

Safeguarding Child Protection Policy

This document is based on guidance from Statutory Framework for the Early Years Foundation Stage 2021, Keeping Children Safe in Education 2023 and Working Together to Safeguard Children 2018.

Manager: Kate Dean

Chair of Trustees: Philippa Hawkins

Designated Safeguarding Lead (DSL): Kate Dean

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Safeguarding Statement

“Safeguarding is Everyone’s Business”

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. We want children and adults to feel confident to talk if they are worried, believing they will be listened to effectively.

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

Key personnel

Designated Safeguarding Lead (DSL) is: Kate Dean

Contact details: info@grayswoodnurseryschool.co.uk 07814 826153

Deputy DSL is: Natasha Hayes

Contact details: senco@grayswoodnurseryschool.co.uk 07789 987280

Chair of Trustees is: Philippa Hawkins

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Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring 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;
- preventing impairment of children's mental or physical health or development.

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

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

Staff refers to all those working for or on behalf of the setting, full or part time, temporary or permanent, in either a paid or voluntary capacity. This includes supply teachers, volunteers, tutors and contractors.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to pupils of our setting; however, the policy will extend to visiting children and students from other establishments.

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.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; Childcare Act 2006 and in line with statutory guidance:

- Statutory Framework for the Early Years Foundation Stage 2021
- Keeping Children Safe in Education 2023
- 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
- Ofsted Inspecting Safeguarding in early years, education and skills 2019
- Early years inspection handbook for Ofsted-registered provision for September 2021
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

The policy also reflects, [Surrey Safeguarding Children Partnership](#) (SSCP) Procedures.

This policy applies to all members of staff and trustees of the setting.

This policy applies where there are any safeguarding concerns regarding children who attend the setting, but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.

The Manager and chair of trustees of the setting will review this policy at least annually. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation.

Parents/carers can view a copy of the Child Protection Policy and other related policies in the policies file in reception and can request a copy at any time.

Equalities Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristics and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy. This policy can be found in the policy folder and available on our website.

Grayswood Nursery School also adheres to the principals of and promotes anti-oppressive practice in line with the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Principles, values and aims

The Early Years Foundation Stage (2023) states 'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

Grayswood Nursery School will demonstrate a commitment regarding Safeguarding and Child Protection to children, parents and other partners. We will maintain an attitude of 'it could happen here', where the welfare of the child is paramount.

Grayswood Nursery School will ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so all systems, processes and policies operate in the best interests of the child.

All children have a right to be protected from harm and abuse. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure which may indicate a child is at risk of harm, either in Grayswood Nursery School or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

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

Whilst Grayswood Nursery School will work openly with parents as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

Related Safeguarding Policies

This policy should be read in conjunction with our:

- i) Equality Statement (page 7)
- ii) Whistleblowing policy (see policy folder)
- iii) SEND policy (see policy folder)
- iv) Disqualification under the Childcare Act 2006
(<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>)
- v) Behaviour Management policy (see policy folder)
- vi) Mobile Phones, Landline, E-Safety, Social Media and Photographic Recording Equipment Policy (see policy folder).
- vii) Privacy Policy (see policy folder).
- viii) Safer Recruitment Policy (see policy folder).
- ix) E-safety Policy (see policy folder)

Supporting children

We recognise Grayswood Nursery 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 recognise a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

We accept research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise Grayswood Nursery 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.

Grayswood Nursery School will support all children:

- i) By treating each child as an individual so they can learn, be resilient, capable, confident and self-assured.
- ii) By teaching children to be strong and independent through positive relationships.
- iii) By establishing and maintaining an ethos where children feel safe and secure, and are encouraged to share their thoughts and feelings through conversation, story-telling and role play.
- iv) By ensuring all children know there is an adult in Grayswood Nursery School whom they can approach if they are worried.
- v) By reassuring children who report concerns that they are being taken seriously and they will be supported and kept safe.
- vi) We will encourage self-esteem and self-awareness, through the Early Years Foundation Stage and through positive relationships within the community.
- vii) We will respond sympathetically to any requests for quiet time.
- viii) We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- ix) We will notify Social Care immediately if there is a significant concern.

Training and Induction

All staff receive information about the safeguarding arrangements upon induction, the safeguarding statement, staff behaviour policy (code of conduct), Safeguarding and Child Protection policy, the role and names of the DSL and the deputy.

The name of the DSL and DDSL for Safeguarding and Child Protection, are clearly advertised in the reception area with a statement explaining our role in referring and monitoring cases of suspected harm and abuse.

All staff will have access to Part 1 of [Keeping Children Safe in Education 2023](#) and will sign to say they have read and understood it.

All staff receive Safeguarding and Child Protection training at induction in line with advice from [Surrey Safeguarding Children Partnership](#) which is regularly updated.

All staff are trained in and receive regular updates in online safety and reporting concerns (for example, via email, e-bulletins and staff meetings), as required, but at least annually. All staff are required to sign up for the Safeguarding team updates, to regularly review the NSPCC bulletin and to participate in the monthly staff Safeguarding 'challenge'.

Grayswood Nursery School will advise all staff that they must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure staff members only work directly with children if medical advice confirms the medication is unlikely to impair the staff member's ability to look after children properly. All medication on the premises is securely stored and out of reach of children at all times.

Grayswood Nursery School will advise staff to disclose any reason which may affect their suitability to work with children including convictions, cautions, court orders, and warnings. All staff and trustees have regular Child Protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect. All staff will be provided with a copy of our setting's behaviour management and physical intervention policy, which is also available on our website.

All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones, cameras and wearable technology. All staff will be made aware

of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant setting policies including the e-safety policy, which includes Mobile Phones, Social Media, and Photographic Recording Equipment Policy, which is available on our website.

Staff support and Supervision:

Grayswood Nursery School will follow their legal responsibilities under the [Equality Act 2010](#) including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Grayswood Nursery School has in place supervision for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2021.

The Early Years Foundation Stage states that ‘effective supervision provides support, coaching and training for the practitioner and promotes the interests of children’. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision will provide opportunities for staff to:

- i) discuss any issues – particularly concerning children’s development or well-being, including Child Protection concerns
- ii) identify solutions to address issues as they arise
- iii) receive coaching to improve their personal effectiveness

Roles and Responsibilities

All staff:

Have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Maintain an attitude of “It could happen here” with regards to safeguarding.
- Understand safeguarding is “everyone’s responsibility”.
- Maintain a “zero-tolerance” approach to sexual violence and sexual harassment.
- Read and understand Part 1 of statutory guidance KCSIE (2023). Those working directly with children will also read Annex B.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Code of conduct; safeguarding response to children who go missing from education; and the role of the DSL.
- Know who and how to contact the DSL and DDSL and the Chair of Trustees.
- Be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so staff are able to identify cases of children who may be in need of help or protection.
- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - i) who may need a social worker and may be experiencing abuse or neglect
 - ii) requiring mental health support
 - iii) may benefit from early help
 - iv) where there is a radicalisation concern
 - v) where a crime may have been committed
- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection.

- 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.
- Have a duty of care to take appropriate action and work with other services as needed.
- Be prepared to identify children who may benefit from Early Help.
- Be aware of the local Early Help process and their role in it.
- Ensure children know there are adults in the setting who they can approach if they are worried or have concerns.
- Be aware mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Respond appropriately to mental health issues.
- Understand the setting's Safeguarding and Child Protection policy and procedures.
- Record concerns if they are worried that a child is being abused and report these to the DSL immediately day on the same day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), 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, as set out in this policy and KCSIE 2023, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor.
- Report low-level concerns (as defined in KCSIE 2023) about any member of staff/supply staff/volunteer or contractor to the DSL to follow procedures for reporting low level concerns in line with Surrey LADO guidance and Ofsted guidance].
- Notify the DSL or the DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Be aware children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

The Manager

In addition to the role and responsibilities of all staff the Manager will ensure that:

- All Trustees receive appropriate safeguarding and child protection training (including online) training at induction.
- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The setting has an effective Safeguarding and Child Protection Policy, a Staff Code of Conduct and a Behaviour Policy to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The setting has appropriate policies in place which make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- The setting's staff have appropriate knowledge of KCSIE (2023) part 5.
- All children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident this is case. Comprehensive records of all allegations are kept.
- Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
- Take a proportionate risk-based approach to the level of information which is provided to temporary staff, volunteers and contractors.

- Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective.
- All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL.
- All staff are provided with the setting's Safeguarding and Child Protection policy, a Staff Code of Conduct and a Behaviour Policy.
- Policies are consistent with SSCP and statutory requirements, are reviewed annually (as a minimum) and updated if needed.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager and Trustees, volunteers and against other children) and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in KCSIE 2023.
- 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.
- The DSL will take lead responsibility for Safeguarding and Child Protection and the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Children are taught about safeguarding.
- Alongside the setting trustees will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online.
- The Manager and trustees will do all they reasonably can to limit children's exposure to risks through the setting's IT uses.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Ensure safeguarding and child protection files are maintained as set out in KCSIE 2023 Annex C.
- Any weaknesses in safeguarding are remedied immediately.

The Designated Safeguarding Lead (DSL):

The EYFS states; 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'. The trustees have appointed Kate Dean, Manager, as the DSL for our setting; she is appropriately qualified and experienced to enable them to fulfil this role.

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) and be available for staff to discuss any safeguarding concerns

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.

- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, 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.
- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed)

Work with others:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the “case manager” and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children’s needs are considered holistically
- Liaise with the senior mental health lead/ the mental health support team
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Know their cohort of children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes

Raise awareness:

- Ensure each member of staff has access to and understands the Child Protection and Safeguarding policy and procedures
- Ensure the policy is reviewed annually (as a minimum)
- Ensure the policy is available upon request and parents are aware of the setting’s obligations to refer cases where necessary
- Link with safeguarding partners to make sure staff are aware of training opportunities and SSCP arrangements
- Help promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and Child Protection issues a child is experiences or has experienced with appropriate staff members

Training, knowledge and skills

- Undergo training to provide them with knowledge and skills required to carry out the role (at least every two years)
- Understand Surrey’s Effective Family Resilience assessment process and request for support pathway for providing Early Help and statutory intervention
- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively
- Understand the importance of the role in providing information and support to children social care
- Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations and practitioners

- Understand and support the setting with regards to the requirements of the Prevent duty and provide advice and support to staff to protect children from the risk of radicalisation
- Able to understand the unique risks associated with online safety and be confident they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting
- Can recognise the additional risks children with additional needs and disabilities face online
- Obtain access to resources and attend any relevant or refresher training courses

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSL's, attending Early Years network meetings or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Support and advise staff and help them feel confident on welfare, safeguarding and Child Protection matters. This includes specifically to:

- ensure staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them
- Understand the difficulties children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Deputy Designated Safeguarding Lead (DDSL)

The deputy will be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL, this lead responsibility should not be delegated. At Grayswood Nursery School Natasha Hayes is the DDSL.

In the absence of the DSL, the DDSL 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 DDSL will assume all of the functions of the DSL.

Safeguarding and Child Protection procedures

At Grayswood Nursery School if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen carefully to the child, reflecting back the concern
- Use the child's language
- Be non-judgmental
- Only use open questions to clarify information eg. Tell, Explain, Describe (TED)
- Not promise confidentiality
- Explain they need to pass information to the DSL/other professionals to help keep the child and/or other children safe

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

The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned 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. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware very young children and those with disabilities, special needs or with language delay 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:

Make an initial record of the information related to the concern using the Record of concern form as soon as possible, including details of:

- Date
- Time
- Place
- Who was present
- Context
- Details of disclosure/concern (using the child's words)
- Demeanour/non-verbal behaviours of the child
- Any injuries
- Rationale for decision making
- Actions taken

Report it to the DSL immediately.

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. The records must be signed and dated by the author or / equivalent on electronic based records

In the absence of the DSL or DDSL, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA for support and advice.

In all cases, if staff are unsure, they will always speak to the DSL (or deputy)

Following a report of concerns the DSL must:

[Use the SSCP Levels of Need document](#), to decide the relevant actions to be taken.

If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a [Request for Support Form](#) by secure email to: cspa@surreycc.gov.uk. 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 made to the C-SPA and the Police if it is appropriate. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help. The DSL may seek advice or guidance from the C-SPA consultation line before deciding next steps.

When a child needs 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 if a child requires urgent hospital attention.

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.

At Grayswood Nursery School we will make all attempts 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. Where there are doubts or reservations the DSL should clarify with the C-SPA or the Police as to whether the parents should be told about the referral and, if so, when and by whom. However, if it is suspected that informing the parents will place increased risk to the child or impede a Police investigation, advice will be sought from the C-SPA and or the Police about next steps.

What happens next?

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

If we consider the concern/s has/ not been acted upon appropriately, we will follow [Surrey's Finding Solutions Together Process](#). See Appendix 4

<https://surreyscb.procedures.org.uk/skyqox/complaints-and-disagreements/the-surrey-fast-resolution-process/#s4863>

Record Keeping

At Grayswood Nursery School we maintain records and obtain and share information (with parents and carers, other professionals working with the child, the Police, social care and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

At Grayswood Nursery School we record any concerns about a child's welfare or safety in the Safeguarding file. This record will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes. A body map will be completed if injuries are observed.

The record will always be signed and dated by the person making the report and will be shared immediately with the DSL. If there is an immediate concern the member of staff will discuss the concern with the DSL first to ensure the safety of the child and then will complete the report after.

The DSL will record any discussions, decisions and reasons for those decisions on the child's Safeguarding and Child Protection file.

Please refer to our Privacy Notice for further details.

Information sharing and managing the Child Protection file

At Grayswood Nursery School we ensure:

- Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely. Safeguarding and Child Protection concerns and referrals will be kept in a separate Child Protection file for each child.
- The file is only accessed by trained staff who need to see it and where the file or content within it is shared, in line with information sharing advice.
- Where children leave the setting (including in-year transfers) the DSL will ensure their Safeguarding and Child Protection file is transferred to the new setting or school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- Receiving settings and schools should ensure key staff such as DSLs and SENCOs are aware as required.
- If the setting is unable to locate the new setting/school the file will be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).
- Where a child joins the setting and no safeguarding and child protection files are received, the DSL will proactively seek to confirm from the previous setting whether a file exists for the child, and if so, if the files have been sent.

Confidentiality and Information Sharing

At Grayswood Nursery School 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](#).

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

All staff must be aware they have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 1998 and GDPR 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.

Information will be shared with staff within the setting who 'need to know'.

Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware they cannot promise complete confidentiality and should explain they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child. All staff will 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.

Grayswood Nursery School's trained Data Protection Officer (DPO) is Jessica Hounslow. It is a requirement by the General Data Protection Regulations (GDPR) to ensure our setting is compliant with all matters relating to confidentiality and information sharing.

Allegations against/concerns raised in relation to a member of staff, agency staff, volunteers, and contractors

Grayswood Nursery School will follow [Surrey Safeguarding Children's Partnerships procedure for allegations against adults who work with Children.](https://surreyscb.procedures.org.uk/qkyqq/ safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4559)

<https://surreyscb.procedures.org.uk/qkyqq/ safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4559>

This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer and contractors 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; or
- behaved towards a child or children in a way which indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way which indicates they may not be suitable to work with children.

The last bullet point above includes behaviour which may have happened outside of setting, which might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations against a member of staff who is no longer at the setting should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Where the setting identifies a child has been harmed and there may be an immediate risk of harm to a child or if the situation is an emergency, the setting should immediately contact children's social care and, as appropriate, the Police.

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

- Report any concerns about the conduct of any member of staff, volunteer, contractor or other adult to Kate Dean – DSL, immediately.
- If an allegation is made against Kate Dean the concerns need to be raised with Natasha Hayes, DDSL, as soon as possible or Philippa Hawkins, Chair of Trustees. If not available, then the LADO and Ofsted should be contacted directly. (LADO – 0300 123 1650 option 3 Email: LADO@surreycc.gov.uk)
- Once an allegation has been received by Kate Dean or Natasha Hayes they will contact the LADO on 0300 123 1650 option 3 Email: LADO@surreycc.gov.uk and Ofsted (as part of their mandatory duty) immediately and before taking any action or investigation.
- Following consultation with LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with LADO and Ofsted, the setting will determine how to proceed and if necessary, LADO will refer the matter to Children's Social Care and/or the Police.

Grayswood Nursery School have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We must also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon

as is reasonably practicable, but at the latest within 14 days of the allegations being made. We understand if we fail to comply with this requirement, we will commit an offence.

Low level concerns which do not meet the allegation/harm threshold

At Grayswood Nursery School we have a process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above.

Process:

If you have a low level of concern this can be raised at your half termly supervision or at any other time. In the first instance you should speak to the DSL or deputy DSL explaining your concern, it will be useful to have some notes with dates and detail which has led you to have a concern and why it is a low-level concern. It is possible that the DSL or deputy DSL may feel the concern does meet the harm threshold in which case they would contact the LADO and refer to Ofsted.

The term low-level concern does not mean it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the setting may have acted in a way which:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the setting’s values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The setting creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to Kate Dean in a timely manner and a Cause for Concern form completed. If Kate Dean has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO and Ofsted.

Specific safeguarding issues

At Grayswood Nursery School we are aware of a range of specific safeguarding issues and situations which can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children’s family members or siblings, and/or young staff members, including for example, children on work placements/experience.

Child on Child abuse

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important for all victims to be reassured they are being taken seriously and will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential for victims to be protected, offered appropriate support and for every effort to be made to ensure their education is not disrupted. It is also important that other children, adults and setting staff are supported and protected as appropriate.

At Grayswood Nursery School we recognise child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

We believe all children have a right to attend our setting and learn in a safe environment. Children should be free from harm by adults and other children in Grayswood Nursery School.

We recognise children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2023).

We are clear sexual violence and sexual harassment is not acceptable.

We will minimise the risk of child-on-child abuse by:

- making clear there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We believe failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture which normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging and understanding the scale of harassment and abuse and even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. We believe dismissing or tolerating such behaviours risks normalising them.

Responding

Children making any report of sexual violence or sexual harassment including “upskirting” ([The Voyeurism Offences Act 2019](#)) will be taken seriously, kept safe and be well supported.

If a member of staff becomes aware of an incident, they will follow the Child Protection procedures and refer to the DSL immediately.

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the C-SPA.

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the setting.
- The victim and the alleged perpetrator sharing classes and space at the setting
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the setting's approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the [Education Safeguarding Team – education.safeguarding@surreycc.gov.uk](mailto:education.safeguarding@surreycc.gov.uk)

Action:

It is essential for all victims to be reassured they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse which occurs online or outside of the setting should not be downplayed and should be treated equally seriously. A victim should never be given the impression they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain the law is in place to protect children rather than criminalise them, and this should be explained in such a way to avoid alarming or distressing them.

The DSL will consider

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- The importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim, other children, adult students, or staff.
- Other related issues or wider context.

Confidentiality:

The victim may ask the setting not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it if there is another legal basis under the UK GDPR which applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

Options:

- Manage internally
- Early Help intervention
- Request for support to the C-SPA
- Report to the Police (generally in parallel with a request for support to the C-SPA)

All concerns, discussions, decisions and reasons for decision will be recorded in writing

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, settings should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any sessions they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the setting's premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the setting will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same setting would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the setting, the Manager should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

- The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- The setting will take any disciplinary action against the alleged perpetrator in accordance with the setting behaviour policy.
- The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The setting will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The setting recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

Mental Health

At Grayswood Nursery School staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.

Safeguarding Children with Additional Needs and Disabilities

At Grayswood Nursery School we acknowledge children with SEND or certain medical or physical health conditions can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with additional needs and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

Any reports of abuse will require close liaison with the DSL and the SENCO. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Anti-Bullying/Cyberbullying

All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When there is 'reasonable cause to suspect 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 child protection procedures.

Radicalisation, Extremism and Terrorism

[The Prevent Duty for England and Wales \(2015\)](#) under section 26 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.

Staff at Grayswood Nursery School are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive [training](#) to help identify early signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture. The setting promotes and embeds the fundamental British value in the setting through activities and within policies.

The Manager/DSL will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, [due diligence checks for external speakers and private hire of facilities](#), anti-bullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following 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.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Domestic Abuse Act received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse which occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or

criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

The setting is aware there is a clear link between regular non-attendance and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance and make reasonable enquiries with the child and parents/carers to assess this risk.

All staff are aware safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments. All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and if a child is in immediate danger the Police should be called on 999.

The setting is aware that often a child 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.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". Children are exploited to move and store drugs and money and sell drugs. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

Any concerns a child is being, or is at risk of being, criminally exploited will be passed without delay to the DSL. The DSL will then contact the C-SPA and if there is concern about a child's immediate safety, the Police will be contacted on 999.

The setting is aware there is a clear link between regular non-attendance at setting and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at setting and make reasonable enquiries with the child and parents/carers to assess this risk.

Serious Violence

There are a number of indicators which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the setting
- *a change in friendships or relationships with older individuals or groups*
- a significant decline in ability
- signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff are aware violence can often peak in the house just before and after the children attend the setting which includes travelling to and from the setting.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

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](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information), which are identified in the course of their professional work, to the Police.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

The duty applies to all persons in Grayswood Nursery School who are employed or engaged to carry out 'teaching work', 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 DSL; 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 member of staff 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 staff member should personally make a report to the Police Force in which the girl resides by calling 101. The report should be made immediately.

Staff at Grayswood Nursery School are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Child Protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children 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 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.

N.B - Definition of a teacher includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions (Pg. 25 [HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](#))

Forced Marriage **We appreciate this is not relevant to our age group but for wider knowledge for staff who may need to respond to situation of siblings of our pupils*

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 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 many 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.

Following [Forced marriage guidance](#) staff should never attempt to intervene directly or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151

So-Called 'Honour-based abuse'

Honour based abuse (HBA) 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 abuse 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;
- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of a forced marriage
- wear clothes or take part in activities which might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

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 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential school/colleges, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures and children may be privately fostered at any age.

Grayswood Nursery School recognises that most privately fostered children remain safe and well but are aware safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility 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 Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect.

Grayswood Nursery School will ensure 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.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important for all agencies to work together and for prompt action to be taken when necessary to safeguard these children who are a particularly vulnerable group.

The Designated Teacher is Kate Dean and she will have the appropriate level of training to equip her with the knowledge and skills to undertake her role.

The Designated Teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of [Surrey County Council's Head of Virtual School](#).

The Designated Teacher will work with Surrey's Head of Virtual School for both looked after children and previously looked after children.

Restrictive Physical Intervention

We acknowledge staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and 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.

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

Staff understand physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise sometimes 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 boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the setting will consider the risks, given the additional vulnerabilities of these children.

Appendix 1 - What is Child Abuse?

Abuse is a form 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 by those known to them or by strangers via the internet. The abuse may be inflicted by an adult or another child. In many cases, issues overlap with one another. Mental health problems can also be a sign of abuse, neglect or exploitation.

Useful information can be found in What to do if you are worried a child is being abused (DfE March 2015).

Abuse can be defined under four categories [taken from Working together to Safeguard Children (DfE July 2018) and Child Sexual Exploitation, definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017)]:

Physical abuse: when adults deliberately inflict injuries on a child or, knowingly, do not prevent them. It includes hitting, kicking, shaking, biting, hair pulling, throwing, poisoning, burning or scalding and otherwise causing physical harm to a child. It also includes excessive force. Giving a child poisonous substances, inappropriate drugs or alcohol, and attempting to suffocate or drown a child are also examples of physical abuse. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy. "Honour based" abuse of all types includes crimes and violent crimes which have been committed to protect or defend the honour of the family and/or the community, including forced marriage and practices such as breast ironing.

Typical symptoms to look out for: -

- bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to be given the age of the child. Be particularly concerned when the nature of the injury does not match the child's explanation
- slap marks
- twin bruises on either side of the mouth indicative of force feeding or stopping a child from speaking
- grip marks on the arms or trunk are usually an indication of shaking but can also be indicative of sexual abuse
- bruised eyes are usually caused by a fist
- damage to the mouth
- bite marks
- fractures
- poisoning and misuse of drugs
- burns and scalds can indicate misuse of aerosols or cigarettes

Emotional abuse

The persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children 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 over-protection 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 someone else. It

may involve serious bullying, including cyber-bullying, causing children to feel frightened or in danger, the exploitation or corruption of children or the exchange of banter. Any form of initiation ritual would be regarded as child-on-child abuse. Some level of emotional abuse is present in all types of ill treatment of a child although it may occur alone.

Things to look out for:-

- children who feel that they are unloved and unlovable
- inability to form good relationships
- overburdened by ambitious, unrealistic parents

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is fully aware of what is happening. The activities may involve inappropriate physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts (e.g. kissing, rubbing, masturbation and touching the outside of clothing).

This may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Grooming a child in preparation for abuse including via the internet is also a matter of sexual abuse.

Typical symptoms to look out for:-

- a detailed sexual knowledge inappropriate to the age of the child
- behaviour that is excessively affectionate or sexual towards other children or adults
- victims will often make a limited disclosure to an adult but will often be preoccupied with secrecy and will try to convince the adult to keep dangerous information secret
- a fear of medical examinations
- a fear of being alone with particular adults
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- excessive masturbation, especially worrying if it takes place in public
- promiscuity
- sexual approaches or assaults on adults or other children
- pregnancy, urinary tract infections or sexually transmitted diseases are all immediate causes of concern
- bruises to the breast, buttocks, lower abdomen, thighs, genital and rectal areas
- discomfort or pain in the anal area
- the drawing of sexually explicit or pornographic images
- the need to change underwear excessively

It should be remembered that all of the above are typical, but may have other causes.

Neglect

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. It may start with substance abuse by mother during pregnancy, involve a parent or carer failing to provide adequate food, shelter and clothing, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, or the failure to ensure adequate supervision or access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Typical signs to look out for:-

- persistent stomach aches
- if a child is seriously underweight and is stealing food
- inadequately clad in that they are dirty or smell

- If a child is suffering from any of the above, they are likely to also exhibit signs of stress and distress.

Typical signs to look for:-

- a lack of concentration and falling off of school performance
- aggressive or hostile behaviour
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- difficult relationships with peers
- regression to more immature forms of behaviour e.g. thumb sucking
- self harming or suicidal behaviour
- low self-esteem
- running away and being inexplicably absent from Nursery and so missing education; Missing education can be a sign of child criminal exploitation including involvement in county lines. 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 Safeguarding Lead will monitor any unauthorised absences and Manager will take appropriate action, including notifying the local authority, particularly where children go missing on repeat occasions and/or are missing for periods during the nursery day

Child Sexual Exploitation

Child sexual exploitation, including violence and harassment, 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 in exchange for something the victim needs or wants, and/or 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.

No school is immune to the risk of child sexual exploitation including online and it can affect both boys and girls. Children can be perpetrators as well as victims.

Signs of Child Sexual Exploitation may include:-

- unexplained gifts and new possessions
- association with young people involved in exploitation
- having much older boyfriends or girlfriends
- suffering from sexually transmitted infections
- suffering changes in emotional well-being
- drug and alcohol misuse
- being absent for periods of time and regularly reaching home late
- missing education

The same indicators may suggest that children have been approached by or are involved with individuals associated with criminal networks or gangs. These children are at risk of involvement in serious violent crime. Further advice can be found in the DfE publications Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults, county lines.

Female Genital Mutilation:

Staff must be aware of the requirement for teachers to report to the police where they discover, either through disclosure by the victim or through visual evidence, that female genital mutilation appears to have been carried out on a girl under the age of 18. It will be rare to see evidence of it, as staff should not be routinely examining children. Unless there is good reason not to, the case

should be discussed with the Safeguarding Lead so that involvement of external agencies can be sought. Failing to report such cases is a criminal offence. Further useful information can be found in Mandatory Reporting of Female Genital Mutilation – procedural information, published by The Home Office in October 2015, updated December 2016

APPENDIX 2 (links to be used when online)

Signs and Indicators of abuse and neglect

[Bullying and cyberbullying](#)

[Child sexual exploitation](#)

[Child trafficking](#)

[Criminal exploitation and gangs](#)

[Domestic abuse](#)

[Emotional abuse](#)

[Grooming](#)

[Neglect](#)

[Non-recent abuse](#)

[Online abuse](#)

[Physical abuse](#)

[Sexual abuse](#)

Additional Resources

- [Surrey County Council Education Safeguarding Team webpages](#)
- [Surrey Safeguarding Children Partnership webpages](#)
- [Graded Care Profile 2](#)
- [Surrey Early Years Support Services](#)
- [NSPCC webpages](#)
- [Childline webpages](#)
- [CEOP ThinkuKnow webpages](#)
- [Anti Bullying Alliance webpages](#)
- [Childnet International](#)
- [Safer Internet Centre webpages](#)
- [Contextual Safeguarding Network webpages](#)
- [Lucy Faithfull Foundation webpages](#)

APPENDIX 3 - Safeguarding Directory for adults

Responding to a disclosure

For safeguarding and child protection concerns and when you know something is wrong

If you think a child is in immediate danger, or a crime has been committed, ring 999 before doing anything else.

Any safeguarding or child protection concern should be raised with the Designated Safeguarding Lead (DSL), the Deputy DSL, the chairman of the board of trustees or the external agencies listed on this page.

Even minor concerns should be raised because they may be part of a bigger picture unknown to staff members.

If the child or young person is not in immediate danger or requires immediate medical attention, contact;

Kate Dean, Safeguarding Lead and Nursery Manager

info@grayswoodnurseryschool.co.uk

Nursery mobile: 07789 987280 Personal mobile: 07814 826153 Home: 01798 861903

Natasha Hayes, deputy Safeguarding Lead and deputy Manager

senco@grayswoodnurseryschool.co.uk

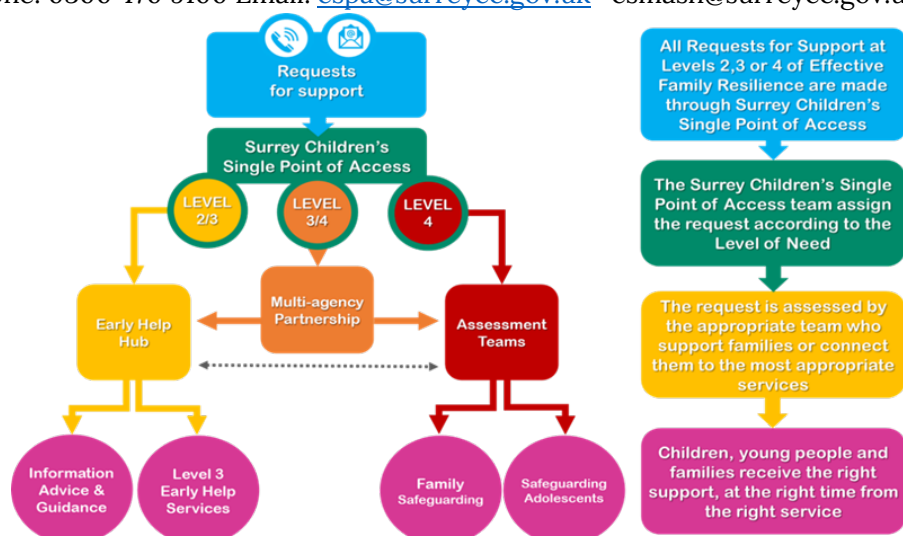
Nursery mobile: 07789 987280

Philippa Hawkins, chairman of the board of trustees

philippajhawkins@me.com

mobile: 07738 522700

- Children's Single Point of Access (C-SPA) (and Early Help Hub), a front door to Surrey County Council services for children, provides residents and people who work with children in Surrey with direct information, advice and guidance about where and how to find the appropriate support for children and families.
- C-SPA is available 9am-5pm, Monday – Friday
- Phone: 0300 470 9100 Email: cspa@surreycc.gov.uk csmash@surreycc.gov.uk



- Emergency Duty Team (EDT), provides an emergency social care service for urgent situations which are out of normal office hours. If your call is not answered, please do leave a message and your contact details for someone to get back to you.
- EDT is available 5pm-9am, Monday – Friday, Weekends 24 hours a day.
- Phone: 01483 517898 Email: edt.ssd@surreycc.gov.uk
- The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children, initially you may refer to the Safeguarding Lead, deputy or Chairman of the Board of Trustees. Or you may contact LADO (Local Authority Designated Officer)
- Phone: 0300 123 1650 (option 3) Email: LADO@surreycc.gov.uk
- NSPCC National Society for the Protection of Children
- Helpline 0808 800 5000 Email: help@nspcc.org.uk

What to do if you feel your concerns are not being acted upon, or if you are concerned about unsafe practice or malpractice by the Safeguarding Lead or deputy:

A member of staff who has raised a concern with the Safeguarding Lead or deputy, chairman of the board of trustees or the local authority, should expect a confirmatory response within one working day. Should that not be forthcoming, staff should seek it out. In addition, they should press for further consideration if the child is at risk or if the situation is not improving. If staff feel their concerns have not been fully addressed (having paid due regard to the need for professional confidentiality), or that actions taken are partly or completely ineffective, they should speak to the Safeguarding Lead in the first instance and then the chairman if they are still not satisfied.

Further details can be found in the Whistleblowing Policy, which is available in the Policies and Procedures file. Staff who do not feel able to speak up about child protection failures internally, or who think their concerns about the safeguarding regime are not being addressed, may seek advice from, or pass concerns to, the LADO, C-SPA or the NSPCC (all as listed above, as appropriate) at any time.

Appendix 4 - Finding a Solution Together (FaST process)

Effective working together depends upon an open approach and honest relationships between agencies and a belief in genuine partnership working. Any disputes about the safety and well-being of a child should be resolved in a timely way with all agencies working together in the best interests of the child so the welfare of the child remains paramount.

The partners recognise that complexity of need and range of intervention/support will not always fit into a simple formula which leads to 'the right solution'. Often there may be no right or wrong answer and quite legitimately practitioners may exercise their professional judgement differently. It is also the case that exceptionally, the needs of some young people and families may not easily fit within a conventional application of thresholds. The purpose of the SSCP Finding a Solution Together (FaST process) is to create a transparent process which enables multi-agency practitioners to exercise their professional judgement and provide the best possible service in a timely and safe way.

It is of vital importance that children, young people and their families do not become entangled in professional disagreements. Neither should disputes detract from the focus on the child, delay effective decision making, nor lead to protracted disputes which negatively impact upon the child and/or family and on inter-agency relationships and working practice. In reaching resolution, it is essential, at all times, disputes are approached in a considerate manner and one which both respects and seeks to understand the views and concerns of others from their experience and perspective when engaging with the young person/family.

The detailed policy can be accessed here: [provide link](#)

7.2 The Surrey FaST Resolution Process | Surrey Safeguarding Children Partnership
(procedures.org.uk)

Appendix 5 - Staff behaviour protocols and Code of Conduct

Underlying principles

- The welfare of the child is paramount; all staff have a duty to keep children safe and to protect them from harm.
- Staff are responsible for their own actions and should avoid any conduct which would lead a reasonable person to question their motivation and intentions; their behaviour must reflect integrity, maturity and good judgement.
- Staff should take advice from the Manager over any behaviour or incident that gives a cause for concern.
- Professional standards and judgements should be applied consistently towards all children.
- Behaviour which might be misinterpreted by others must be avoided.
- Staff are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action against them. In the case of an allegation about a colleague that they have:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children
- The Nursery will refer the allegation to the LADO. This procedure relates to members of staff, supply staff, volunteers working in any school or college regardless of whether the school or college is where the alleged abuse took place.
- Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Position of trust

As a result of the knowledge, position and authority invested in their role, all adults working with children are in positions of trust in relation to a child in their care or who has recently left the Nursery.

A relationship between a member of staff and a child is not a relationship between equals. There is the possibility of exploitation and harm of vulnerable young people, and staff have a responsibility to ensure an unequal balance of power is not used for personal advantage or gratification.

When a person aged 18 or over is in a position of trust with a child under 18 it is an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

Propriety and behaviour

- Staff should never make sexual remarks to or about a child, including in an e-mail, text message or any other electronic form of communication
- Staff should never discuss their own personal relationships with or in the presence of children
- Staff should never humiliate or demean children
- Staff should not seek to establish social contact with children in any way and in particular via electronic communication and social media; conferring special attention upon a child might be construed as being part of a grooming process
- Staff should not give their personal details such as phone numbers or e-mail addresses unless a specific need to do so has been agreed with the Manager or chairman of trustees

Physical contact

There are occasions when it is appropriate for staff to have physical contact with children, but this must be in a way appropriate to their professional role. When physical contact is made with children, this should be in direct response to their needs at the time, limited in duration and appropriate given their age, gender, ethnicity and background. Physical contact should never be secretive or for the gratification of the adult or represent a misuse of authority. If it is necessary to restrain or control a child, the amount of force used must be proportionate to allow the individual to regain control of themselves.

Working in one-to-one situations with a child including toileting

Staff should recognise the added vulnerability of the one-to-one situation and plan accordingly. The safety of both the child and the adult is vital in such circumstances. The following principles should help:-

- Such meetings should take place in an open area and not in remote, secluded parts of the setting
- The venue should allow others to see into the room
- The door should be left open, if appropriate
- Another adult should be informed about the meeting beforehand and about the likely venue for it
- If the situation becomes difficult, the matter should be reported to a line manager

Pre-arranged meetings with children away from the School are not acceptable unless approval has been obtained from the children's parent and a senior member of staff.

These behaviour protocols apply at all times and are not restricted to times when the Nursery is formally in session.

Mobile Phone use

Members of staff should not use personal mobile phones during direct contact time with any children unless it is for the purpose of contacting either the school and/or the emergency services.

Mobile phones and personal cameras must not be used for taking photographs which may include images of Nursery children.

Any queries should be discussed with the Designated Safeguarding Lead.

These behaviour protocols apply at all times and are not restricted to times when Grayswood Nursery School is formally in session.

In addition to the information that is contained within this Appendix, Grayswood Nursery School has other policies to which reference can be made to show the standards of professional behaviour that are expected of its staff. These policies and documents can be obtained from the Policies and Procedures file in Reception.

- Staff Code of Conduct - including Use of Reasonable Force
- Anti-Bullying and Cyberbullying
- Equal Opportunities
- Health and Safety Policy
- E safety policy

If staff have any concerns about a colleague, they may refer to the whistleblowing policy for advice on ways to report reasonable concerns.

Appendix 6 - Prevent duty guidance

This statement takes into account the following documents:-

- Prevent Duty Guidance: for England and Wales, issued by HM Government in June 2015, updated March 2016 and again in 2021 to reflect the duty in the Counter Terrorism and Security Act 2015 and its later revision
- Keeping Children Safe in Education, DfE September 2023
- Working Together to Safeguard Children DfE July 2018
- The Use of Social Media for Online Radicalisation DfE July 2015

The Designated Safeguarding Lead for Child Protection and Safeguarding and Deputy are responsible for:-

- Understanding the risk of radicalisation
- Ensuring that staff understand the risk and build the capability to deal with it
- Communicating and promoting the importance of the Prevent duty
- Ensuring that staff implement the Prevent duty effectively to avoid children being drawn into terrorism. This is achieved through staff training so that, as in all child protection matters, the staff have the confidence to identify children at risk
- Providing a safe environment in which children can understand and discuss sensitive topics, including terrorism and extremist ideals that are part of terrorist ideology

Key definitions are:-

- **Extremism** = the 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. Also included in this definition is the call for the death of members of the armed forces, whether in this country or overseas. For example, currently, Islamist extremists regard Western intervention in Muslim-majority countries as a “war with Islam”. In their view people cannot be both Muslim and British and Muslims living in this country should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion.
- **Interventions** = projects intended to divert people who are being drawn into extreme activity. They can include monitoring, counselling, theological support, encouraging civic engagement and developing support networks, such as peer structures and communities with the boarding houses.
- **Prevention** = reducing or eliminating the risk of individuals becoming involved in extremism. It also includes but is not confined to the identification and referral of those at risk of being drawn into extremism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.
- **Radicalisation** = the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** = an extremist action that endangers or causes serious violence to a person or people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. The most significant terrorist threat is presently from Syria and Iraq and Al Qa’ida associated groups. However, terrorists linked with the extreme right also pose a threat to safety and security.

Grayswood Nursery School will fulfil its duty under the terms of the Prevent Guidance. This will be achieved in a number of ways:-

- Grayswood Nursery School provides a broad and balanced curriculum which promotes, amongst other things, the spiritual, moral, cultural and social development of children and prepares them for their responsibilities in adult life.
- A spirit of community cohesion is promoted.

- The promotion of fundamental British values is encouraged as part of the education that is provided. This is manifest in all aspects of the nursery day
- Open discussion is encouraged in a number of places so that extreme ideas can be freely challenged. It is a requirement that all teachers present political issues in a balanced way that forbids political indoctrination. Staff are reminded of these responsibilities as part of the child protection training that they receive and are required to challenge extremist ideas.
- Grayswood Nursery School has robust safeguarding policies, reviewed annually by the Manager and Trustees, to identify children at risk and to supply the necessary intervention
- Grayswood Nursery School will always take into account the advice given by local and other counter terrorism agencies and will work in partnership with them whenever any concerns arises.