

## Safeguarding Statement

Ducklings School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the pre-school's safeguarding responsibilities.

### Key Personnel

**The Designated Safeguarding Lead (DSL) is: Joanne Anderson**

**Contact details: email: [dsl@ducklingscaterham.co.uk](mailto:dsl@ducklingscaterham.co.uk)**

**Telephone: 07952 563 257 (monitored outside of opening hours)**

**The deputy DSL(s) is: Debbie Hickson**

**Contact details: email: [dsl@ducklingscaterham.co.uk](mailto:dsl@ducklingscaterham.co.uk)**

**Telephone: 07545 090 305 (monitored outside of opening hours)**

### Terminology

**Safeguarding** and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the pre-school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## **Introduction**

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2023, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015 and Effective Family Resilience 2019. The guidance also reflects, both 'Keeping Children Safe in Education' 2024, and Surrey Safeguarding Children Partnership (SSCP) Child Protection Procedures<sup>1</sup>
- Ducklings Pre-School takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
  - This policy applies to all members of staff in the pre-school.
  - Statutory information on each child who attends the pre-school such as; name(s), address(es), gender, date of birth, emergency contact numbers, name(s) of person(s) with parental responsibility, legal contact and who the child normally lives with are recorded by the parent/carer on the Registration Form, which are kept secure in the locked filing cabinet in our store room. Parents/carers are requested to confirm that the information held on their child is correct, this is carried out in September of each year. Joanne Anderson is responsible for ensuring that the correct information is held on each child.
  - Supervision of staff on Safeguarding/child protection matters is carried out half termly during staff supervisions and requires mutual support, teamwork and continuous improvement, including the confidential discussion of sensitive issues (as required by the EYFS Section 3.27).
  - Parents/carers are able to view all of Ducklings Pre-School Policies and Procedures at the setting or on [www.ducklingscaterham.co.uk](http://www.ducklingscaterham.co.uk). We inform parents/carers of their availability on our half termly newsletters/bulletins.

## **Policy Principles**

- The welfare of the child is paramount.
- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff and volunteers, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- All staff believe that our pre-school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support.

## **Policy Aims**

- To demonstrate the pre-school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
  - To support the child's development in ways that will foster security, confidence and independence.
  - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
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- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the pre-school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the pre-school which will be followed by all members of the pre-school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a single central record is kept for audit.

### **Supporting Children**

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the pre-school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Ducklings Pre-school will support all children by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the pre-school.
  - Responding sympathetically to any requests for time out to deal with distress and anxiety.
  - Offering details of help lines, counselling or other avenues of external support.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - Notifying Social Care as soon as there is a significant concern.
  - Providing continuing support to a child about whom there have been concerns who leaves the pre-school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the pre-school medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through personal, social and emotional development and through all aspects of pre-school life. This includes online safety.

### **Prevention / Protection**

- We recognise that the pre-school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- The pre-school community will therefore:
  - Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
  - Observe where children put their names on the 'Good Morning Ducklings' board ask the children about how they are feeling
  - Ensure that all children know who their key person is so that they can approach them if they are worried or in difficulty.
  - Equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

- Ensure all staff are aware of pre-school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **Safe Pre-School, Safe Staff**

- We will ensure that:
  - all staff receive information about the pre-school's safeguarding arrangements, the pre-school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy and Keeping Children Safe in Education part 1 and annex A on induction;
  - all staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children's Partnership (SSCP) which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
  - all members of staff are trained in and receive regular updates in online safety and reporting concerns;
  - all staff have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
  - The child protection policy is made available via the pre-school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the pre-school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the pre-school's handbook.
  - the pre-school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
  - Our settings policy will seek to ensure the suitability of adults working with children on pre-school site at any time;
  - The name of the Designated Safeguarding Lead and deputy, are clearly advertised in the pre-school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
  - All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2024 and will sign to say they have read and understood it.

### **Roles and Responsibilities**

- All members of Management understand and fulfil their responsibilities, namely to ensure that:
  - there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
  - child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Surrey Safeguarding Children's Partnership (SSCP) and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the pre-school website or by other means;
  - ensures that all staff including temporary staff and volunteers are provided with the pre-school's child protection policy and staff Code of Conduct policy;
  - all staff have read Keeping Children Safe in Education (2024) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
  - the pre-school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
  - the pre-school has procedures for dealing with allegations of abuse against staff (including the manager), volunteers and against other children and that a referral is made to the DBS if

a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.

- the DSL is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Manager the Deputy DSL will liaise with the LA
- on appointment, the DSL and deputy undertake interagency training Surrey Safeguarding Children's Partnership (SSCP) Modules 1&2 and also undertake DSL 'New to Role' and 'Update' training every two years;
- all other staff have safeguarding training updated as appropriate;
- at least one member of the pre-school management has completed Safer Recruitment training to be repeated annually.
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- enhanced DBS checks are in place for all staff and volunteers and are checked annually on the update service the pre-school management;
- any weaknesses in Child Protection are remedied immediately;

**The Manager will ensure that;**

- the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

**The Designated Safeguarding Lead;**

- holds ultimate responsibility for safeguarding and child protection in the pre-school;
- acts as a source of support and expertise in carrying out safeguarding duties for the whole pre-school community;
- Encourages a culture of listening to children and taking account of their wishes and feelings;
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- Will refer a child if there are concerns about possible abuse, to the Children's Single Point of Access (C-SPA), and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Surrey Children's Services Request for Support form;
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday;
- Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the pupil records;

- Will ensure that when a pupil leaves the pre-school, their child protection file is passed to the new pre-school (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is obtained;
- All paperwork pertaining to a Child Protection Case will be handed to the DSL of the new school/setting. An inventory of documents enclosed will be provided to the DSL of the new school setting and signed and dated by the current DSL and the new DSL. It is not required to make copies of the paperwork, unless the paperwork is being sent in the post. In which case copies of everything on the file will be made. Once the receiving DSL acknowledges receipt of the paperwork the copies will be destroyed.
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- Has a working knowledge of Surrey Safeguarding Children's Partnership (SSCP) procedures;
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
- Will ensure that all staff sign to say they have read, understood and agree to work within the pre-school's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education 2024 Part 1 and annex A and ensure that the policies are used appropriately;
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all pre-school staff, keep a record of attendance and address any absences;
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the pre-school, with a statement explaining the pre-school's role in referring and monitoring cases of suspected abuse.

### **The Deputy Designated Safeguarding Lead**

Is trained to the same standard as the Designated Safeguarding Lead (DSL) and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

### **All Pre-School Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- Consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk to the police or Children's Social Care;
- Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.

### **Confidentiality**

- Ducklings Pre-School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2023) and share information between professionals and agencies where there are concerns.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential, and the DSL will only disclose information about a child to other members of staff on a 'need to know' basis.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

### **Child Protection Procedures**

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience;
  - child missing from education
  - child missing from home or care
  - child exploitation (formerly Child Sexual Exploitation - CSE) and grooming, including online
  - bullying including cyberbullying
  - domestic abuse within the household
  - drug and alcohol misuse
  - fabricated or induced illness
  - faith abuse - Spiritual, Cultural and Religious Beliefs
  - female genital mutilation (FGM) and Breast Ironing
  - forced marriage (FM)
  - Honour Based Violence (HBV)
  - Specific local area issues ie gangs and youth violence
  - gender-based violence/violence against women and girls (VAWG)
  - Parents with learning difficulties and/or mental health problems who reject professional support
  - private fostering
  - Prevent - radicalisation, terrorism and/or extremist behaviour
  - Impact of new technologies, sexting and accessing pornographic materials
  - teenage relationship abuse
  - Child trafficking and Modern Day Slavery
  - Child criminal exploitation and county lines
  - child on child abuse
  - Teenage pregnancy and parenthood
  - Self-harming behaviours and suicidal ideation
  - Racist, disability, homophobic and transphobic abuse
  - Highly mobile families and families without recourse to public funds
  - Homelessness
  - Young carers
  - Children with disabilities
  - Babies
  - Pregnancy/unborn child

- Poor parenting, particularly in relation to babies and young children
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truancy and youth produced sexual imagery (sexting) put children in danger and that safeguarding issues can manifest themselves via child on child abuse.
- We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

#### **If staff are concerned about a child's welfare**

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an Expression of Concern Form and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should also be recorded in writing on the aforementioned form. If neglect is considered, please use the 'SSCP Neglect Screening Tool'.
- There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Ducklings Pre-School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Staff should use the Expression of Concern Form to record these early concerns and give the completed form to the DSL.
- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

#### **If a pupil discloses to a member of staff**

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
  - During their conversation with the pupil staff will:
    - Listen to what the child has to say and allow them to speak freely
    - Remain calm and not overact or act shocked or disgusted - the pupil may stop talking if they feel they are upsetting the listener
    - Reassure the child that it is not their fault and that they have done the right thing in telling someone
    - Not be afraid of silences - staff must remember how difficult it is for the pupil and allow them time to talk
    - Take what the child is disclosing seriously
    - Ask open questions and avoid asking leading questions
    - Avoid jumping to conclusions, speculation or making accusations
    - Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.
- If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on - staff are not allowed to keep secrets.
- The member of staff should write up their conversation as soon as possible on the Expression of Concern Form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed, and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

### **Notifying Parents**

- The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- However, if the pre-school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.
- Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

### **Making a referral**

- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with The SSCP Neglect Screening Tool.
- If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.
- **Referrals must be confirmed in writing within 48 hours of them being made, using the Surrey Children's Services Request for Support form, including body map, where appropriate. The Request for Support form is to be accessed online as this will ensure that the most up to date form is used. The Request for Support form is available online. To download the form go to [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding) and click on guidance for professionals.**

### **Managing allegations made against staff members**

- If an allegation is made against a member of staff the Surrey County Council Local Authority Designated Officer (LADO) is to be contacted by telephoning 0300 123 1650 .If there are more allegations after the DSL has spoken to the Surrey County Council LADO, or if we need any more advice, then we can telephone the Children's Single Point of Access (C-SPA) on 0300 470 9100 or the Emergency Duty Team (EDT) outside of normal office hours on 01483 517 898 email [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)
- Ofsted must be informed about any allegations of serious harm or abuse by any person living, working or looking after children at the pre-school (whether that allegation relates to harm or abuse committed on the premises or elsewhere). Ofsted must be informed about any other abuse,

which is alleged to have taken place on the premises and the action that was taken in respect of these allegations. Tel: 0300 1234 666.

- Ofsted must be informed of these allegations as soon as reasonably possible, but at the latest within 14 days of the allegations being made. If we do not do this, and we do not have a reasonable excuse, then we have committed an offence. Ofsted must also be informed of the action taken in respect to the allegation. It is good practice to email/write to Ofsted no later than 14 days.
- It is the responsibility of the owner/manager to gather information where an allegation has been made against a member of staff and not the DSL.
- An allegation of child abuse made against a member of staff or volunteer helper may come from a parent, another member of staff or from a child's disclosure. Such allegations will be reported in the same way as any other child protection referral. A record will be made of the details of the disclosure/information that gives cause for concern. This is entered on the file of the child in question. The relevant sections of the referral form are then completed, and the Social Services Children Social Care Team is contacted. The designated officer on the management committee is informed. Due to the serious nature of the concerns, the disciplinary procedure must be instigated and the member of staff suspended until a full investigation has taken place. However, no further disciplinary action is taken until the outcome of the investigation is known.
- The investigation is then carried out by Social Services in the usual way - ie first calling a strategy meeting which the settings managers and the designate officer from the management team attend. Social Services and/or the Police will carry out the investigation. Managers and staff will co-operate fully with the process. It is also important to remember that allegations do not always mean that the alleged incident has taken place. The member of staff concerned will be supported and treated with concern and respect. False allegations are very upsetting and stressful and it is important that the member of staff is not judged until the result of the investigation is made known.
- If it appears from the result of the investigation that the allegations are justified, then disciplinary action will follow. This will always be done in full consultation with the management team and with legal advice. Where a member of staff is dismissed because of proven or strong likelihood of child abuse, the designated officer from the management team, in conjunction with the full committee, informs the relevant office of the Department of Health to register the person concerned on the PoCA (Protection of Children Act) list. It is the responsibility of the pre-school management to make a referral to the Disclosure and Barring Service. See <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> for guidance.
- Not all cases arising from allegations of child abuse go to court, as there may be insufficient evidence for prosecution. A court can only make a judgement in criminal law where the evidence is 'beyond reasonable doubt'. Evidence in many child abuse cases will not be 'beyond reasonable doubt', but it may meet civil law criteria of being 'on the balance of probabilities'. Where it seems likely that 'on the balance of probabilities' abuse may well have taken place, the employer is justified, in law, in dismissing the individual and referring them to the Protection of Children Act (PoCA) list.

### **Supporting Staff**

- We recognise that staff working in the pre-school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- Management will endeavour to ensure that staff are not placed in a vulnerable position/situation. Should a member of staff feel they are in a vulnerable position/situation they are required to speak to Jo or Debbie immediately. Staff safety in the pre-school is paramount.
- Staff are not to open the main door to any unexpected visitors once the door has been shut at 9.10am. It will be reopened at 12pm, 2.40pm and 3pm. Unexpected visitors will not be able to gain entry into the building. This is due to recent safety concerns in the wider environment. If a visitor needs to speak to a member of staff they can do so by phoning 07522 915829.

### **Non-collection of children**

- For procedures on the non-collection of children please see our Non-Collection of Children Policy.

### **Non Attendance Policy/Procedure**

- For procedures on the non-attendance of children please see our Non-Attendance of Children Policy.

### **Mobile Phones**

- Staff/Volunteers/Visitors are not permitted to carry mobile phones on their person within pre-school opening times. Mobile phones are to be kept in the locked box, which is kept in the kitchen, unless otherwise agreed by management. Ducklings Pre-School have an emergency mobile phone which is used during emergency evacuation of the building. Management phones are to be available and will be left on top of the locked box in full view. See separate policy on the use of mobile phones in the pre-school.
- If an Ofsted Regulatory Inspector arrives at Ducklings Pre-School then they are entitled to keep their business phone as they may be required to take photographs as evidence for part of their investigation into a complaint. No children will be included in these photos.
- If a Tribal Inspector arrives to carry out a routine inspection visit, then we can request that they follow Ducklings Pre-School's mobile phone procedures.

### **Cameras**

- Ducklings Pre-school obtains permission from parents/carers on the Registration Form for photos to be taken and used in their Learning Journal (Tapestry), the pre-schools website and promotional literature
- Cameras are not permitted to be taken into the cloakroom.
- Parents/volunteers/carers and visitors are not permitted to take photographs of the children on the pre-school premises (including front garden) or on any pre-school outings, without prior consent from the Manager or Deputy Manager, or if outside of the pre-school the relevant child's parents/carers.
- Any occasion where parents/carers are invited onto the premises, an announcement is made to all of the parents/carers asking if there are any objections to general photographs/video's being taken. If there are any objections parents will be unable to use cameras. We advise all parents/carers that any photographs/video's that are taken are not to be put on any social networking sites.

### **Staff Suitability and Disclosure and Barring Service (DBS)**

- A person who is barred from working with children/vulnerable adults is breaking the law if they work/volunteer or seek work/volunteer with these groups.
- All staff (including volunteers) who come into contact with children on a regular basis must have their criminal record checked to ensure they are suitable to work with children.
- As part of the interview and regular supervision of new and old staff, they will be required to answer the following questions in a true manner:
  - are you aware of your duty to inform the pre-school management/LADO if you have; been involved with the Police, such as interviewed, questioned, subject to a court order, bound over, received a reprimand, warning, cautioned or convicted before or during your employment at the pre-school.
  - do you have parental responsibility for a child who is being assessed or who has been placed on a Child Protection Plan under Section 47 of the Children Act 1989/2004??
- Joanne Anderson is responsible for ensuring the criminal records are checked on an annual basis using the update service.
- All staff are to have regard to the government's statutory guidance 'Working together to Safeguard children (WTSC)' and PREVENT duty guidance for England and Wales March 2024.
- The DSL is to have attended the Safeguarding Children Foundation Module 1 & 2.
- The DSL is registered for the Surrey Safeguarding Children's Partnership (SSCP) Manual of Child Protection updates and must ensure that all staff are informed of any changes. The Safeguarding/Child Protection Policy is to be amended accordingly at the time of changes to the Surrey Safeguarding Children's Partnership (SSCP) Manual. Joanne Anderson is to inform Debbie

Hickson when there have been amendments to the Surrey Safeguarding Children's Partnership (SSCP) Procedures so that she can amend the relevant policies as soon as reasonably practicable. The policy will be reviewed as a matter of course in July/August each year.

- Joanne Anderson will audit the accident records/physical intervention records each term. She will also be responsible for reviewing any concerns regarding safeguarding issues and this will be carried out each term, or earlier, as deemed necessary.
- Management will ensure that all members of staff/volunteers have an up to date DBS and require them to sign up to the update service.
- The name of the staff member and date of issue will be recorded and kept in the Workforce Development folder, which is kept in our store cupboard.

#### **Disclosure and Barring Service Referral Process:**

- Employers, social services and professional regulators are under a legal duty to notify the Disclosure Barring Service (DBS), so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups. If Ducklings Pre-School dismisses or removes a member of staff or volunteer from working with children because they have harmed or may have harmed a child, we have a legal duty to inform the DBS.
- If the member of staff resigns during an investigation or before they are dismissed, the DBS **must** still be informed.
- Telling the DBS does not mean the person will be automatically barred from working with children.
- A setting that knowingly employs someone who is barred is breaking the law. Contact details can be found at the end of this policy.

#### **Children who are particularly vulnerable**

- Ducklings Pre-School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- To ensure that all of our pupils receive equal protection we will give special consideration to children who are:
  - Disabled or have special educational needs
  - Young carers
  - Affected by parental substance misuse, domestic abuse or parental mental health needs
  - Asylum seekers
  - Living away from home
  - Vulnerable to being bullied or engaged in bullying
  - Already viewed as a 'problem'
  - Living in temporary accommodation
  - Live transient lifestyles
  - Living in chaotic and unsupportive home situations
  - Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
  - At risk of sexual exploitation
  - Do not have English as a first language
  - At risk of female genital mutilation
  - At risk of forced marriage
  - At risk of being drawn into extremism

### **Anti-Bullying/Cyberbullying**

- Ducklings Pre-School's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Manager/DSL will also consider implementing child protection procedures.

### **Racist Incidents**

- Ducklings Pre-School acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

### **Radicalisation and Extremism**

- The Prevent Duty for England and Wales (2024) under section 27 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
- Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- Ducklings Pre-School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.
- Ducklings Pre-School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- Pre-School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.
- Ducklings Pre-School management will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of pre-school premises by external agencies, anti-bullying policy and other issues specific to the pre-school's profile, community and philosophy.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (0800 011 3764).

## **Domestic Abuse**

- 1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, financial or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 1 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 1 Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, financial control, social isolation, and other controlling behaviours all count as abuse.
- 1 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse Joanne Anderson, DSL has attended Domestic Abuse training.

If any member of staff suspects there is Domestic Abuse within a family, they can speak to Joanne Anderson in confidence.

The member of staff, and Joanne Anderson, may consider completing the DA Checklist for Early Help Services, if appropriate.

## **Child Sexual Exploitation (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 through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.
- Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Ducklings Pre-School is aware there is a clear link between regular school absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.
- The DSL will use the CSE Screening Tool on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.
- In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact Surrey C-SPA and email the completed CSE Screening Tool along with a EFR Request for Support Form. If a child is in immediate danger, the police should be called on 999.
- Ducklings Pre-School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE, so staff must be particularly vigilant to potential indicators of risk.

## **Female Genital Mutilation (FGM)**

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in Ducklings Pre-School who is employed or engaged to carry out 'teaching work' in the pre-school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Ducklings Pre-School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

### **Breast Ironing (BI)**

- Breast Ironing, whilst not currently illegal, is a form of child abuse and violence against women
- Concerns about BI should be reported as per Ducklings Pre-School's child protection procedures.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

### **Forced Marriage(FM)**

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- Pre-School staff should never attempt to intervene directly as a pre-school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.

### **Honour-based Violence(HBV)**

- Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- Honour based violence might be committed against people who;
  - become involved with a boyfriend or girlfriend from a different culture or religion;
  - want to get out of an arranged marriage;
  - want to get out of a forced marriage;
  - wear clothes or take part in activities that might not be considered traditional within a particular culture.
- It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

### **Witchcraft - African Indigenous Witchcraft**

- This is the belief that Children can be possessed by evil spirits which then effects the lives of their families.

- African Indigenous Witchcraft is not to be confused with Pagan Witchcraft, which is a protected religion in the United Kingdom.
- Many new communities in the UK face so many social and economic problems that create a fertile ground for the belief in the influence of evil spirits to flourish. These include, poverty and deprivation, unemployment, lack of success, immigration problems, housing problems, family breakdown, ill health, and many others.
- These 'triggers' lead to children being scapegoated as the sources of these problems leading them to being labelled as witches. The labelling of children as witches is a huge form of emotional abuse in itself and cannot be ignored. Subsequent to that, such children are subjected to many other forms of abuses and harm to punish them for their evil deeds, but also in efforts to exorcise them from the evil spirits 'possessing' them. Due to the seriousness of the abuse and harm children branded as witches experience and the long term damage this causes to their overall well-being, this has been termed as 'Witchcraft Abuse'. - *Taken from Afruca.org 'what is witchcraft abuse?'*

#### **One Chance Rule**

- All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM, BI and HBV. Staff recognise they may only have 'one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.
- Ducklings Pre-School are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

#### **Private Fostering Arrangements**

- A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- Ducklings Pre-School recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Surrey Children's Social Care of the circumstances.

#### **Looked After Children**

- The most common reason for children becoming looked after is as a result of abuse and neglect. Ducklings Pre-School ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The designated staff member for looked after children and the DSL have details of the child's social worker and the name and contact details of the Surrey County Council's virtual school head for children in care.
- Ducklings Pre-School's 'Children who are Looked after' officer is: Joanne Anderson

#### **Children Missing Education**

- Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

- The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities and Surrey County Council Safeguarding Children Missing Education Policy 2017.
- Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **Child on child Abuse**

- In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Ducklings Pre-School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child on child abuse are outlined below.
- Domestic abuse –an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
- Serious Youth Violence – 'Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- There are also different gender issues that can be prevalent when dealing with child on child abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).
- Ducklings Pre-School aims to reduce the likelihood of child on child abuse through;
  - the established ethos of respect, friendship, courtesy and kindness;
  - high expectations of behaviour;
  - clear consequences for unacceptable behaviour;
  - providing developmentally appropriate activities which develop pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
  - systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
  - robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
  - Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. Therefore, Ducklings Pre-School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
  - Any concerns, disclosures or allegations of child on child abuse in any form should be referred to the DSL using Ducklings Pre-School's child protection procedures as set out in this policy. Where a concern regarding child on child abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed, or there is a risk of crime being committed, the Police will be contacted.
  - Working with external agencies the pre-school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

### **Youth produced sexual imagery (sexting)**

- The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
- Youth produced sexual imagery refers to both images and videos where:
  - A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
  - A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
- If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.
- Immediate referral at the initial review stage should be made to Children's Social Care/Police if:
  - The incident involves an adult;
  - There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
  - What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
  - The imagery involves sexual acts;
  - The imagery involves anyone aged 12 or under;
  - There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

### **Spiritual, Cultural and Religious Beliefs**

- Where parents, families and the child themselves believe that an evil force has entered a child and is controlling them, the belief includes the child being able to use the evil force to harm others. This evil is variously known as black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah. Children are called witches or sorcerers.
- Parents can be initiated into and/or supported in the belief that their child is possessed by an evil spirit by a privately contacted spiritualist / indigenous healer or by a local community faith leader. The task of exorcism or deliverance is often undertaken by a faith leader, or by the parents or other family members.
- A belief in spirit possession is not confined to particular countries, cultures, religions or communities. Common factors that put a child at risk of harm include:
  - *Belief in evil spirits*: this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely, but includes through food that they have been given or through spirits that have flown around them;

- *Scapegoating because of a difference*: it may be that the child is being looked after by adults who are not their parents (i.e. privately fostered), and who do not have the same affection for the child as their own children;
- *Rationalising misfortune* by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability;
- *Disabilities* involved in documented cases included learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness;
- *Changes and / or complexity in family structure or dynamics*: there is research evidence (see Stobart, Child Abuse Linked to Accusations of Spirit Possession (DfES, 2006)) that children become more vulnerable to accusations of spirit possession following a change in family structure (e.g. a parent or carer having a new partner or transient or several partners). The family structure also tended to be complex so that exact relationships to the child were not immediately apparent. This may mean the child is living with extended family or in a private fostering arrangement. In some cases, this may even take on a form of servitude;
- *Change of family circumstances for the worse*: a spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits. Research evidence is that the family's disillusionment very often had its roots in negative experiences of migration;
- In the vast majority of identified cases in the UK to date, the families were first or second generation migrants suffering from isolation from extended family, a sense of not belonging or feeling threatened or misunderstood. These families can also have significantly unfulfilled expectations of quality of life in the UK;
- *Parental difficulties*: a parent's mental ill health appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

### **Allegations against staff**

- All pre-school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Manager.
- The Manager on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.
- If the allegation made to a member of staff concerns the Manager, the person receiving the allegation will immediately inform the Deputy Manager who will consult the LADO as in above, without notifying the Manager first.
- The school will follow the Surrey procedures for managing allegations against staff, procedures set out in **Keeping Children Safe in Education** and the pre-school's **Managing Allegations policy and procedures**.
- Suspension of the member of staff, excluding the Manager, against whom an allegation has been made, needs careful consideration, and the Manager will seek the advice of the LADO.
- In the event of an allegation against the Manager, the decision to suspend will be made by the Deputy Manager with advice as above.

- Staff and parents are reminded that publication of material that may lead to the identification of a staff member who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

### **Whistle-blowing**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the pre-school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- Whistle-blowing re the Manager should be made to the Deputy Manager whose contact details are readily available to staff.

### **Physical Intervention**

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

### **This policy also links to our policies on:**

Behaviour

Bruising in children who are not independently mobile

Staff Behaviour Policy / Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Allegations against staff

Parental concerns

Attendance

Administration of medicines

Physical intervention

E-Safety, including staff use of mobile phones

Risk Assessment

Recruitment

Intimate Care

Radicalisation and Extremism

Non attendance Policy/Procedure

Mobile Phone/Camera Policy

Non-Collection of Children

Escalation

## **Appendix 1**

### **Recognising signs of child abuse**

#### **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Neglect
- Sexual Abuse (including child sexual exploitation)

#### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type

- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical sign and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## Appendix 2

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- ❖ **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- ❖ **Consent** - agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- ❖ **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool. Assessment, Consultation and Therapy (ACT) Tel: 01483 519 606, email: act@surreycc.gov.uk can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

### **Appendix 3**

#### **Child Exploitation (formerly Child Sexual Exploitation)**

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017) for comprehensive guidance on Child Sexual Exploitation.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Appendix 4**

#### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

## What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

### 4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

## Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services or to police if the circumstances come under the mandatory reporting duty for those employed or engaged to carry out 'teaching work' in the school.

## **Breast Ironing (BI)**

It is essential that staff are aware of BI practices and the need to look for signs, symptoms and other indicators of BI.

### **What is Breast Ironing?**

Breast Ironing is a practise where girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

### **Is breast Ironing legal?**

BI, whilst it is internationally recognised as a violation of human rights of girls and women, is currently not illegal the UK.

## **Appendix 5**

### **Domestic Abuse**

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

### **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

### **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822 - outreach@yoursanctuary.org.uk

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

## **Appendix 6**

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:
  - ❖ Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
  - There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
  - Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
  - Indicators of vulnerability include:
    - Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
    - Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
    - Personal Circumstances - migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
    - Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
    - Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
    - Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
  - However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
  - More critical risk factors could include:
    - Being in contact with extremist recruiters;
    - Accessing violent extremist websites, especially those with a social networking element;
    - Possessing or accessing violent extremist literature;
    - Using extremist narratives and a global ideology to explain personal disadvantage;
    - Justifying the use of violence to solve societal issues;
    - Joining or seeking to join extremist organisations; and
    - Significant changes to appearance and / or behaviour;
    - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

All of Ducklings Pre-School staff will be required to complete the online PREVENT training **annually** and provide a certificate as proof

The following staff members have completed the Prevent e-learning training course:

Anita Killick  
Joanne Anderson  
Debbie Hickson  
Holly Wilson  
Kerry Sims  
Lorraine Plows  
Heidi Porter  
Phoebe Hickson

**Surrey – Report a concern about a child or young person –**

<https://www.surreycc.gov.uk/children/contact-childrens-services>

Email CSPA – [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)

Phone – 0300 470 9100

NSPCC: <http://www.nspcc.org.uk/> 0800 028 0285

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

[Counter.extremism@education.gov.uk](mailto:Counter.extremism@education.gov.uk)

Working together to safeguard children:

[https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working\\_together\\_to\\_safeguard\\_children\\_2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

Information Sharing:

[https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info\\_sharing\\_advice\\_content\\_May\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)

Keeping children safe in education:

[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

Continuum of Support:

<https://surreyscb.procedures.org.uk/zkyqat/managing-individual-cases/continuum-of-support-for-children-and-families-living-in-surrey/>

Thrive Framework for System Change:

<https://implementingthrive.org/wp-content/uploads/2024/08/THRIVE-Framework-for-system-change-2019NEW-2.pdf>

Healthy Child programme

<https://www.e-lfh.org.uk/pathways-healthy-child/>

Capacity and Consent:

[https://www.proceduresonline.com/surrey/cs/p\\_cap\\_consent.html](https://www.proceduresonline.com/surrey/cs/p_cap_consent.html)

Family information Service on the surrey county council website:

<https://www.surreycc.gov.uk/children/support-and-advice/families>

Surrey Support Map:

<https://www.healthysurrey.org.uk/professionals/healthy-schools/surrey-support-map>

Neglect risk assessment tool:

<https://surreyscp.org.uk/wp-content/uploads/2021/04/Risk-Assessment-Tools-General-Guidance.pdf>

Resolution for professional disagreements about the best support for the family:

<https://surreyscb.procedures.org.uk/skyqox/complaints-and-disagreements/inter-agency-escalation-policy-and-procedure>

Prevent:

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

Making a referral to Disclosure and Barring Service

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Men's advise Line 0808 801 0327

NSPCC Child Protection Helpline 0808 800 5000

National Domestic Violence Helpline 0808 200 247

20 August 2025

EYFS Section 3

## FOLLOWING A CHILDS DISCLOSURE

You will need to pass on all information to the settings supervisor or nominated child protection person. They in turn will contact Surrey Contact Centre.

### **USEFUL TELEPHONE NUMBERS:**

Ofsted: Helpline - 0300 123 1231

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **Children's Single Point of Access (C-SPA)**

email: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)

Tel: 0300 470 9100

### **LADO**

Tel: 0300 200 1006

Out of Hours Tel: 01483 517 898

[lado@surreycc.gov](mailto:lado@surreycc.gov)

### **Police: Caterham Area: 101 or 999**

[Edt.ssd@surreycc.gov.uk](mailto:Edt.ssd@surreycc.gov.uk)

[www.surrey.police.uk](http://www.surrey.police.uk)

### **Ofsted**

Picadilly Gate

Story Street

Manchester

M1 2WD

Tel: 0300 1234 666

Helpline: 0300 123 1231

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

**Ofsted Whistleblowing telephone number:** 0300 123 3155

### **Female Genital Mutilation Helpline**

0800 028 3550

### **Breast Ironing Advice**

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/breast-flattening/>

**DBS - 0870 908 081**

**NSPCC: 0808 800 5000**

Child Protection Helpline

**Childline: 24 hour Helpline: 0800 1111**

Kidscape Bullying: 08451 205204 (10am - 4pm)

### **PREVENT Helpline**

0800 011 3764