

Child Protection and Safeguarding Policy:



We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide staff and volunteers with the framework they need in order to keep children safe and secure in our pre-school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Designated Safeguarding Lead (DSL) is: Susan Michel.

Contact details: 01276 475395, 07470170560 or during the session times 9-1 0784017030

Deputy DSL is: Sue Hewitt. Contact details: 0784017030

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; • 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.

Early Help means providing support as soon as additional needs emerge at any point in a child's life.

Staff refers to all those employed by the pre-school.

Child(ren) includes everyone attending age 2 – 5 years old.

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

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access and the Child Protection Consultation Line.

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 statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance '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.

The policy also reflects Surrey Safeguarding Children Partnership (SSCP) Procedures.

Guidance and documents referred to in this policy

Surrey Safeguarding Children Partnership protocols, guidance and procedures

Working Together to Safeguard Children 2018. Disqualification under the Childcare Act 2006 (updated 2019). FGM Act 2003 Mandatory Reporting Guidance 2016. 'What to do if you are worried a child is being abused' 2015. Information Sharing Advice for Practitioners' guidance 2018. SCC Touch and the use of physical intervention when working with children and young people. The Equality Act 2010.

Child Protection and Safeguarding Policy:



Policy Principles & Values

The welfare of the child is paramount, we maintain an attitude of "It could happen here"

Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

All children have a right to be protected from harm and abuse.

Each member of staff has a role to play in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, in accordance with statutory guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

Whilst the pre-school works openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

Our aim is:

To raise the awareness of all staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable the pre-school to contribute to Early Help, assessments of need and support those families.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff employed at Bagshot pre-school have been checked as to their suitability, and a satisfactory DBS check.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

Supporting Children.

We recognise that school may provide a safe place and 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.

We will promote a caring, safe and positive environment within the pre-school.

We will encourage self-esteem and self-assertiveness, through positive relationships within the pre-school.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

Prevention / Protection.

We recognise that the pre-school plays a significant part in the prevention of harm to children.

The pre-school will: Establish and maintain an ethos where children feel safe and secure and are always listened to.

We will provide opportunities for children through Personal, Social and Emotional Development, which equip children with the skills they need to stay safe from harm including, online-safety & road safety.

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

Personal telephones will be stored away in the main cupboard during the pre-school session.

Child Protection and Safeguarding Policy:



Keeping Safe Staff and children.

We will ensure that: The pre-school operates a safer recruitment procedure that includes statutory checks on their suitability to work with children.

All staff receive information about the pre-school's safeguarding arrangements, child protection policy and the role and names of the Designated Safeguarding Lead and deputy.

All staff receive safeguarding and child protection training at induction in line with Surrey Safeguarding Children Partnership which is regularly updated and receive safeguarding and child protection updates through email, e-bulletins and staff meetings, as required.

All staff will receive updates in online safety and reporting concerns. Staff attend 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 school website and parents/carers are made aware of this policy. We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and plans. The name of the Designated Safeguarding Lead and deputy, are displayed on the noticeboard.

Roles and Responsibilities

All Pre-school Staff, have a key role to play in identifying concerns early and in providing help for children. To achieve this, we will:

Provide a safe environment in which children can learn. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to. Plan opportunities within pre-school for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe. Attend training in order to be aware of, and alert to, the signs of abuse.

Maintain an attitude of "it could happen here" with regards to safeguarding.

Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).

Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately the Deputy DSL should be informed.

Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

Follow the allegations procedures if the disclosure is an allegation against a member of staff.

Follow the procedures set out by the Surrey Safeguarding Children Partnership.

Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.

Treat information with confidentiality but never promising to "keep a secret". Notify the DSL or Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.

Will identify children who may benefit from early help, liaising with the DSL in the first instance. Liaise with other agencies that support pupils and provide early help.

Know who the DSL and Deputy DSL are and know how to contact them.

Have an awareness of the role of the DSL, the pre-school's Child Protection Policy and Behaviour Policy.

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 allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP) and Surrey County Council (SCC).

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That statutory requirements are met to make a referral to the Disclosure and Barring Service, where they think an individual has engaged in conduct that has harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff the DSL will:

Hold the lead responsibility for safeguarding and child protection (including online safety) in the pre-school, this responsibility is not able to be delegated.

Have an "it could happen here" approach to safeguarding.

Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.

Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Children's Single Point of Access (C-SPA), and act as a point of contact and support for pre-school staff. Requests for support should be made securely by email to csmash@surreycc.gov.uk using the Request for Support Form. Urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).

Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

The Department of Education has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264).

Refer cases where a crime may have been committed to the Police as required.

Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

Act as a source of support and expertise in carrying out safeguarding duties for the pre-school.

Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff. Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals.

Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.

Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

Understand and support the pre-school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

Liaise with pre-school staff on matters of safety and safeguarding and consult the SSCP Levels of Need document to inform decision making and liaison with relevant agencies.

Be alert to the specific needs of children in need, those with SEND and young carers.

Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at pre-school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

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Keep detailed, accurate records (either written or using secure online software for example Egress), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.

Ensure that when a child transfers to school, their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the child main's file and ensuring secure transit) and that confirmation of receipt is received.

Ensure that where a child transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.

If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy will be securely destroyed on confirmation of receipt.

Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation. Ensure that all staff sign to say they have read, understood and agree to work within the pre-school's child protection policy.

Organise child protection and safeguarding induction, regularly update training with updates at least once a year. (Including online safety) for all school staff, keep a record of attendance and address any absences.

Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this referral.

Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2019.

The Deputy Designated Safeguarding Lead is Sue Hewitt: In addition to her role and responsibilities of all staff the Deputy DSL will:

Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.

Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated. In the absence of the DSL, Sue Hewitt will carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

Policies are consistent with Surrey Safeguarding. Statutory requirements are reviewed annually and ensure that the Child Protection policy is available on the pre-school website.

The pre-school includes statutory checks on staff's suitability to work with children.

All staff including temporary staff and volunteers are provided with the school's child protection policy.

The pre-school has procedures for dealing with allegations of abuse against staff (including the Manager) and volunteers.

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Susan Michel (DSL) and Sue Hewitt (DDSL) have undertaken interagency training (SSCP Foundation Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years as well as attending DSL network events, to refresh knowledge and skills.

Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. Information will be shared with staff within the pre-school who 'need to know'. 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 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the DSLs will only disclose information about a child to other members of staff on a need to know basis. All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Child Protection Procedures

The following procedures apply to all staff working in the pre-school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse. The prime concern at all stages must be the interests and safety of the child.

All staff are aware that very young children and those with disabilities, special needs, language delay or if English is an additional language, may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of: Dates and times of their observations. Dates and times of any discussions in which they were involved; any explanations of injuries given by the child / adult; rationale for decision making and action taken; any actual words or phrases used by the child
5. The records must be signed and dated by the author or equivalent on electronic based records
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the police if appropriate) if there is the potential for immediate significant harm.

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Following a report of concerns the DSL will:

1. Using the SSCP Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a request for support must be made to the SAP and the police if it is appropriate.

2. Normally the pre-school would try to discuss any concerns about a child's welfare with the family and, where possible, to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: csmash@surreycc.gov.uk or contact the C-SPA consultation line on 0300 470 9100 to discuss the concerns. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken.

3. If the DSL feels unsure about whether a referral is necessary, they can phone the CSPA to discuss concerns.

4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.

5. Where there are doubts or reservations about involving the child's family, the DSL will clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

6. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the DSLs will only disclose information about a child to other members of staff on a need to know basis.

All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Dealing with disclosures

All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

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Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol.

Guiding principles, the seven R's

Receive

Listen to what is being said, without displaying shock or disbelief.
Accept what is said and take it seriously.
Make a note of what has been said as soon as practicable.

Reassure

Reassure the child, but only so far as is honest and reliable.
Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'.
Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
Do not ask 'leading' questions i.e. 'did he/she touch your private parts?' or 'did he/she hurt you?'
Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
Do not ask the child why something has happened.
Do not criticize the alleged perpetrator; the child may care about him/her, and reconciliation may be possible.
Do not ask the child to repeat it all for another member of staff.

Report

Share concerns with the DSL immediately.
If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or Police, as appropriate directly.
If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

If possible, make some very brief notes at the time, and write them up as soon as possible.
Keep your original notes on file.
Record the date, time, place, person/s present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
If appropriate, complete a body map to indicate the position of any noticeable bruising.
Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

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Support the child: listen, reassure, and be available.

Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Get some support for yourself if you need it.

Review (led by DSL)

Has the action taken provided good outcomes for the child?

Did the procedure work?

Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?

Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately, they may contact the CSPA.

Receiving a disclosure can be upsetting for the member of staff, the DSL will reassure them that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Allegations against adults who work with children

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

Behaved in a way that has harmed a child, or may have harmed a child.

Possibly committed a criminal offence against, or related to, a child.

Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In dealing with allegations or concerns against an adult, staff must:

Report any concerns about the conduct of any member of staff or volunteer to the DSL immediately.

If an allegation is made against the DSL, then the LADO should be contacted directly.

Once an allegation has been received by the DSL they will contact the LADO on 0300123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the pre-school will determine how to proceed and, if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document.

What is abuse and neglect?

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 a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), or failing to protect a child from physical and emotional harm or danger. Ensure adequate supervision (including the use of inadequate care-givers). Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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The Neglect Risk Assessment Tool is available to provide more detailed information regarding the assessment of neglect.

Indicators of abuse

Neglect: - The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to: Provide adequate food, clothing and shelter; failing to protect a child from physical and emotional harm or danger, Failing to ensure adequate supervision or stimulation, Failing to ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

Frequently going hungry, frequently arriving at pre-school in dirty clothes, being abandoned or deserted, living at home in dangerous physical conditions, not being taken to the doctor when ill, not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging; children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often linked to other forms of abuse, so any concerns should be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect. Constant hunger and stealing food; poor personal hygiene - unkempt, dirty or smelly; underweight; dressed unsuitably for the weather; poor state of clothing; illness or injury left untreated.

Behavioural indicators of neglect; constant tiredness; frequent absence from pre-school or lateness; Missing medical appointments; isolated among peers; frequently unsupervised; stealing or scavenging, especially food; destructive tendencies.

Emotional abuse: - The nature of emotional abuse

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic abuse. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or

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behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues: delays in physical, mental and emotional development,- poor pre-school performance; speech disorders, particularly sudden disorders or changes.

Behaviour. Acceptance of punishment which appears excessive. Over-reaction to mistakes. Continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as rocking, hair-twisting, thumb-sucking. Running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour for example wetting.

Withdrawal from physical contact; withdrawal from social interaction; over-compliant behaviour; insecure, clingy behaviour; poor social relationships.

Emotional responses. Extreme fear of new situations, Inappropriate emotional responses to painful situations ("I deserve this"). Fear of parents being contacted. Low self-esteem. Unusually fearful with adults. Lack of concentration, restlessness, aimlessness. Extremes of passivity or aggression.

Physical abuse: - The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g. knees, shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern: multiple bruising or bruises and scratches (especially on the head and face) clusters of bruises – e.g., fingertip bruising (caused by being grasped); Bruises around the neck and behind the ears – the most common abusive injuries are to the head. Bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle; bite marks; Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette; scalds with upward splash marks or tide marks; untreated injuries; recurrent injuries or burns; bald patches. You should be concerned if a child: Runs away or shows fear of going home, is aggressive towards themselves or others, flinches when approached or touched.

Sexual abuse: - The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The SSCP professional guidance provides pre-school staff with information regarding indicators of CSE. (Child sexual exploitation).

Characteristics of child sexual abuse: It is often planned and systematic, people do not sexually abuse children by accident, though sexual abuse can be opportunistic, grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online). Most people who sexually abuse children are men, but some women sexually abuse too.

Child Protection and Safeguarding Policy:



Indicators of sexual abuse.

Physical observations: - Damage to genitalia, anus or mouth; sexually transmitted diseases; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural observations: - Sexual knowledge inappropriate for age; sexualised behaviour or affection inappropriate for age; sexually inappropriate behaviour; lack of concentration, restlessness; aimlessness; socially isolated or withdrawn; overly-compliant behaviour; acting out; aggressive behaviour; poor trust or fear concerning significant adults; regressive behaviour; onset of wetting, by day or night; nightmares suddenly drawing sexually explicit pictures; eating disorders or sudden loss of appetite or compulsive eating; regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys; become worried about clothing being removed; trying to be 'ultra-good' or perfect; overreacting to criticism.

Anti-Bullying

We keep a record of known bullying incidents which is shared with the staff. 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. PSHE education regularly provides opportunities for children to understand bullying is wrong.

Online Safety

Please read our "Online Safety Policy.

Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on early years to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined 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.

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. The pre-school regards that the exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern. We follow the Department for Education guidance on preventing children from being drawn into terrorism. Staff are aware of factors that identify early signs of radicalisation and extremism. Pre-school staff undertake online prevent training and support and promote, Fundamental British Values.

When any member of staff has concerns that a child may be at risk of radicalisation, they should speak with the DSL. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent referral process and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

Staff will use the dedicated telephone helpline to raise concerns around Prevent (020 7340 7264).

Child Protection and Safeguarding Policy:



Domestic Abuse

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. Witnessing can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships.

The pre-school is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Early Years; where every morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this pre-school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

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 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.

Any concerns that a child is being, or is at risk of being, sexually exploited should be passed immediately to the DSL.

The DSL will consider the published Surrey Safeguarding Children Partnership guidance and advice 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 DSL identifies any level of concern the DSL should contact the CSPA and email a Request for Support Form. If a child is in immediate danger the police should be called on 999.

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 staff 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 staff in pre-school who are employed. 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.

Pre-school staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the 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 holiday. There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the staff member should report the case immediately to the police, including dialling 999 if appropriate. In no circumstances will staff examine a girl.

Private Fostering Arrangements

The pre-school recognises 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.

Child Protection and Safeguarding Policy:



By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care 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 the C-SPA.

Children Looked After

The most common reason for children becoming looked after is as a result of abuse and neglect.

The 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. Please read our Looked after children policy.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness on the pre-schools Physical Restraint Form.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures. When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

Surrey County Council Guidance Touch and the use of restrictive Physical Intervention When Working with Children and Young People provides further detailed information.

Whistle-blowing

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 pre-school's safeguarding arrangements. If it becomes necessary to consult outside the pre-school, they should speak in the first instance, to the LADO.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. 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.

Whistle-blowing regarding the manager should be made to the LADO.

Policy adopted on 1/6/15, Reviewed 28/9/16. Updated 31/5/18, 22/1/2020

Signed on behalf of Bagshot Pre-school *Susan Michel*

Role within the Pre-school Manager

Further advice on safeguarding and child protection is available from:

Surrey County Council Education Safeguarding Team

NSPCC: <http://www.nspcc.org.uk/> ChildLine: <http://www.childline.org.uk/pages/home.aspx>