

Child Protection and Safeguarding Children Policy

AIM

To have a clear set of detailed guidelines that will tell all staff what to do if there are concerns about a child.

To raise awareness to staff on child protection issues and appropriate agencies to us.

To identify children who are suffering.

To have a clear code of conduct for staff and children to ensure a safe and fair environment.

In the Department for Education (DfE) document Working Together to Safeguard Children (March 2013:7), 'safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment

Preventing impairment of children's health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes and undertaking that role to enable those children to have optimum chances and enter adulthood successfully.

Knowle Nursery staff are committed to safeguarding the children in their care and provide a safe and caring environment for children to flourish. It is the children's right to be protected regardless of their race, culture, disability, age and gender. We will seek to safeguard children by:

Valuing them, listening to and respecting them

Adopting child protection guidelines through procedures and code of conduct for staff and volunteers

Recruiting staff and volunteers safely ensuring all necessary checks are made (refer to our Recruitment and Retention Policy)

Sharing information about child protection and good practice with children, parents, staff and volunteers

Sharing information about concerns and agencies who need to know and involving parents and children appropriately

Providing effective management for staff and volunteers through supervision, support and training

By reviewing good practice and our policy annually

Follow the guidance set out in the current guidelines on safeguarding



Following Data Protection guidelines with regards to sharing personal information and records.

Transferring Child Protection information with the child to the next setting or school.

Safeguarding/Child Protection letter is sent out by the DSL to the DSL of the other setting when a child is transferring to the nursery and when the child attends more than one setting.

Different Types of Abuse

PHYSICAL

Bruising, biting, burning, hitting, squeezing, shaking, attempting to drown or suffocate

Violence causing the child injury or suffering

Failing to prevent physical injury or suffering

Harms a child by giving them alcohol, inappropriate drugs or poison

SEXUAL

Enticing or forcing a child to engage in fondling, masturbation, oral, anal or vaginal intercourse

Making a child observe inappropriate sexual behaviour

Showing a child pornographic material or engaging them in inappropriate discussion about sexual matters

EMOTIONAL

Persistently withholding love and affection

Constantly shouting at, threatening or demeaning the child

Persistently being overprotective to the extent, the child is denied opportunities to develop

Racial, homophobic or other forms of harassment that undermine a child's self-esteem and prevent the child developing a positive self-image

NEGLECT

Any of their basic needs are not being met

They are left unsupervised in situations which represent possible dangers, whether at home or elsewhere

They are left alone when it is inappropriate for their physical or emotional development

Denied food

HOW TO RECOGNISE THE SIGNS OF ABUSE

Injuries which a child cannot explain, or explain unconvincingly

Injuries which have not been treated or treated inadequately

Bruising which reflects hand and finger marks

Cigarette burns or human bite marks



Broken bones
Reluctance to have their parents/carers contacted
Aggressive behaviour or severe temper outbursts
Running away or showing fear of going home
Flinching when approached or touched
Significant changes in behaviour
An excessive need for approval, attention and affection
An inability to cope with praise
An unwillingness or inability to play
Compulsive nervous behaviour such as hair twisting or rocking
Lack of confidence or a fear of making mistakes
Being constantly hungry and sometimes stealing food
Being in an unkempt state, frequently dirty or smelly
Loss of weight or being constantly under weight
Being dressed inappropriately for weather conditions
Untreated medical conditions not being taken for medical treatment for illness and injuries
Being tired all the time and frequently missing school or being late
Bruising in children who are not independently mobile
Having few friends being left alone or unsupervised on a regular basis

DEALING WITH A DISCLOSURE

When a child is telling a member of staff he or she has been abused, staff should:

- Listen to what the child said without displaying shock or disbelief
- Allow the child to talk freely
- Listen, rather than ask direct questions
- Try and make brief notes
- Record date, time, place and the words used by the child
- Refer to the Continuum of support Ithrive framework

RESPOND TO SIGNS OF SUSPICIONS OF ABUSE

If staff have concerns about a child's welfare it should be discussed with the nominated persons which is Bryony Creed.

This should be recorded in our child concerns folder, which is kept in our locked cupboard

Inform OFSTED of the allegations as soon as possible but at the latest within 14 days of the allegations being made.

If the concern is likely to put the child at risk of harm the local safeguarding children board procedures need to be followed immediately. Bryony Creed to check whether an Early Help Assessment Form has already been completed to identify the needs of the child and identify which other services are involved. We will add to the existing EHAF the information to help meet the child's needs.

If an EHAF has not been completed, then Bryony Creed will do so.

Concerns will be discussed with the child's family and where possible to seek their agreement to any further action that will be required, including talking about the child with other agencies



All information will be in confidence, as in line with our confidentiality policy.

WHISTLEBLOWING

Allegations of abuse against another member of staff, other worker or volunteer should be reported to the Owner or Manager.

If the staff member is not satisfied that the Owner/Manager or DSL will pass on the information, then they must refer to the IMPORTANT CONTACT INFORMATION. Do not wait until later make this your absolute priority. If there is a concern with regards to abuse concerning another member of staff, the Manager or Owner then staff must contact LADO and OFSTED Concerns will be treated in confidence and every effort will be made not to reveal the staff members identity.

When you make a referral to the appropriate authorities for investigation you will need to know:

Details of the concern or allegation, name, date of birth and address of the child or young person

Details of the service or setting being referred, including the contact details of the Manager on site

Additional relevant information regarding the child, if possible, for example ethnicity and details of other agencies

involved. <https://learning.nspcc.org.uk/services/nspcc-helpline?modularPage=whistleblowing>

DISMISSAL OF STAFF

The Disclosure and Barring service must be informed if a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

CHILDMINDERS

We must also notify Ofsted or the agency with which the Childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event.

SUPERVISIONS AND WELL-BEING

Our supervisions also provide opportunities for staff to:

Discuss any issues – particularly concerning children’s development or well being

Identify solutions to address issues as they arise

Receive coaching to improve their personal effectiveness

USING IMAGES OF CHILDREN



At Knowle Nursery photographs are used for recording children's achievements and show their progress. We have nursery Ipads/phones which are used for this purpose. Once images are uploaded to a child's learning journal on Tapestry which is password protected, they are then deleted from the device. It is the responsibility of the Senior Room Supervisors to ensure they are deleted at the end of each week/each half of term.

All parents are asked to sign a consent form, regarding the taking of photos and parents' wishes are taken into consideration if they do not want photos to be taken of their child. Or if they do not want their child's Christian name to be used or mentioned on another child's records

Knowle Nursery School has an open Facebook page along with an Instagram account called littlepeoplebigideas_ where activities are shared for parents viewing. There are never any photos of children's faces on these accounts and images are uploaded via one of the nursery camera phones.

The official photographer for Knowle Nursery visits once a year (subject to management organisation) and takes portraits/photographs and is supervised at all times.

The local newspaper photographer takes photos of special events is supervised at all times.

Only children's Christian names are supplied

Webcams are not used in nursery

SOCIAL NETWORKING

Knowle Nursery has an internet server. Staff only use the Ipads/nursery phones to access online learning journal.

All staff members are advised by the owner about inappropriate social networking which may affect Nursery confidentiality. There are reminders during discussions at staff meetings.

USE OF MOBILE PHONES

Knowle Nursery has a landline alongside a mobile phone. Refer to our E-Safety Policy

All staff mobile phones are kept in a clear bag in the kitchen up high away from children.

All staff are aware that their personal phones are not used in the main room, children's toilets or nappy changing areas.

Staff phones are only used in conjunction with our LOST CHILD POLICY, which states the phones will be required for a coordinated search plan outside.

When at Forest School, mobile phones are always worn in a plastic lanyard around the member of staff's neck visible at the front and only to be used in an emergency or when following our lost child procedure.



In outside hours and emergencies, parents have been supplied with the Owners Nursery mobile number.

NON-ATTENDANCE

Manager/Key person will contact parent/carer if a child has not arrived at nursery. Refer to our Non-Attendance Policy.

MEDICINES

Children's medication is kept in clipped plastic container in a high wall cupboard in the kitchen. Any medication required to be stored in a fridge will be kept in a lockable safe within the fridge. Staff can access this area it is locked and secure with a gate. In case of an emergency where a member of staff requires assistance, they are to call out code word 'Red, Red, Red'.

PHYSICAL INTERVENTION

There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. The use of force should, wherever possible, be avoided. Any incidents of a staff member using physical intervention will be recorded in our incidents and record book, shared and discussed with parent/carer at the end of the session. Should a child's behaviour escalate beyond staff control then the parent of that child will be called in.

POSITIVE TOUCH

Over half of the team have undertaken positive touch training run by Surrey County Council.

Staff are aware that they should:

Aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind, aim for no gap between the adult's and child's body, where they are side by side.

This minimises the risk of impact and damage:

- Aim to keep the adult's back as straight as possible
- Beware of head positioning, to avoid head butts from the child
- Hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely



- Hold that there is no restriction to the child's ability to breathe. This means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting mobile children where possible.

PREVENT AND FUNDAMENTAL BRITISH VALUES

Prevent is about all forms of Terrorism under the Counter Terrorism and Security Act 2015. Prevent is part of the Home Office's Counter Terrorism Strategy known as Contest. Protecting children from the risk of radicalisation is part of our safeguarding duty. We support prevent by promoting and following our Fundamental British Values, we have these displayed on the wall in both main rooms. We encourage children to see their views count, value each other's views and talk about their feelings demonstrating democracy. We have regular team meetings; staff discuss and reflect ways in which we are following the British Values. Sally Duck has completed the training and other members of staff will be completing the online Prevent training the Prevent e-learning package.

Alongside the staff team's awareness of prevent is –
 Honour Based Violence (HBV)
 Female Genital Mutilation (FGM)
 Forced Marriage (FM)
 Breast Ironing (BI)
 Child Sexual Exploitation (CSE)
 Disguised Compliance

Report concerns that a child may be at risk of radicalisation or involvement in terrorism and use the <https://surreyscp.org.uk/documents/prevent-referral-form/> If the matter is urgent then Police must be contacted by dialling 999.

Front door for Prevent: Email referral form –
 preventreferrals@surrey.police.uk

SPA – Single Point of Access – 0300 470 9100

CONTINUUM OF SUPPORT AND SAFEGUARDING

We aim to work in partnership with families and provide them with the help and support they need so that children can remain living safely within their families.



We will do this by ensuring:

Staff know how to access help for children and their families, with the family's consent.

Children with additional and complex needs are identified early, they and their families are offered help at the earliest opportunity.

The majority of children's needs will be met without statutory intervention and only when it is evident children are at risk of significant impairment to their health or development or significant harm as a result of care given/not given to them by their families.

Adults are given support to help meet their own needs and this will enable them to have a better focus on parenting.

The Surrey Children's single point access (C-SPA) is the umbrella term for the front door to support, information and advice. The C-SPA is the conduit for access to services at Continuum of Support Ithrive framework.

ESCALATION

In the normal course of work with children and families. It is expected that disputes are resolved through constructive dialogue between individual practitioners or their managers in the first instance. Matters that cannot be resolved at this stage should be escalated to more senior managers and ultimately, to the Safeguarding Executive Group. This group will also arbitrate or mediate on any dispute in respect of multi-agency policies and procedures. Any consideration of disputes and escalations should always have the wellbeing and interests of children and young people as the paramount concern. If you feel that your genuine concern for a child is not being addressed, you can call the **Whistleblowing Hotline 0300 123 1650**.

FAST PROCESS

Should be used when You believe a child is at risk now. You can answer yes to one of these questions: [Surrey FaST - Finding Solutions Together](#)

Are you concerned about a decision or practice related to a child that you are working with?

Is the child being put at risk of harm as a result?

Have you already raised your concern through normal channels?

ALL MEMBERS OF STAFF HAVE UNDERTAKEN SAFEGUARDING/CHILD PROTECTION COURSES

THE NAMED DESIGNATED SAFEGUARDING LEAD IS **SALLY DUCK**

THE NAMED DEPUTY DESIGNATED SAFEGUARDING LEAD IS **ANGIE**

HALSTEAD

THE MANAGER **ANN LEONG** HAS COMPLETED FULL DSL TRAINING



OPERATION ENCOMPASS

The following 3 points below are taken from www.operationencompass.org

Knowle Nursery School have signed up to Operation Encompass through Surrey CC and relevant training was completed in November 2018 by the DSL . Our DSL – Sally Duck has again completed Operation Encompass training Sept 2024, and we are signed up and successfully using the system.

WHAT WE DELIVER

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Operation Encompass directly connects the police with schools to secure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse. Rapid provision of support within the school environment means children are better safeguarded against the short-, medium- and long-term effects of domestic abuse.

WHAT WE DO

Operation Encompass provides an efficient, confidential channel of communication between police forces and Key Adults within schools. This enables the immediate and discrete recognition of the child's situation by the Key Adult, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

WHO WE ARE

Operation Encompass is a charitable organisation set up in 2011, which has since enabled effective interventions to many thousands of children who've experienced domestic abuse. Our volunteers, trustees, and patrons are working tirelessly to ensure that police and schools throughout the country are able to address victims of domestic abuse consistently and coherently.

Operation Encompass Safeguarding Statement

Knowle Nursery is part of Operation Encompass. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse.



Operation Encompass is in place in every police force in England and Wales, the Isle of Man, Jersey, Guernsey, Scotland, Northern Ireland and Gibraltar. Children were recognised as victims of domestic abuse in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our setting about **all** police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day. The notification informs us about the context of the incident and includes the Voice of the Child.

Once a Key Adult (DSL) and their deputy (DDSLs) have attended either an Operation Encompass briefing or have completed the free National Online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other staff through in house training. Our DSL Sally Duck undertook training on Sept 9th, 2024.

Our parents are fully aware that we are an Operation Encompass Nursery School, and we ensure that when a new child joins our setting the parents/carers are informed about Operation Encompass.

The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has led training for all staff about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children.

As a setting we have also discussed how we can support our children who are experiencing Domestic Abuse on a day-to-day basis and particularly following the Operation Encompass notification.

We have used the free Operation Encompass Handbooks to inform our thinking. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the setting.

When the Owner, Manager, DSL or DDSLs leave the Nursery and other staff are appointed, they will ensure that all Operation Encompass log in details is shared with the new Key Adults and that the new member of staff will undertake the Operation Encompass online training.

ANTI-BULLYING/CYBERBULLYING

When there is a 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern.

All children have the right to play and enjoy what is on offer without fear of intimidation, harassment, physical or verbal abuse.



Cyberbullying is the use of technology to harass, threaten, embarrass or target another person. Online threats and mean, aggressive or rude texts, tweets, posts or messages or videos designed to hurt or embarrass someone else.

DOMESTIC ABUSE

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That 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. All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

CHILD SEXUAL EXLPOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance to 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. 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.

In all cases if a member of staff 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.

PRIVATE FOSTERING

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 or 18 years if the child is disabled. Looked after children by the local authority or those who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. 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 notify C-Spa immediately.

LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is because of abuse or neglect. We will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the



authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

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. It is important that all agencies work together and prompt action is taken when necessary to safeguard these children.

SAFEGUARDING CHILDREN WITH ADDITIONAL NEEDS AND DISABILITIES

We acknowledge that children with additional needs or disabilities can be faced 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.

FORCED MARRIAGE

A forced marriage is a marriage in which one or both people do not (in cases of people with learning difficulties 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. 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.

CHILD ABUSE LINKED TO FAITH OR BELIEF INCLUDING WITCHCRAFT (CALFBW)

Child abuse linked to faith or belief occurs across the country. In such cases a parent or carer has come to a view a child as 'different' and they may have attributed the difference to the child being possessed. The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others.

Genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they



believe is threatening them and abuse often occurs when an attempt is made to 'exorcise' or deliver' the child. Attempts to exorcise the child may include but are not limited to beating, burning, starvation, cutting or stabbing or isolation within the household. Children with a disability may also be viewed as different and various degrees of disability have previously been interpreted as 'possession' from a stammer to epilepsy, autism or a life limiting illness.

MODERN SLAVERY AND HUMAN TRAFFICKING

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

SO-CALLED HONOUR BASED VIOLENCE

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.

PROFESSIONAL CURIOSITY AND UNCONCIOUS BIAS

Children and young people affected by abuse or neglect rarely tell us so directly, they may be frightened or ashamed and often don't realise that their lives are different to anyone else's. This makes it difficult for professionals to identify children who are experiencing or at risk of abuse – to do so we need to be curious about their lives, observant of their behaviour and to really listen to what they are saying to us. Professional curiosity means exploring every possible indicator of abuse or neglect and trying to understand what the life of the child is like on a day to day basis – their routines, thoughts, feelings and relationships with family members. A professional may have the opportunity to identify abuse and neglect even if they come into contact with a family for an unrelated reason. In order to be truly curious about a child's life professionals also need to maintain an attitude of respectful uncertainty.

Practitioners also need to be aware that we all carry a level of unconscious bias and that our own culture and background impact on the way we interpret family life. Cultural competence seeks to understand family dynamics and lifestyles in a holistic manner and avoids over-simplifying the impact of culture. Our unconscious biases are often rooted in the feelings, attitudes and beliefs that help us to navigate and can lead to prejudice and unfair treatment of others.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of



'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapon. Young people are at risk if they become caught in county lines networks. To reduce the risk to themselves the dealers will use people they think others will not suspect.

Sometimes gangs form a secure base in the home of a vulnerable person, forcing assistance through violence or exploiting a drug dependency. Leaders or dealers can enter relationships with vulnerable young females, which can lead to sexual exploitation or domestic violence.

GROOMING

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.

Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter what their age, gender or race. Groomer's may also build a relationship with the child's family or friends.

SUBSTANCE MISUSE

Most parents and carers who drink alcohol do so in moderation, which doesn't present an increased risk of harm to their children. However, parents and carers who have an alcohol or substance use problem can have chaotic, unpredictable lifestyles and may struggle to recognise and meet their child's needs. This may result in their children at risk of harm.

SELF-HARM

The reasons teenagers and children self-harm will be different for everyone. They might not be able to name any one reason they're self-harming. For many young people, the physical pain is a distraction from the emotional pain they are struggling with.

Some experiences or emotions can make self-harm more likely in children. Offer them emotional support, focus on what's causing self-harm. Encourage them to find healthy ways to cope. Don't draw attention to it. Help them build their confidence.

Worried about a child? <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/self-harm/>

You can contact the **NSPCC Helpline** by [calling 0808 800 5000](tel:08088005000), [emailing help@NSPCC.org.uk](mailto:help@NSPCC.org.uk) or [completing our report abuse online form](#).



IMPORTANT CONTACT INFORMATION – EGRESS CONTACT OWNER/MANAGER FOR LOG IN

Police – 999 For immediate risk or 101 non- emergency

For Referrals OR Consultation call C- SPA – Single Point of Access – 0300 470 9100

Out of hours emergency duty team – 01483 517898
edt.ssd@surreycc.gov.uk

Contact a social worker / family support worker already allocated to a family
Waverley – 0300 123 1640

For concerns for a child or young person: cspa@surreycc.gov.uk for secure email accounts please send via Egress.

For concerns for an adult cspa@surreycc.gov.uk for secure email, please send via Egress.

If in your professional opinion as the DSL or DDSL you feel the child's needs can be met through an Early Help Assessment, then you can contact your Early Help Hub directly.

Early Help Hub – helpingfamilies.early@surreycc.gov.uk

OFSTED – 0300 1234 666 (reporting an allegation against a member of staff or volunteer and reporting a case of child abuse).

Ofsted – 0300 123 1231 – general helpline

www.ofsted.gov.uk

Ofsted Number: EY469375

(OFSTED are informed if there are any allegations of serious harm or abuse made against a member of staff on or off the premises/Owner/Manager to inform if there are any other abuse that has taken place on the premises and the action taken in respect of these allegations about a member of staff not the DSL0. DBS to also be informed.

NSPCC – Child Protection Helpline – 0808 800 500 (24 hrs)
LADO – Allegations against staff – 0300 1231 650 (Option 3)
(Local Authority Designated Officer)
Email: LADO@surreycc.gov.uk



Technology at Knowle Nursery School

In the policy folder at the nursery is a list of all technology associated with Knowle Nursery School and how it is used.

Appendix

Safeguarding Meanings and Priorities

<p>What is safeguarding?</p> <p>Safeguarding is the action taken to promote the welfare of children and protect them from harm and means:</p> <ul style="list-style-type: none"> • Protecting children from abuse and maltreatment • Preventing harm to children's health or development • Ensuring children grow up with the provision of safe and effective care • Taking action to enable all children and young people to have the best outcomes. <p>What is child protection?</p> <p>Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. 'Children learn best when they are healthy, safe & secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.' EYFS prescribes the following safeguarding topics:</p> <ul style="list-style-type: none"> • Safeguard children. 	Safeguarding Acronyms	
	CSE	Child Sexual Exploitation
	C-SPA	Children's Single Point of Access
	CPP	Child Protection Plan
	DA	Domestic Abuse
	DBS	Disclosure and Barring Service
	DSL	Designated Safeguarding Lead
	DDSL	Deputy Designated Safeguarding Lead
	FGM	Female Genital Mutilation
	LAC	Looked After Child
	LADO	Local Authority Designated Officer
	SPE-ND	Sexual, Physical, Emotional, Neglect & Domestic (Core forms of abuse)
	SSCP	Surrey Safeguarding Children Partnership
TED	Tell me, Explain to me, Describe to me.	



<ul style="list-style-type: none"> • Ensure suitability of adults who have contact with children • Promote good health. • Manage behaviour. • Maintain records, policies and procedures 		
<p>Understanding the views of children</p> <ul style="list-style-type: none"> • Encourage a culture of listening to children • Taking account of their wishes and feelings • Put measures in place to protect them • Understand the difficulties that children may have in approaching staff about their circumstances <p>Consider how to build trusted relationships which facilitate communication.</p>		<p>If a child discloses a safeguarding matter:</p> <ul style="list-style-type: none"> • Listen carefully • Avoiding leading questions use (TED) • Don't make promises you won't be able to keep • Write up conversation with the child accurately <p>Raise the concern with the DSL or DDSL or the concern has not been taken seriously or actioned contact the C-SPA Tel: 0300 470 9100 Email: cspa@surreycc.gov.uk</p>
<p>Recording Concerns</p> <ul style="list-style-type: none"> • Time / place / who was present • Be calm • What questions were asked • Capture the exact child's words • Demeanour/non-verbal behaviours of the child • Context – indicators, vulnerability, significant events • Body map • Staff worries/concerns (clearly state facts & opinions) • Initial response- relevant intervention in place • Outcome 		<p>Allegations that a staff member or volunteer:</p> <ul style="list-style-type: none"> • has or may have harmed a child • may have committed a criminal offence related to a child • behaved towards a child in a way that indicates they might pose a risk of harm if working regularly or closely with children. • raise the concern with the DSL/DDSL. If the concern is about the DSL/DDSL or the concern has not been taken seriously or actioned, contact the LADO <p>Tel: 0300 123 1650 Email: lado@surreycc.gov.uk If a child is in immediate risk of harm, call 999</p>

SSCP - Continuum of Support





The continuum of support is a five-point scale from universal needs (i.e., the child's needs are met) through to safeguarding (i.e. a child is suffering or likely to suffer serious harm).

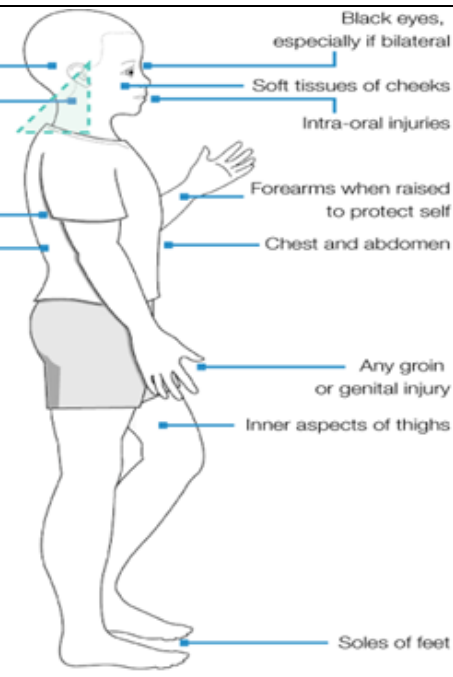
The continuum of support indicators provides examples that can be used as a tool to assist assessment, planning and decision making, for practitioners working to safeguard and promote the welfare of children on understanding the need for additional interventions and when to request support from other services. Safeguarding indicators should always be considered alongside a child's other needs. Some children will have additional vulnerabilities because of a disability or complex needs; the parental response to the vulnerability of the child must be considered when assessing needs and risks.

Non-accidental injuries

Prevent Duty

The purpose of Prevent is "To reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism." Prevent hopes to avoid acts of terrorism by intervening before individuals become



 <p>Ears – especially pinch marks involving both sides of the ear</p> <p>The “triangle of safety” (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual</p> <p>Inner aspects of arms</p> <p>Back and side of trunk, except directly over the bony spine</p> <p>Black eyes, especially if bilateral</p> <p>Soft tissues of cheeks</p> <p>Intra-oral injuries</p> <p>Forearms when raised to protect self</p> <p>Chest and abdomen</p> <p>Any groin or genital injury</p> <p>Inner aspects of thighs</p> <p>Soles of feet</p> <p>REMEMBER Concerns are raised by:</p> <ul style="list-style-type: none"> • injuries to both sides of the body • injuries to soft tissue • injuries with particular patterns • any injury that doesn't fit the explanation • delays in presentation • untreated injuries 	<p>radicalised and stopping them from committing acts of violence for whatever extreme ideologies they have come to believe.</p> <p>Surrey prevent - preventreferrals@surrey.pnn.police.uk</p>
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	<p>British Values</p> <p>These core beliefs are seen as an essential part of British society which everybody has to follow and promote in their daily lives. These are:</p> <ul style="list-style-type: none"> • Democracy • The Rule of Law • Individual liberty • Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith <p>Actions and speech that openly oppose these fundamental principles is seen as extremism, as they promote committing crimes or opposing the rights of others to live free lives.</p>
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<p>Female Genital Mutilation (FGM)</p> <p>FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies; new-born, during childhood or adolescence, just before marriage or during</p>	<p>Honour-based Abuse (HBA)</p> <p>Is a collection of practices 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 think a relative has shamed the family</p>
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<p>pregnancy. FGM is child abuse, dangerous and a criminal offence. A girl at immediate risk of FGM may not know what's going to happen. She might talk about it or you may become aware of:</p> <ul style="list-style-type: none"> • a long holiday abroad or going 'home' to visit family • relative or cutter visiting from abroad • a special occasion or ceremony to 'become a woman' or getting ready for marriage • a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt • absent repeatedly or running away from home. <p>Report known cases to the police on 101 or 999</p>	<p>and/or community by breaking their honour code. HBA might be committed against people who:</p> <ul style="list-style-type: none"> • 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/forced into an arranged marriage. • wear clothes or take part in activities that might not be considered traditional within a particular culture <p>It is considered a violation of human rights and may be a form of domestic and/or sexual abuse</p>
<p>Child Abuse linked to Faith or Belief (CALFB) - Witchcraft Is when families or guardians genuinely believe that the victim has been completely taken over by the devil or an evil spirit, which is often supported by someone who within the community has portrayed themselves as an authority on faith and belief. Often in the perpetrators' minds, any abuse is not going to affect the victim because he or she believes the child is effectively not there anymore and the abuse is directed at whatever has possessed the child. The victim is often convinced that this is the truth and that the abuse is "normal".</p>	<p>Cuckooing Is where people take over a person's home and use the property to facilitate exploitation. It takes the name from cuckoos who take over the nests of other birds. There are different types of cuckooing:</p> <ul style="list-style-type: none"> • Using the property to deal, store or take drugs • Using the property to sex work • Taking over the property as a place for them to live • Taking over the property to financially abuse the tenant
<p>Gaslighting Is the psychological manipulation of a person usually over an extended period of time. This causes the victim to question the validity of their own thoughts, perception of reality, or memories and typically leads to confusion, loss of confidence and self-esteem, uncertainty of one's emotional or mental</p>	<p>Breast Ironing / Flattening Is the process where a young girl's breasts are ironed, massaged and or pounded down through the use of hard or heated objects or bound tightly to make the breasts disappear or delay their development. It is a form of physical abuse often resulting in lasting physical and psychological difficulties.</p>



stability, and a dependency on the perpetrator.

Professional Curiosity and Unconscious Bias

Professional curiosity means exploring every possible indicator of abuse or neglect. Trying to understand what the life of the child is like on a day-to-day basis – their routines, thoughts, feelings and relationships with family members. Practitioners may identify abuse and neglect even if they come into contact with a family for an unrelated reason. In order to be truly curious, professionals need to maintain an attitude of respectful uncertainty. This means applying a critical eye to the information given by a child’s guardian rather than just accepting things on face value. Practitioners need to be aware that we all carry a level of **unconscious bias** and that our own culture and background impact on the way we interpret family life.

<p>Sexual abuse is forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Contact abuse, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing/touching. Non-contact abuse where children are made to look at, or participate in the production of, sexual images, watching sexual acts, encouraging them to behave in</p>	<p>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a</p>	<p>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying that they are worthless or</p>	<p>Neglect Physical neglect: not meeting a child’s basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety Educational neglect: not making sure a child receives an education Emotional neglect: not meeting a child’s needs for nurture and stimulation, for example by</p>	<p>Domestic abuse also called "domestic violence" or "intimate partner violence", can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner. Can be physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviours that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone. Can happen to anyone of any race, age, sexual orientation,</p>
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<p>sexually inappropriate ways, or grooming them in preparation for abuse.</p> <p>Signs of sexual abuse avoiding being alone with people they know, language or sexual behaviour inappropriate for their age, bruises in the genital area-bleeding or discharge or pain</p>	<p>parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p> <p>Signs of Physical abuse include bruises, cuts, red marks, broken bones, burns or scalds and bite marks.</p>	<p>unloved, inadequate, or valued only insofar as they meet the needs of another person. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</p> <p>Signs of Emotional abuse include being wary, anxious or unconfident, no close bond with parents, struggling to control their emotions, overly affectionate to people they don't know well.</p>	<p>ignoring, humiliating, intimidating or isolating.</p> <p>Medical neglect: not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations</p> <p>Supervisory neglect: when the adult responsible for the child fails to supervise the child appropriately</p> <p>Environmental neglect: when the child's home environment is filthy e.g. rotten food, infestations</p> <p>Signs of neglect: Hungry, in unwashed clothes, inappropriate clothing for the weather, repeated accidental injuries caused by lack of supervision, skin issues such as nappy rash, sores, flea bites, scabies or ringworm, being withdrawn, depressed or anxious.</p>	<p>religion, or gender. It can occur within a range of relationships including couples who are married, living together or dating. Domestic violence affects people of all socioeconomic backgrounds and education levels.</p>
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Whistleblowing

An employee of an organisation shares information that they reasonably believe shows wrongdoing or a cover up by that organisation. This might be:

- Illegal or failure to meet statutory requirements

Disguised compliance

Involves parents giving the appearance of cooperating with child welfare agencies to avoid raising suspicions and allay concerns. Disguised compliance looks like?



<ul style="list-style-type: none"> • risks others' health and safety • is about poor practice or leadership <p>NSPCC Whistleblowing Advice Helpline 0808 800 5000 - email help@nspcc.org.uk</p> <p>Ofsted Whistleblowing Hotline Tel: 0300 123 3155 - email whistleblowing@ofsted.gov.uk</p> <p>NAVEX Global 0800 069 8180 - email whistle@protect-advice.org.uk</p>	<ul style="list-style-type: none"> • Focusing on one particular issue – parents make sure one thing goes well to deflect attention away from other areas • Being critical of professionals – parents will seek to blame other professionals for things not happening, therefore deflecting attention away from things they have not done. • Failure to engage with services – parents will promise to take up services offered but then not attend appointments due to other problems. • Avoiding contact with professionals – parents will agree to targets then avoid contact with professionals
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<p>County Lines</p> <p>County lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.</p> <p>The 'County Line' is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result.</p>	<p>Child Sexual Exploitation (CSE)</p> <p>CSE is a type of sexual abuse. When a child or young person is exploited, they are given things - gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they are in a loving and consensual relationship; both parties are equally agreeing or emotional involved. This relationship is called 'grooming'. They may trust their abuser and not understand that they are being abused.</p>
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Summary of EYFS Welfare Requirements



- Child protection: Providers must be alert to any issues of concern in the child's life at home or elsewhere.
- Suitable People: Providers must ensure that those looking after children are suitable to fulfil the requirements of their roles.
- Staff qualifications, training, support and skills: This section details what qualifications are required within the setting and how staff are to be inducted.
- Key persons: Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- Staff: child ratios: Staffing arrangements must meet the needs of all children and ensure their safety, and fulfil the requirements outlined in this section.
- Health: This section includes information on medicines, food and drink and accident or injury.
- Managing Behaviour: Providers are responsible for managing children's behaviour in an appropriate way.
- Safety and suitability of premises, environment and equipment: This refers to the appropriateness of premises, outings, risk assessments, smoking on premises and other matters concerning the safety of children.
- Special educational needs: Providers must have arrangements in place to support children with SEN or disabilities.
- Information and Records: Providers must maintain records and obtain and share information (with parents and guardians, other professionals working with the child, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Your ongoing suitability to work with children

You will be asked at supervision meeting, these suitability questions:

- Have you been involved with the police, such as interviewed, questioned, subject to a court order, bound over, received a reprimand, warning, cautioned or convicted before or during your employment here?
- Do you have parental responsibility for a child who is being assessed or who has been placed on a child protection plan under Section 47 of the Children Act 1989?
- Have you had any health issues since your last supervision that could affect your suitability to do the role?
- Are you taking any medication currently? Are there any side effects that we should be aware of?
- Can I have your consent to use the DBS Update Service to carry out a DBS Status Check?
- (Not on Update Service). If we were to apply for a new Enhanced DBS today, would there be any issues?

You will also be asked about your own **wellbeing**, and **care concerns** you may have for any children. Along with the developmental progress of your key children.



Encouraging positive behaviours

- Show care, compassion, empathy and warmth as much as possible
- Have clear simple rules and limits
- Be a good role model
- Praise good behaviour so it will increase
- Ignore behaviour you do not want repeated
- Criticise behaviours, not your child
- Reward good behaviour with positive words
- Distract young children or use humour
- Allow children some control, joint decisions, choices
- In the case of negative behaviour the child will be removed from the situation, explain why this behaviour was not appropriate and talk about how others may feel.

Where can you get information about local help?

- Surrey County Council (www.surreycc.gov.uk)
- The [Family Information Service](#), provides helpful information and advice on the Surrey CC website.
- Any family member can also access the [Family Information Directory](#). This provides a detailed list of a variety of services that are available in the community, including details of advice lines for local services such as health visiting again on the Surrey CC Website.
- The **Surrey Children's Single Point of Access (C-SPA)** is the umbrella term for the front door to support, information and advice for residents, families and those who work with Surrey children. Phone: **0300 470 9100 (Mon–Fri 9am - 5pm)**
Email: cspa@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, leave a message and your contact details for someone to get back to you. **Phone: 01483 517898 (Mon–Fri 5pm - 9am, Weekends 24 hours a day.**
Email: edt.ssd@surreycc.gov.uk

[Bullying and cyberbullying](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>



[Child sexual exploitation](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>
[Child trafficking](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/>
[Criminal exploitation and gangs](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>
[Domestic abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
[Emotional abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/>
[Grooming](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/>
[Neglect](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>
[Non-recent abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/>
[Online abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>
[Physical abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/>
[Sexual abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/>
[County lines](https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,(Home%20Office%2C%202018)) - [https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,\(Home%20Office%2C%202018\)](https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,(Home%20Office%2C%202018))
[Criminal Exploitation and Gangs](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/) <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

[Surrey Early Years Support Services \(surreycc.gov.uk\)](https://earlyyearslearning.surreycc.gov.uk)
<https://earlyyearslearning.surreycc.gov.uk>

[Surrey FaST - Finding Solutions Together](https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster_Feb-2022_A3-.pdf) https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster_Feb-2022_A3-.pdf
[NSPCC webpages](https://www.nspcc.org.uk) <https://www.nspcc.org.uk>
[Childline webpages](https://www.childline.org.uk) <https://www.childline.org.uk>
[CEOP ThinkuKnow webpages](https://www.thinkuknow.co.uk) <https://www.thinkuknow.co.uk>
[Childnet International](https://www.childnet.com) <https://www.childnet.com>
[Safer Internet Centre webpages](https://saferinternet.org.uk) <https://saferinternet.org.uk>
[Contextual Safeguarding Network webpages](https://contextualsafeguarding.org.uk) <https://contextualsafeguarding.org.uk>
[Surrey Safeguarding Children Partnership webpages](https://surreyscp.org.uk) <https://surreyscp.org.uk>
[Graded Care Profile 2](https://www.surreyscp.org.uk/professionals/resources-for-professionals/abuse-neglect/) <https://www.surreyscp.org.uk/professionals/resources-for-professionals/abuse-neglect/>
[Protect whistleblowing uk](https://protect-advice.org.uk/) <https://protect-advice.org.uk/>
Whistleblowing NSPCC link - <https://learning.nspcc.org.uk/services/nspcc-helpline?modularPage=whistleblowing>

The Seven golden rules for sharing information (including personal information):



- 1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework¹ to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
- 2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child² and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
- 3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis³ to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm⁴, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.
- 4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer⁵), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.
- 5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.**
- 6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire



record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Coronavirus – Covid-19 – Government - WITHDRAWN

We are ensuring to safeguard all staff, children and parents/carers during a pandemic, we are taking precautions and following Government guidelines as follows:

Symptoms –

A new continuous cough

A high temperature

A loss, or change in your normal sense of taste or smell (anosmia)

If anyone has any of the symptoms, they should self-isolate at home for 7 days. If you live with someone who has the symptoms you must self-isolate for 14 days from when the symptoms started.

Developing Symptoms of Covid-19 whilst at Nursery

If anyone develops the symptoms whilst at nursery they will be sent home and advised to follow the staying at home guidance.

A child who is awaiting collection, they will be moved to a room where they can be isolated behind a closed door with a member of staff, who will be wearing PPE. A window will be opened for ventilation.

If they need to go to the toilet while waiting to be collected, they will use a separate bathroom and the bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.

In an emergency, we will call 999 if they are seriously ill or injured or their life is at

To limit the spread of coronavirus (COVID-19)

Anyone attending the nursery must be symptom free, have completed the required isolation period or received a negative test result. All staff and children will have their temperature recorded using a digital handheld thermometer before entering the nursery. If a temperature is recorded of 37.8°C or greater they will be sent home.



The team/staff will wear PPE at certain times of the day (nappy changing, toileting assistance, first aid administration) which will include a mask, plastic apron and gloves.

To ensure the safety of all, social distancing between staff and other adults will be maintained. There will be times when this is not practical with young children. If a child is upset then we will comfort them as best as possible by either placing them on an adult's lap, facing away with their back to the adult or placing them next to them.

If a child's behaviour escalates then we will call the parent/carer to collect the child.

At going home time, children will be passed to their parent/carer.

Visitors

During the pandemic, we will not be inviting/allowing visitors to enter the building.

Please refer to our Coronavirus Policy for full details.

May 2024	Family Resilience is now Continuum of Support I-Thrive framework. Staff phones storage from both rooms to the kitchen. Medicine storage is in the fridge in a lockable safe box.
Sept 2024	Our DSL Sally Duck completed the Operation encompass training and we are successfully using it. Operation Encompass Safeguarding Statement added. Prevent referral link added and Fast track info.
Oct 2024	Abuse related to witchcraft, bullying and cyberbullying. Child exploitation CSE. Domestic Abuse, Private fostering and looked after children. Honour based violence and forced marriage. Safeguarding children with disabilities. Unconscious Bias. Grooming. Modern slavery. Self-harm. Whistleblowing NSPCC link. Added Appendix pg. 15 to pg.22 Safeguarding Links pg. 23
JAN 2025	Amended by MM/BC formatting for website

