and support of our participants. We believe that when organisations work together with a shared vision, outcomes for vulnerable children and young people improve. Our safeguarding practice includes liaising with schools, key workers, support staff, and other professionals. These

partnerships are built on trust, and we welcome appropriate challenge to our practice as part of our commitment to robust safeguarding.

This policy is for all staff, volunteers, agency workers, contractors, and any professionals working within or alongside *The Inclusive Kitchen*. It forms part of our safeguarding framework and should be read in conjunction with our Code of Conduct Policy (including Acceptable Use of ICT), Safer Recruitment Policy, Behaviour and Anti-Bullying Policy, Child-on-Child Abuse Policy and procedures, and Part Five of *Keeping Children Safe in Education (KCSiE 2025)*.

### **Aims of This Policy:**

- To provide staff with a clear framework to promote and safeguard the wellbeing of children and young people, ensuring that all team members understand and meet their statutory responsibilities.
- To ensure consistent, high-quality safeguarding practice across *The Inclusive Kitchen*.

All staff are required to read and understand Parts One and Two of *KCSiE 2025*. The Designated Safeguarding Lead will ensure that all team members receive appropriate safeguarding and child protection training, which is regularly updated and includes online safety and emerging risks.

This policy will be reviewed annually and in response to any updates in statutory guidance or local safeguarding procedures.

### **Definition of terms**

For the purposes of this policy the following definitions apply:

- **Safeguarding** is defined as the act of protecting from harm or damage with an appropriate measure.
- **A child** is defined as anybody who has not yet reached their 16th birthday.
- **A young person** is defined as someone between the ages of 16 and 18.
- **A young adult** is defined as someone between the ages of 18-21.
- **A parent** is defined as natural parents whether married or not, any person who, although not a natural parent has parental responsibility for a child or young person, or any person who although not a natural parent has care of a child or young person.
- **Parental responsibility** is defined as a person who has the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and the child's property.

## 2. The Role of the Designated Safeguarding Lead (DSL)

Given our small-scale operation, clear lines of safeguarding responsibility are crucial. The Designated Safeguarding Lead (DSL) has overall responsibility for child protection and is the main point of contact for any safeguarding matters. Other staff members, volunteers, and occasional employees are expected to work closely with the DSL to ensure that all safeguarding procedures are adhered to.

### 2.1 Identity of the DSL

Designated Safeguarding Lead (DSL):

Name: Mrs Julieanne Cresswell

Role: Overall responsibility for safeguarding and implementation of this policy.

### 2.2 Contact Information

DSL Contact: Mrs Julieanne Cresswell

Email: [julianne@theinclusivekitchen.co.uk](mailto:julianne@theinclusivekitchen.co.uk)

Phone: 07747097172

### 2.3 Deputy DSL Name and contact information.

Deputy DSL:

Email:

Phone:

All staff, volunteers, and employees must familiarise themselves with the above contact details and use them whenever a safeguarding concern arises.

## 3. Recognised Types of Abuse

The Inclusive Kitchen recognises that safeguarding includes the protection of all participants from different forms of abuse.

### **Types of Abuse – Definitions, Identification, Prevention & Reporting**

All staff, volunteers, and associates of The Inclusive Kitchen must be familiar with the following categories of abuse. Each section includes a definition, signs to look for, and procedures.

#### **Exploitation**

- **Definition:**  
Exploitation involves manipulating or coercing a child or young person for personal gain, this may be sexual, criminal, financial, or emotional. It often occurs through grooming, where trust is built before harm is inflicted. Staff should be alert to sudden changes in behaviour, unexplained possessions, or withdrawal from usual activities. All concerns must be reported to the DSL and documented securely.

- **How to Identify:**
  - Sudden changes in behaviour or appearance
  - Possession of unexplained items or money
  - Withdrawal from usual activities or peers
- **Prevention & Reporting:**
  - Build trusting relationships and encourage open dialogue
  - Report concerns immediately to the DSL
  - Document observations and escalate to the county council's MASH (Multi-Agency Safeguarding Hub) if needed

## Child Criminal Exploitation (CCE) & Child Sexual Exploitation (CSE)

- **Definition:**
  - **CCE:** Involvement in criminal activity (e.g. drug running, theft) through coercion or grooming.
  - **CSE:** Sexual activity in exchange for something of value, often under manipulation or threat.
- **How to Identify:**
  - Frequent absences, unexplained injuries, or risky behaviour
  - Association with older individuals or gangs
  - Signs of trauma, secrecy, or fear
- **Prevention & Reporting:**
  - Maintain vigilance and record patterns of concern
  - Refer to the local County Council's CCE/CSE pathways
  - Engage with external agencies as directed by the DSL

## Child-on-Child Abuse

- **Definition:**

This includes bullying, sexual harassment, physical aggression, and coercive behaviour between children or young people. It can occur in person or online. Staff should foster a culture of respect and inclusion, respond promptly to disclosures, and report incidents to the DSL. All cases are taken seriously and managed in line with the County Council's peer-on-peer abuse procedures.
- **How to Identify:**
  - Reports of intimidation, exclusion, or inappropriate behaviour
  - Emotional distress or withdrawal
- **Prevention & Reporting:**
  - Foster a culture of respect and inclusion
  - Use restorative approaches where appropriate
  - Report incidents to the DSL and follow the county council's peer-on-peer abuse protocol

## Female Genital Mutilation (FGM)

- **Definition:**

FGM is a form of physical abuse involving the partial or total removal of female genitalia for non-medical reasons. It is illegal and must be reported. Signs may include difficulty walking or sitting, unexplained pain, or disclosure. Teachers have a mandatory duty to report known cases directly to the police. All concerns must be escalated to the DSL without delay.
- **How to Identify:**

- Disclosure or suspicion based on cultural context
- Difficulty walking, sitting, or unexplained pain
- **Prevention & Reporting:**
  - Mandatory reporting duty for teachers under the Serious Crime Act 2015
  - Immediate referral to the DSL and police
  - Engage with the county council's FGM safeguarding pathway

## 5. Channel and Prevent Duties

- **Definition:**  
Under the Prevent strategy, staff must safeguard children from radicalisation and extremism. Warning signs include expressing extremist views, accessing radical content, or sudden ideological shifts. Staff should promote inclusive values and critical thinking, and report concerns to the DSL, who will liaise with the County Council's Prevent team for appropriate intervention.
- **How to Identify:**
  - Expressing extremist views or accessing radical content
  - Isolation or sudden ideological shifts
- **Prevention & Reporting:**
  - Promote critical thinking and inclusive values
  - Report concerns via the DSL to County Council's Prevent team
  - Record and monitor any patterns of concern

## 6. Upskirting

- **Definition:**  
Upskirting is the act of taking a photo under a person's clothing without consent, now a criminal offence under the Voyeurism Act 2019. It is a serious breach of privacy and dignity. Staff must respond sensitively to disclosures, report incidents to the DSL, and involve police where necessary. Education around respectful boundaries is key to prevention.
- **How to Identify:**
  - Disclosure or discovery of inappropriate images
  - Changes in behaviour or distress
- **Prevention & Reporting:**
  - Reinforce respectful behaviour and boundaries
  - Report incidents to the DSL and police
  - Follow guidance from the government or County council's website on digital safeguarding

## 7. Mental Health

- **Definition:**  
Mental health concerns may affect a child's behaviour, learning, and safety. Indicators include persistent sadness, anxiety, withdrawal, or aggression. Staff should create a nurturing environment, use sensory-aware strategies, and refer concerns to the DSL. The Inclusive Kitchen works closely with families and external professionals to support emotional wellbeing and access appropriate services.
- **How to Identify:**
  - Persistent sadness, anxiety, withdrawal, or aggression
  - Changes in appetite, sleep, or concentration
- **Prevention & Reporting:**

- Create a nurturing, low-pressure environment
- Use wellbeing check-ins and sensory-aware strategies
- Refer to the county council's's mental health support services via the DSL

## 4. Training and Awareness

Here's a detailed update for your safeguarding policy, integrating the latest *Keeping Children Safe in Education (KCSiE 2025)* guidance, The county council's County Council procedures, and emerging concerns around AI and online safety. This section is designed to be clear and practical for any staff member to understand and act upon.

### **AI and Online Safety (In and Out of Provision)**

#### **Reference: KCSiE 2025 & The county council's County Council Online Safety Guidance**

- **AI Use in Education:**
  - Staff must understand the risks of generative AI tools (e.g. misinformation, bias, data privacy).
  - Filtering and monitoring systems must be in place for any AI-enabled platforms used in provision.
  - AI tools should never replace human safeguarding judgment.
- **Online Safety Protocols:**
  - All digital communications (email, Skool platform, etc.) must follow The Inclusive Kitchen's Online Safety Policy.
  - Staff must be trained to identify online grooming, cyberbullying, and inappropriate content.
  - Parents and participants should be supported in developing safe digital habits outside of sessions.
- **Reporting Online Concerns:**
  - Any online incident must be reported to the DSL.
  - Use The county council's's or other CC e-safety reporting channels for escalation.
  - Maintain secure digital records of all incidents.

## 5. Reporting Concerns

The Inclusive Kitchen has established clear procedures for reporting any safeguarding concerns. Whether you are a staff member, volunteer, or external party, please follow these steps:

**Immediate Action:** Should you observe or suspect any form of abuse, report your concern as soon as possible.

**Communication:** Report concerns directly to the DSL (or Deputy DSL, if the DSL is unavailable) using the contact details provided above.

Documentation: All concerns must be documented accurately. A record of the concern and the actions taken shall be maintained in a secure and confidential manner.

This clear reporting process ensures swift and appropriate responses to any safeguarding concerns.

## 6. Online Safety Practice

While The Inclusive Kitchen primarily operates through in-person cookery sessions, online interactions (such as email communications and the use of any digital platforms) are an integral part of our engagement. We maintain high standards of online safety practice. For detailed protocols related to online safety, please refer to our dedicated Online Safety Policy that outlines safe digital practices and reporting procedures specific to online environments.

## 7. Procedures for Dealing with Allegations Against Staff or Volunteers

Allegations involving staff, volunteers, or employees are taken extremely seriously. Procedures for handling these allegations are documented in a separate Allegations Management Policy.

This policy outlines:

The steps for investigating any claims against personnel.

The role of the DSL in liaising with relevant authorities.

Support mechanisms for all parties involved.

All team members are expected to be familiar with this process to ensure fairness, transparency, and the safeguarding of our participants.

## 8. Conclusion

The Inclusive Kitchen is committed to ensuring the safety and welfare of our participants through proactive safeguarding that is fully aligned with Keeping Children Safe in Education 2025. Every member of our team—whether in the classroom, volunteering, or in an occasional capacity—plays a vital role in this collective responsibility.

By working together and adhering to the guidelines set in this policy, we ensure that our cookery programme remains not only a place where essential life skills are learned but also a safe haven for growth and development.

This policy will be reviewed annually, and in light of updates to statutory guidance, to ensure continued compliance and effectiveness in safeguarding our community.

If you have any questions or require further clarification on any aspect of this policy, please do not hesitate to contact the DSL directly.

For further safeguarding guidance, please also refer to the most recent edition of Keeping Children Safe in Education, available on the Department for Education website.