



This policy is made available to all parents, prospective parents, staff and prospective employees of Burgh Wood Montessori School and The Orchard Pre-School on our websites, and a hard copy can also be viewed upon request.

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Safeguarding and Child Protection Policy



Key Personnel and Contact Details:

Burgh Wood Montessori School

Role	Name		Telephone	Email
Principal and Manager	Joanne Stewart-Nash	<ul style="list-style-type: none"> Designated Safeguarding Lead (DSL) Special Education Needs Coordinator First Aider 	01737 356105 07738 205080	enquiries@burghwoodmontessori.com
Deputy Manager	Caroline O'Neill	<ul style="list-style-type: none"> Deputy Designated Safeguarding Lead First Aider 	01737 356105	enquiries@burghwoodmontessori.com
	Katharine Harris	<ul style="list-style-type: none"> SENCO 		enquiries@burghwoodmontessori.com

The Orchard Preschool

Role	Name		Telephone	Email
Manager	Sarah Davies	<ul style="list-style-type: none"> Designated Safeguarding Lead (DSL) First Aider 	07708 085780	manager@orchardpreschool.org.uk
Deputy Manager	Samantha Barter	<ul style="list-style-type: none"> Deputy Designated Safeguarding Lead First Aider 	07708 085780	manager@orchardpreschool.org.uk
	Katharine Harris Joanne Stewart-Nash	<ul style="list-style-type: none"> SENCO First Aider 	07708 085780/07738 205080	manager@orchardpreschool.org.uk

Surrey Local Authority

Role	Name	Telephone	Email
Surrey Safeguarding Children Board (SSCB)	SSCB Support Team Amanda Quincey	01372 833330	amanda.quincey@surreycc.gov.uk
Surrey Children's Single Point of Access (SPA)		0300 470 9100 Out of hours: 01483 517898	csmash@surreycc.gov.uk



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Local Authority Designated Officer (LADO)	LADO Team	0300 123 1650 Option 3	LADO@surreycc.gov.uk
Surrey help and support for survivors of Domestic Abuse	Surrey Domestic Abuse Helpline East Surrey Outreach Services	01483 776822 01737 771350	

Other numbers

The following telephone numbers may be useful for pupils and parents:

Child Line	0800 1111
NSPCC	0808 800 5000
Child Exploitation Online Prevention (CEOP)	0870 000 3344
Ofsted's Whistleblower Hotline	0300 123 3155

Important Notice

SAFEGUARDING AND PROMOTING THE WELAFRE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact SPA immediately - wherever possible with the support of the Designated Safeguarding Lead or a Deputy Lead. If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, D.o.B., address and contact details for parents /carers.

An Early Help assessment is not immediately required in these circumstances but should be provided within 48 hours.

Referrals to SPA can be made by:
Telephone: 0300 470 9100
e-mail: csmash@surreycc.gov.uk

SPA is in operation Monday – Friday 9.00am to 5.00pm. At other times please contact the Out of Hours Emergency Duty Service on 01483 517898 or Surrey Police on 999.



Safeguarding Statement

Burgh Wood Montessori Nursery School and The Orchard Pre-school (hereafter “the Nursery Schools”) recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school’s safeguarding responsibilities.

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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

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

Child includes everyone under the age of 18.

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

1. Introduction

- 1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2015, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2015. The guidance also reflects, both ‘Keeping Children Safe in Education’ 2016, and Surrey Safeguarding Children Board SSCB Child Protection Procedures.



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- 1.2. The staff at the Nursery Schools take their responsibilities seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Nursery Schools to identify, assess, and support those children who are suffering harm.
- 1.3. This policy applies to all members of staff in the Nursery Schools.

2. Policy Principles

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

3. Policy Aims

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

4. Values

- 4.1. Supporting Children:
 - 4.1.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
 - 4.1.2. We recognise that the Nursery Schools may provide the only stability in the lives of children who have been abused or who are at risk of harm.



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- 4.1.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.1.4. Our school will support all children by:

- 4.1.4.1. *Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.*
- 4.1.4.2. *Promoting a caring, safe and positive environment within the school.*
- 4.1.4.3. *Responding sympathetically to any requests for time out to deal with distress and anxiety.*
- 4.1.4.4. *Offering details of helplines, counselling or other avenues of external support.*
- 4.1.4.5. *Liaising and working together with all other support services and those agencies involved in the safeguarding of children.*
- 4.1.4.6. *Notifying Social Care as soon as there is a significant concern.*
- 4.1.4.7. *Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.*

4.2. Prevention / Protection

- 4.2.1. We recognise that the Nursery Schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and an ethos of protection.

- 4.2.2. The school community will therefore:

- 4.2.2.1. *Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.*
- 4.2.2.2. *Include regular consultation with children e.g. participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.*
- 4.2.2.3. *Ensure that all children know there is an adult in the nursery school whom they can approach if they are worried or in difficulty.*
- 4.2.2.4. *Ensure all staff are aware of the nursery schools guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.*

5. Safe School, Safe Staff

- 5.1. We will ensure that:

- 5.1.1. All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), on induction;
- 5.1.2. All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- 5.1.3. All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- 5.1.4. All staff have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;



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- 5.1.5. The child protection policy is made available via the nursery school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website;
- 5.1.6. The Nursery Schools provide a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- 5.1.7. Community users organising activities for children are aware of the Nursery Schools' Child Protection Policy, guidelines and procedures;
- 5.1.8. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- 5.1.9. All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2016 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

6. Roles and Responsibilities

- 6.1. All members of the teaching staff understand and fulfil their responsibilities, namely to ensure that:
 - 6.1.1. There is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
 - 6.1.2. Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Surrey Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on the school website or by other means;
 - 6.1.3. Ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy;
 - 6.1.4. All staff have read Keeping Children Safe in Education (2016) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
 - 6.1.5. The Nursery Schools operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations;
 - 6.1.6. The Nursery Schools have procedures for dealing with allegations of abuse against staff (including the Principal), volunteers and against other children. Referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
 - 6.1.7. A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description);
 - 6.1.8. On appointment, the DSL and deputy(ies) undertake interagency training (SSCB Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years;
 - 6.1.9. All other staff have safeguarding training updated as appropriate;
 - 6.1.10. At least one member of the governing body has completed safer recruitment training to be repeated every five years;
 - 6.1.11. Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;



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- 6.1.12. Appropriate online filtering and monitoring systems are in place;
- 6.1.13. Any weaknesses in Child Protection are remedied immediately;
- 6.2. The Principal will ensure that:
- 6.2.1. The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
 - 6.2.2. Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
 - 6.2.3. Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
 - 6.2.4. Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
 - 6.2.5. 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;
 - 6.2.6. That children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
 - 6.2.7. They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
 - 6.2.8. Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- 6.3. The Designated Safeguarding Lead:
- 6.3.1. Holds ultimate responsibility for safeguarding and child protection in the school;
 - 6.3.2. acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
 - 6.3.3. Encourages a culture of listening to children and taking account of their wishes and feelings;
 - 6.3.4. Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
 - 6.3.5. Will refer a child if there are concerns about possible abuse to SPA and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);
 - 6.3.6. Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
 - 6.3.7. Will ensure that all such records are kept confidential, stored securely and are separate from child records, until the child's 25th birthday;
 - 6.3.8. Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the child records;
 - 6.3.9. Will ensure that when a child leaves the school, their child protection file is passed to the new school (separately from the main child and ensuring secure transit) and that confirmation of receipt is obtained;
 - 6.3.10. Will ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded;
 - 6.3.11. Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
 - 6.3.12. Has a working knowledge of SSCB procedures;



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- 6.3.13. Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
 - 6.3.14. Will ensure that any child currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
 - 6.3.15. Will ensure that all staff sign to say they have read, understood and agree to work within the Nurseries' child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately;
 - 6.3.16. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
 - 6.3.17. Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
 - 6.3.18. Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 6.4. The Deputy Designated Safeguarding Lead(s):
- 6.4.1. Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.
- 6.5. All School Staff:
- 6.5.1. Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
 - 6.5.2. Consider, at all times, what is in the best interests of the child;
 - 6.5.3. Know how to respond to a child who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015);
 - 6.5.4. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;
 - 6.5.5. Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases;
 - 6.5.6. Will provide a safe environment in which children can learn.

7. Confidentiality

- 7.1. The Nursery Schools recognise that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.



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- 7.2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- 7.3. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 7.4. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Principal or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- 7.5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the SPA's Area Team on this point.

8. Child Protection Procedures

- 8.1. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- 8.2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- 8.3. Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- 8.4. We recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.
- 8.5. If staff are concerned about a child's welfare:
 - 8.5.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should also be recorded in writing on the aforementioned form;
 - 8.5.2. There will be occasions when staff may suspect that a child may be at risk, but have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, or physical or inconclusive signs may have been noticed;
 - 8.5.3. The Nursery Schools recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding;
 - 8.5.4. In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the child if they are OK or if they can help in any way;
 - 8.5.5. Staff should use the Expression of Concern Form [Schools may have their own version of this form] to record these early concerns and give the completed form to the DSL;
 - 8.5.6. Following an initial conversation with the child, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing;
 - 8.5.7. If the child does begin to reveal that they are being harmed, staff should follow the advice below regarding a child making a disclosure.
- 8.6. If a child discloses to a member of staff:



- 8.6.1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- 8.6.2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
- 8.6.3. During their conversation with the child staff will:
- 8.6.3.1. *Listen to what the child has to say and allow them to speak freely*
 - 8.6.3.2. *Remain calm and not overact or act shocked or disgusted – the child may stop talking if they feel they are upsetting the listener*
 - 8.6.3.3. *Reassure the child that it is not their fault and that they have done the right thing in telling someone*
 - 8.6.3.4. *Not be afraid of silences – staff must remember how difficult it is for the child and allow them time to talk*
 - 8.6.3.5. *Take what the child is disclosing seriously*
 - 8.6.3.6. *Ask open questions and avoid asking leading questions*
 - 8.6.3.7. *Avoid jumping to conclusions, speculation or make accusations*
 - 8.6.3.8. *Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.*
 - 8.6.3.9. *Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.*
 - 8.6.3.10. *Tell the child what will happen next.*
- 8.6.4. If a child talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets;
- 8.6.5. The member of staff should write up their conversation as soon as possible on the Expression of Concern Form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.
- 8.7. Notifying Parents:
- 8.7.1. The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure;
 - 8.7.2. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care;
 - 8.7.3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.
- 8.8. Making a referral:
- 8.8.1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is



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appropriate in accordance with Surrey Safeguarding Children's Board Levels of Need document;

- 8.8.2. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves;
 - 8.8.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child;
 - 8.8.4. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves;
 - 8.8.5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral;
 - 8.8.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.
- 8.9. Supporting Staff:
- 8.9.1. We recognise that staff working in the nurseries who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting;
 - 8.9.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

9. Children who are particularly vulnerable

- 9.1. The Nursery Schools recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- 9.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- 9.3. In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- 9.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- 9.5. To ensure that all of our children receive equal protection we will give special consideration to children who are:
 - 9.5.1. Disabled or have special educational needs;
 - 9.5.2. Young carers;
 - 9.5.3. Affected by parental substance misuse, domestic abuse or parental mental health needs;
 - 9.5.4. Asylum seekers;
 - 9.5.5. Living away from home;
 - 9.5.6. Vulnerable to being bullied or engaged in bullying;
 - 9.5.7. Already viewed as a 'problem';
 - 9.5.8. Living in temporary accommodation;
 - 9.5.9. Live transient lifestyles;
 - 9.5.10. Living in chaotic and unsupportive home situations;



- 9.5.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality;
- 9.5.12. At risk of sexual exploitation;
- 9.5.13. Do not have English as a first language;
- 9.5.14. At risk of female genital mutilation;
- 9.5.15. At risk of forced marriage;
- 9.5.16. At risk of being drawn into extremism.

10. Anti-Bullying/Cyberbullying

- 10.1. Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with parents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.
- 10.2. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Principal and the DSL will also consider implementing child protection procedures.
- 10.3. The subject of bullying is addressed at regular intervals in PHSE education.

11. Racist Incidents

- 11.1. Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12. Radicalisation and Extremism

- 12.1. 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.
- 12.2. Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 12.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- 12.4. The Nursery Schools are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.
- 12.5. The Nursery Schools seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 12.6. School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are detailed in Appendix 6.



- 12.7. Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014) .
- 12.8. The Principal and the DSL will assess the level of risk within the Nurseries and put actions in place to reduce that risk. Risk assessment may include, the use of the nursery schools' premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 12.9. 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. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

13. Domestic Abuse

- 13.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 13.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 13.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 13.4. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).
- 13.5. The Nursery Schools are enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our DSL is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our children who are experiencing domestic abuse.

14. Child Sexual Exploitation (CSE)

- 14.1. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.
- 14.2. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. The Nurseries are aware there is a clear link between regular school absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in



the case of regular school absence/truancing and make reasonable enquiries with the child and parents to assess this risk.

- 14.3. The DSL will use the Surrey Safeguarding Children's Board CSE Screening Tool on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.
- 14.4. In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact SPA and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.
- 14.5. The Nursery Schools are aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

15. Female Genital Mutilation (FGM)

- 15.1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- 15.2. The duty applies to all persons in the Nurseries who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL, however the DSL should be informed.
- 15.3. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- 15.4. School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the Nursery Schools 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 vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- 15.5. 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.
- 15.6. There are no circumstances in which a teacher or other member of staff should examine a girl.

16. Private Fostering Arrangements

- 16.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- 16.2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.



- 16.3. The Nursery Schools recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- 16.4. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify SPA as soon as possible. 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 Surrey Children's Social Care of the circumstances.

17. Looked After Children

- 17.1. The most common reason for children becoming looked after is as a result of abuse and neglect. The Nursery Schools 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.
- 17.2. 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 the Surrey County Council's virtual school head for children in care.

18. Children Missing Education

- 18.1. 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.
- 18.2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities and Surrey County Council Safeguarding Children Missing Education Policy 2017'.
- 18.3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

19. Online Safety

- 19.1. Our children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and oovoo and for online gaming.
- 19.2. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings. Children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

20. Peer on Peer Abuse



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- 20.1. In most instances, the conduct of children towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The Nursery Schools recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below:
- 20.1.1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality;
- 20.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18;
- 20.1.3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- 20.2. The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- 20.3. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).
- 20.4. The Nursery Schools aim to reduce the likelihood of peer on peer abuse through:
- 20.4.1. the established ethos of respect, friendship, courtesy and kindness;
- 20.4.2. high expectations of behaviour;
- 20.4.3. clear consequences for unacceptable behaviour;
- 20.4.4. providing a developmentally appropriate PSHE curriculum which develops children's understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- 20.4.5. systems for any child to raise concerns with staff, knowing that they will be listened to, valued and believed;
- 20.4.6. robust risk assessments and providing targeted work for children identified as being a potential risk to other children and those identified as being at risk.
- 20.5. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, the Nursery Schools will also educate children in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 20.6. Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the Schools' child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- 20.7. Working with external agencies the school will respond to the unacceptable behaviour. If a child's behaviour negatively impacts on the safety and welfare of other children then safeguards will be put in place to promote the well-being of the children affected and the victim and perpetrator will be provided with support.

21. Allegations against staff

- 21.1. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.



Safeguarding and Child Protection Policy

- 21.2. All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 21.3. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- 21.4. We understand that a child may make an allegation against a member of staff or staff may have concerns about another staff member.
- 21.5. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 21.6. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.
- 21.7. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors/chair of the management committee/proprietor of an independent school [delete as appropriate] who will consult the LADO as in 23.6 above, without notifying the Principal first. [NB where the principal r is also the sole proprietor the Nurseries the concerns should be reported directly to the LADO]
- 21.8. The Nursery Schools will follow the Surrey procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education and the school's Managing Allegations policy and procedures.
- 21.9. Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and an HR Consultant in making this decision.
- 21.10. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.
- 21.11. **Regardless of the nature of allegations and who receives the allegation, it must be reported to the LADO. This must include situations where the worker resigns. Compromise agreements are not acceptable in such circumstances and may not put others at risk in the future. Complaints procedures are separate to the allegations process, just because someone does not wish to make a complaint, this does not mean the allegation should not be considered and investigated.**
 - **Notify: Surrey LADO Team asap, but within 24 hours, then Ofsted within 24 hours (back up in writing within 14 days). The Early Years Sector Safeguarding Advisor must also be notified as soon as possible.**
 - **Risk assessment undertaken**
 - **Disciplinary action/ suspension**
 - **Action plan/ Safer Recruitment Review**
 - **Referral to DBS if applicable**

If there are immediate child protection issues then these need to be addressed in the normal manner i.e. via SPA and then LADO should be informed.

The LADO team:

- Lydia Bowles – Assistant LADO
- Shirley Hosgood – Assistant LADO
- Maggie Poole – Assistant LADO
- Louise All – Assistant LADO
- Victoria Lawson-Jack – Assistant LADO – Locum



- **DUTY LADO: 0300 123 1650 – option 3**
- LADO@surreycc.gov.uk or LADO@surreycc.gcsx.gov.uk (or encrypted email such as Egress)

22. Whistle-blowing

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

23. Physical Intervention

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

24. This policy also links to our policies on:

1. Administration of medicines;
2. Allegations against staff;
3. Anti-bullying;
4. Attendance;
5. Behaviour;
6. Child Sexual Exploitation;
7. E-Safety, including staff use of mobile phones;
8. Health & Safety;
9. Intimate Care;
10. Radicalisation and Extremism;
11. Recruitment and Selection;
12. Risk Assessment;
13. Staff Behaviour Policy / Code of Conduct;
14. Whistleblowing.



Burgh Wood Montessori Nursery School & The Orchard Nursery School
Safeguarding and Child Protection Policy





Appendix 1

Recognising signs of child abuse

Categories of Abuse:

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

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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



Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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



Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

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

Recognising Neglect

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

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

Child Death Review

When a child dies, in any circumstances, it is important for parents and families to understand what has happened and whether there are any lessons to be learned.

The responsibility for ensuring child death reviews are carried out is held by 'child death review partners,' who, in relation to a local authority area in England, are defined as the local authority for that area and any clinical commissioning groups operating in the local authority area.

Child death review partners must make arrangements to review all deaths of children normally resident in the local area and, if they consider it appropriate, for any non-resident child who has died in their area.

Child death review partners for two or more local authority areas may combine and agree that their areas be treated as a single area for the purpose of undertaking child death reviews.

Child death review partners must make arrangements for the analysis of information from all deaths reviewed.

The purpose of a review and/or analysis is to identify any matters relating to the death, or deaths, that are relevant to the welfare of children in the area or to public health and safety, and to consider whether action should be taken in relation to any matters identified. If child death review partners find action should be taken by a person or organisation, they must inform them. In addition, child death review partners must, at such times as they consider appropriate, prepare and publish reports on:

- what they have done as a result of the child death review arrangements in their area;
- how effective the arrangements have been in practice;
- may request information from a person or organisation for the purposes of enabling or assisting the review and/or analysis process - the person or organisation must comply with the request, and if they do not, the child death review partners may take legal action to seek enforcement;
- may make payments directly towards expenditure incurred in connection with arrangements made for child death reviews or analysis of information about deaths reviewed, or by contributing to a fund out of which payments may be made; and may provide staff, goods, services, accommodation or other resources to any person for purposes connected with the child death review or analysis process.



Appendix 2

Sexual Abuse by Young People

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

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

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

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

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

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.



Appendix 3

Child Sexual Exploitation

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

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

Signs include:

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



Appendix 4

Female Genital Mutilation (FGM)

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

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. 4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable

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- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

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



Appendix 5

Domestic Abuse

How does it affect children?

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

What are the signs to look out for?

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

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

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

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

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822
North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690
South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392



Appendix 6

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - a. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - b. Seek to provoke others to terrorist acts;
 - c. Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
 - d. Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - a. Identity Crisis – the student / child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - b. Personal Crisis – the student / child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - c. Personal Circumstances – migration; local community tensions; and events affecting the student / child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - d. Unmet Aspirations – the student / child may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - f. Special Educational Need – students / children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.



7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:
 - a. Being in contact with extremist recruiters;
 - b. Accessing violent extremist websites, especially those with a social networking element;
 - c. Possessing or accessing violent extremist literature;
 - d. Using extremist narratives and a global ideology to explain personal disadvantage;
 - e. Justifying the use of violence to solve societal issues;
 - f. Joining or seeking to join extremist organisations; and
 - g. Significant changes to appearance and / or behaviour;
 - h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link.

Safeguarding Partners and Local Safeguarding Children Boards

Safeguarding Partners has replaced Local Safeguarding Children Boards (LSCB's). Safeguarding Partners will consist of three agencies:

- local authorities,
- clinical commissioning groups, and
- chief officers of police.

These Safeguarding Partners will work with relevant appropriate agencies within their locality to safeguard and protect children. All three Safeguarding Partners have equal responsibility for fulfilling the role.

To achieve the best possible outcomes, children and families should receive targeted services that meet their needs in a co-ordinated way. Fragmented provision of services creates inefficiencies and risks disengagement by children and their families from services such as GPs, education and wider voluntary and community specialist support.

There is a shared responsibility between organisations and agencies to safeguard and promote the welfare of all children in the local area.

Child Safeguarding Practice Review Panel

From 29 June 2018, the Child Safeguarding Practice Review Panel has been responsible for identifying and overseeing reviews of serious child safeguarding incidents that raise complex issues or become important on a national scale.

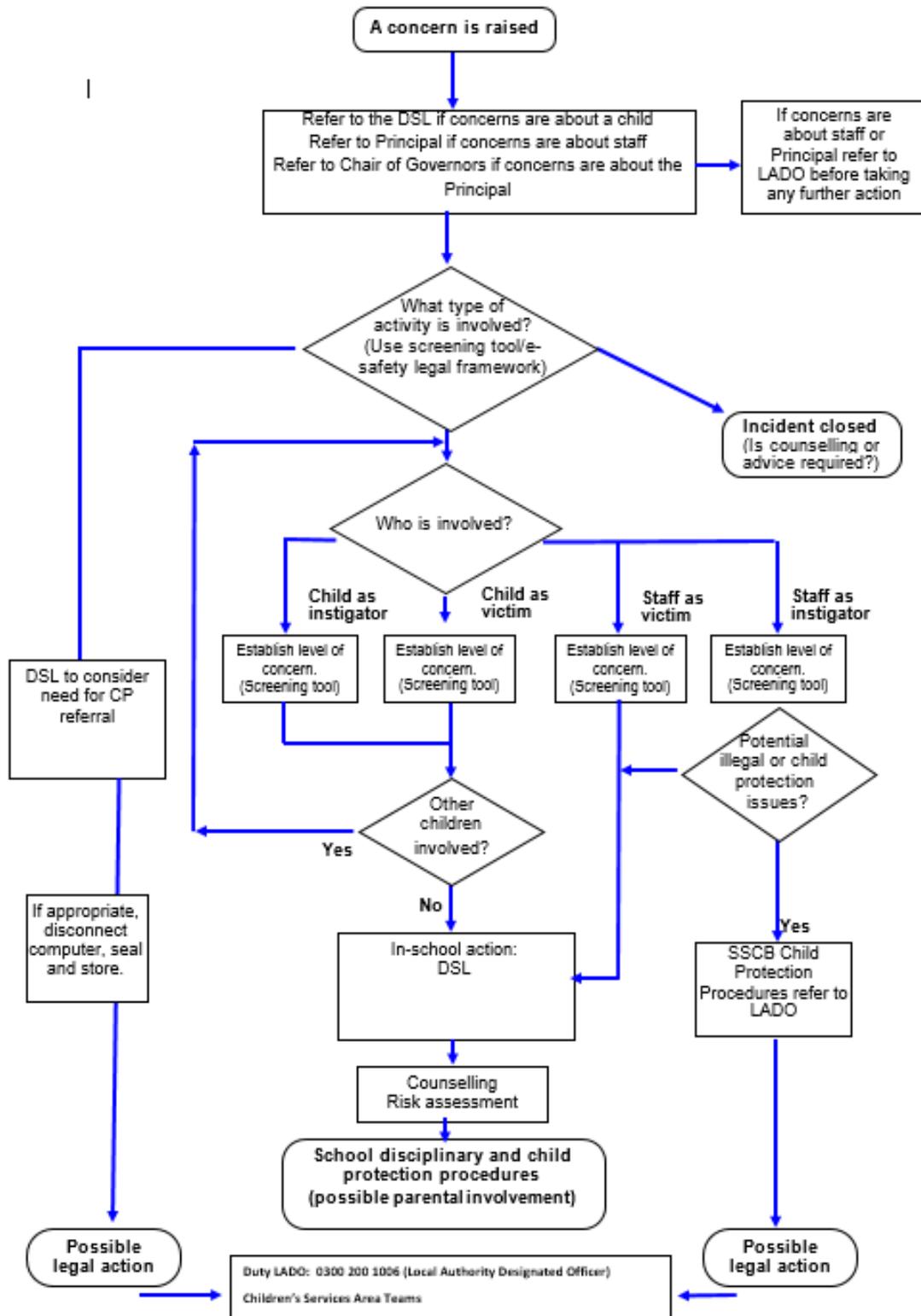
The Child Safeguarding Practice Review Panel will be responsible for deciding how the system learns lessons on a national level, while local responsibility will land with the Safeguarding Partners.

A copy of reviews that have been undertaken by local Safeguarding Partners will be sent to the Child Safeguarding Practice Review Panel for a decision to be made about whether or not a review needs to be made on a national level.

A list of all reviewers who sit on the Child Safeguarding Practice Review Panel must be made public.

Appendix 7

What to do if you have an online safety concern:





Appendix 8

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Beat Bullying: <http://www.beatbullying.org/>
- Childnet International <http://www.childnet.com/>
- Thinkuknow <https://www.thinkuknow.co.uk/>
- Safer Internet Centre <http://www.saferinternet.org.uk/>



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