



# The Railway Children Kindergarten

## Initial Policies and Procedures 2022 - 2023

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Below is a snapshot of our policies that will be of interest to potential parents/carers.  
For registered members of the RCK, there is a comprehensive list in the Parent Zone

# Index of Policies

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## 1. Admissions and Fees

### Statement of intent

The Railway Children Kindergarten Admissions Policy is designed to be clear, comprehensive and fair. We welcome children, families and staff from all ethnic origins, religious background, gender and those who may have special educational needs and disabilities. We do however reserve the right to refuse entry or place if we believe this will be detrimental to the care and wellbeing of the child or children in our care.

### Aim

We aim to work with the parent/guardian to best meet their childcare needs. We are keen to discuss attendance requirements with the parent/guardian as nursery availability varies throughout the year. All information will be presented to the parent/guardian in plain English whether in spoken or written form. We aim to advertise widely in places accessible to all sections of the community.

### Practice

The Railway Children Kindergarten is registered with Ofsted to provide childcare to children aged 24 months and above.

The nursery is open 38 weeks of the year and follows the Surrey schools calendar. We offer 15 hours and extended 30 hours funded places.

Registering a child:

- The parent/guardian will be given the log in details to fill out the application and All About Me form online
- The registration form will be entered onto the waiting list;
- Our policy will take into account siblings already attending the setting and the capacity of the setting to meet the individual needs of the child;
- Once the place has been confirmed by the parent/guardian, the child's place will be confirmed;
- The nursery operates a waiting list for situations where demand overtakes our capacity. In these situations, the nursery operates a 'first come, first served' system, facilitating a transparent and fair approach;
- All children irrespective of age will have their place reserved until their departure for school;
- The parent/guardian who wishes to remove their child, are asked to make their intentions clear at the earliest opportunity, giving half a terms notice; and
- The parent/guardian will be asked to sign a parent/guardian contract setting out mutually agreed terms.

### Fees

The nursery is registered to receive Early Years Education Funding for each child from the term after their third birthday and two-year FEET funding for eligible 2 year olds for a total of up to 15 hours per week for 38 weeks per year. The nursery also offers 30-hour funding provided the parent/guardian meets eligibility criteria. For further information please speak to the Nicki Johnson.

Nursery fees are reviewed annually in time for the new academic year. These take into consideration costs for premises, staff, insurance and training.

When children reach the term after their third birthday an additional charge of approximately £7-£8 per term is suggested to enable us to deliver exciting learning opportunities to meet their age and stage of development. It also includes two healthy snacks per day and a flexible ten minutes either early or late drop off at Manager's discretion reviewed half termly. This is a voluntary contribution. The parent/guardian will be invoiced when their child starts at nursery and termly thereafter. You will receive a payment reminder 2 weeks after receipt of the invoice.

Fees are payable via bank transfer to:

**Sort Code:** 40-20-24 **Account No:** 21635123 **Bank:** HSBC **Reference:** Child's name

### **Outstanding Fees**

If you are having difficulties paying your fees please contact the Manager Nicki Johnson on 01372 802549 or email [info@therck.co.uk](mailto:info@therck.co.uk)

### **Ongoing attendance**

The parent/guardian will be required to pay for their child's place when:

- the child is off sick
- the child is on absence such as on holiday

Exceptions to the above include closure due to:

- Emergency closure (see Emergency Closure Policy)
- INSET days

If the nursery has not received formal notification of a child's absence for more than 14 consecutive days, we reserve the right to offer the place to the next child on the waiting list.

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of admissions this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

## **2. Arrival and Departures**

### **Statement of intent**

The wellbeing, safety and security of the children in the nursery is our main concern. An accurate record is kept of their absences, arrivals and departures and that they leave the premises with authorised and responsible adults.

### **Aim**

We aim to ensure that children arrive and depart in a safe manner.

### **Practice**

#### **Arrival and departure**

- The parent/guardian enter the setting by the back gate which are managed by the staff.
- The parent/guardian must sign the in/out sheet in the entrance every time they enter and leave the premises.
- It is the practice of the nursery to give a warm welcome to each child on their arrival.
- The staff member receiving the child will immediately record any specific information provided by the parent/guardian.

- If the parent/guardian requests medication to be given to the child during the day, the staff member must ensure that the Administering Medicines Policy is followed.
- At the end of the day the medicine should be collected from the refrigerator or medicine cupboard immediately prior to the parent/guardian and child leaving the premises.
- Details of nominated emergency contacts will be collected as part of the registration process and those named will be permitted to collect the child
- If no parent/guardian or nominated emergency contact can collect the child, the parent/guardian must provide the nursery with a clear description and contact details of the responsible adult collecting on that occasion. If the adult is not known to the nursery, we ask that parent/guardian either message or speak to the nursery to inform us who is collecting, with a description of the person. The adult must also bring photo ID, i.e. driving license, workplace pass and show a member of staff before entering the building.
- No child will be allowed to leave the nursery with anyone under the age of 18.
- On no account will a child be released from the premises to an unauthorised person. Any deviation made by any member of staff will be considered as gross misconduct and dealt with accordingly.
- Staff will feedback relevant information to the parent/guardian about the child's day
- The parent/guardian will sign the child out on the register as they exit the premises.

### **Late collection**

- It is the parent/guardian responsibility to inform the nursery if they are going to be late to collect their child.
- The delayed parent/guardian must give an estimated time of arrival so that appropriate staffing can be arranged.
- We reserve the right to charge parents for the additional hours worked by staff. If a child has been not collected by the agreed collection time a late collection charge will be levied as follows:
  - £0 for the first 10 minutes, then £10 for each ten minutes afterwards, and thereafter, at the Manager's discretion.
- If any child is not collected by the end of the session/day and the parent/guardian has not contacted the nursery the following procedure will be followed:
  - A qualified practitioner will sit and reassure the child
  - The Manager will telephone the main contact for the child including mobile and home numbers after 10 minutes, if no answer, we will wait for a further 10 minutes;
  - If there is no response, all other emergency contact numbers will be telephoned;
  - If there is no response from emergency contact numbers and the child has not been collected after a further 10 minutes, Surrey's Children's Single Point of Access (C-SPA) will be called. The child will be placed in their care.

If this was to take place, a notice for the parent/guardian would be placed on the entrance door to the nursery giving the manager's contact details to discuss actions taken. Under no circumstances will staff members take a child home with them. Depending on circumstances, a full written report of the incident will be recorded in the child's file.

### **Adults arriving under the influence of alcohol or drugs**

- If an adult arrives to collect a child, whether this is the parent/guardian or authorised adult, and they are deemed to be under the influence of alcohol or drugs, the manager will assess whether the child's safety and welfare is at risk if they are released into their care.
- The decision not to release the child will be discussed with the adult and where required a further emergency contact will be called to collect the child.
- If no other emergency contact can be reached the manager will contact the C-SPA for advice and guidance.
- If anyone having driven themselves to nursery to collect a child is thought to be under the influence of alcohol and/or drugs, the police will be contacted.

### **Arrival and departures of visitors**

- Visitors must have their identity checked before entering the nursery,
- All visitors must complete and sign the Visitors Book,
- Visitors must not be left unattended at any time,
- Visitors will be asked not use their phones on the premises,

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of arrival and departures of children this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

### **3. Emergency Closure**

#### **Statement of intent**

Whilst we will endeavour to maintain a full service and cause the minimum disruption to our nursery provision, we may from time to time be forced to close the nursery due to circumstances beyond our control. The decision to close the nursery is not taken lightly and will be based on the assessment of a number of factors and information. This may include weather and travel, access to and conditions of the nursery, infection outbreaks and availability of appropriate levels of qualified staff. Ultimately, the decision to open or close the nursery will be made by the manager and every effort will be made to contact all parent/guardians and staff as soon as is practicably possible.

#### **Aim**

The Railway Children Kindergarten will aim to remain open. When this is not possible, we will communicate relevant information to the parent/guardian and staff effectively and efficiently using the contact details held by the nursery.

#### **Practice**

An emergency closure is an event or circumstance which happens with or without warning that causes or threatens injury to people, disruption to nursery operations, or damage to property or the environment. The following procedures will be followed wherever possible:

- If a decision to close is made before the day of closure or before 7.00 am on the day of closure, all parent/guardians will be emailed and sent a text message accordingly at the time of the decision;
- In addition, a message will be posted on our Facebook page and website;
- If a decision to close is made on the day of closure after 7.00 am, all parent/guardians will be contacted by text or telephone accordingly. Depending on the circumstances, a message confirming the closure will be left on the nursery's mobile phone whenever possible;
- The decision for ongoing closures will be assessed on a daily basis;
- Ofsted will be consulted and kept informed of all emergency closures;
- If we are required to temporarily relocate during a nursery session due to an emergency, we will inform the parent/guardian by text or telephone accordingly;
- In the event of prolonged closures, we will use every means at our disposal e.g. notices on the nursery door, website, email and text message, to ensure that the community is aware of the up to date situation.
- An up to date record of emergency contact details for each child and staff member will be kept in the nursery and by each member of staff.

We may implement the emergency closure of the nursery under the following circumstances:

- fire damage
- flood
- power cut
- snow and ice
- high level of sickness among staff and/or children
- pandemic
- burglary
- lockdown due to an intruder
- death of a child or adult in the setting
- terrorist attack

#### **Fire damage**

Depending on the level of fire damage, the Manager will need to inform parent/guardians as to whether the setting will remain open, whether it is necessary to temporarily close the setting or whether temporary alternative accommodation can be arranged. Any fire which results in suspension of normal working activities for more than 24 hours should be reported to the Health and Safety Executive under RIDDOR requirements. An incident report will be filled out and filed within the risk assessment file.

## **Flood**

Flooding can be caused by an internal plumbing problem, a pipe bursting for instance, or by an external problem such as a burst water main or severe weather conditions. Should an evacuation of the premises be necessary during the day because of flooding, we would follow the fire procedure and take the children to a place of safety. Children and staff should not return to the setting until all areas and equipment have been thoroughly cleaned and restored their normal condition.

## **Power cut**

There may be a loss of electricity due to external problems such as damage to power lines caused by bad weather or vandalism. To be prepared in the event of a power cut, we use a mobile phone, and emergency contact numbers where staff can easily access them. The children and staff will only be evacuated if there is a risk of harm and loss of heating.

## **Snow and ice**

The Manager will assess the risks to staff and children and makes the decision whether to close. When the decision to close has been made before opening time, a message is posted on the website and text/whatsapp, and we attempt to phone parents to let them know. It is possible in the event of snow to predict and prepare parents for potential closures in advance. This is done by announcing our procedure for closure and informing parent/guardians. Should there be a heavy snowfall during the day; parents will be contacted and the request made for them to collect their children early. This should provide time for parents, children and staff to get home safely.

## **High levels of sickness among staff and children**

Infections can spread easily when young immune systems are still developing, children are sharing activities and play closely together. Although most cases of illness in the setting will be minor, some infections have serious health implications. In all cases, infections need to be managed effectively by the setting to prevent an outbreak. This may mean short term closures. The Manager will monitor the length of the outbreak and decide when to safely restart suspended activities. This will help us to identify recurring patterns in illness and identify whether the illness is new or a continuation of a previous outbreak. Closures may also be necessary if staff become ill and there are not enough practitioners to maintain ratios determined by The Early Years Foundation Stage (2021) Statutory Welfare Requirements.

## **Pandemic**

It is possible during a national emergency, such as a pandemic where an illness spreads quickly throughout the country infecting large numbers of people, that the government will decide that it is in the best interests of the welfare of adults and children for schools and childcare settings to temporarily close. A plan for responding to a pandemic is in place and our local authority keeps us up to date with any national guidance for planning an emergency response as it is released. On all occasion, the nursery will follow government guidelines.

## **Burglary**

Children will be kept away from the area and once police give permission, the damage should be repaired. Where there is extensive damage or disruption to the premises, it may be necessary to temporarily close the setting while repairs take place. If this is the case, parent/guardians, staff and Ofsted should be informed as soon as possible. An incident report should be completed and filed in the risk assessment folder. We consider the security of the setting when carrying out risk assessment of the premises. There is a burglar alarm and security lights around the building to deter break-ins. Doors, windows and gates are well maintained and staff always ensure all doors are secure before they leave.

## **Intruder lockdown**

An intruder lockdown may take place where there is a perceived risk of threat to the nursery. Where possible, the nursery will act to ensure the safety of all personnel in the setting in the following situations, when:

- an unauthorised person, considered dangerous is on nursery grounds.
- a member of the family is attempting to abduct a child.
- staff, students or volunteers from within the setting become a threat to the well-being of others.
- there is potential risk from spills and poisonous fumes from within the setting.

A lockdown will be initiated by a recognisable signal of 3 long blasts on the whistle. Lockdown procedures will be practiced from time to time so that staff and children are familiar with them.

During a lockdown we will follow the **CLOSE** procedure:

**Close** all the windows and doors

**Lock** up

**Out** of sight and minimise movement

**Stay** silent and avoid drawing any attention

**Endure.** Be aware that you may be in lockdown for some time.

The following steps provide guidelines for staff, students and visitors in an emergency situation:

- On hearing the lockdown signal the Manager will call 999;
- Staff will lock the front door and back door;
- The Manager will gather the register, medical box and mobile;
- Staff will guide all children into the Book Area and undertake a headcount immediately;
- All windows and blinds will be closed;
- Lights and electrical devices (with the exception of the nursery mobile phone) will be turned off;
- Remind everyone to remain quiet, calm and remain out of sight;
- No one is to leave the premises during the lock down;
- Remain in this position until the Police have confirmed it is safe to leave; and
- Complete an incident form and file in the risk assessment folder.

### **Death of a child or adult in the setting**

When an unexpected or sudden death occurs in the setting it is extremely distressing for the staff and children.

If a child or adult dies unexpectedly in the setting, the staff should call 999 immediately and follow the advice of the emergency services; moving the other children and adults to a place of safety. The police will normally inform the individual's next of kin. We would follow the instructions of the police while they collect evidence and carry out their investigation, and would check with the police as to what information can be given to the staff and families at this time. When carrying out an investigation into the circumstances of the death of a child, the police will work closely with Surrey Safeguarding Children's Partnership.

The Manager should report any deaths that occur in relation to their work activities to Health and Safety Executive and Ofsted as soon as possible, and comply with their investigations and any actions they advise.

Coping with the shock and grief following a sudden death will be difficult for all at the setting. The Child Bereavement UK provides advice on ways to support children and adults who have been affected by death and can be contacted on 01494 558900.

### **A terrorist attack**

In the event of a terrorist attack, where staff and children are at the scene of the incident they should stay together and follow the advice of the emergency services at the scene, who will be working to evacuate the area and treat the wounded or injured. If on an outing the outing leader would contact The Railway Children Kindergarten to inform them of the incident. Parent/guardians will be contacted to advise them of the situation.

Should we be asked to vacate the premises the children and staff will be moved to the bottom of the carpark, near the connecting alley to Ruden Way.

An incident form should be completed and filed in the risk assessment file.

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of emergency closing this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

## **4. Equal Opportunities and Inclusion**

### **Statement of intent**

The Railway Children Kindergarten takes great care to treat each individual as a person in their own right, with equal rights, whether they are an adult or a child. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief have no place within nursery.

### **Aim**

We aim to provide a secure environment in which all our children can flourish, and in which all contributions are valued. We include and value the contribution of all families. We provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities. We strive to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and make inclusion, a thread that runs through all of the activities of the setting.

## **Practice**

### **Admissions**

Our setting is open to all members of the community. The nursery:

- advertises widely;
- reflects the diversity of our community in our publicity and promotional material;
- provides information in clear, concise language, whether in spoken or written form;
- bases the admissions policy on a fair system;
- ensures that all parents are made aware of our Equal Opportunities Policy;
- does not discriminate against a child or their family, or prevent entry basis of colour, ethnicity, religion or social background;
- does not discriminate against a child with a disability or refuse a child entry because of any disability;
- has developed an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered; and
- will take action against any discriminatory behaviour by staff or parent/guardians. Displays of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to Enhanced Disclosure and Barring Service checks for the Children's Workforce and employment references. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We source training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

### **Curriculum**

The curriculum offered in the nursery encourages children to develop positive attitudes about themselves and celebrate differences. This encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- helping children form a healthy identity and level self-esteem;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and



- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the nursery.
- We encourage parents/guardian to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

### **Food**

- We work in partnership with parent/guardian to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### **Working with parents and guardians**

The Railway Children Kindergarten believe that a positive relationship between the parent/guardian and the nursery is very important in supporting children to reach their potential. Making time to listen to the expectations of the parent/guardian and to explain our procedures clearly and carefully, particularly when settling a child into the setting. When possible, we

- provide resources in languages other than English for the parent/guardian for whom this is not their first language,
- are aware that the parent/guardian are their children's first educators and an important resource for nursery, especially in terms of information about their child,
- work with them alongside their children, sharing the benefits of joint education, and
- value the contribution that parent/guardians can make to the setting, we aim to make all parent/guardians feel comfortable enough to share in the daily life of the group.

### **Discriminatory remarks or behaviour**

As a team, we aim to recognise and examine our own beliefs and prejudices, being conscious of the effect they have on our practice and seek to overcome them. We:

- take all incidents of discrimination very seriously,
- challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive,
- endeavour to help the person who has offended to see what was wrong with what they did or said and to support them in making any changes,
- aim to point out untrue statements in a sensitive way and give correct information, and
- regularly review practice and resources to ensure we are continuing to meet the individual needs of the children attending. Addressing equalities issues is an on-going process not a one-off activity.

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of equal opportunities and inclusion this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

## 5. Pandemic

### Statement of Intent

Railway Children Kindergarten intend to use this policy to provide precautionary measures to minimize transmission risks of disease in the setting during an epidemic or pandemic.

Legislation and leading authorities which have guided and influenced this policy are:

Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organization (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

### Aim

This Policy defines and assists the operating arrangements in place within the setting that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19 or other infectious illnesses and diseases. This policy will be reviewed regularly in line with the government guidelines.

As early years providers we ensure to offer a continuum of extremely high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure good hygiene practices as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies if they do not conflict with this policy.

The main areas we will be considering are:

- Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces and resources)

### Focus/ Areas of Consideration / Recommendations

#### Children

##### Attendance

- Children who test positive will continue to be advised to stay at home and avoid contact with other people for at least 3 days from the test date. This is to ensure the safety and wellbeing of our vulnerable staff, children and families.

##### Physical Distancing/grouping

- Care routines including provision of snack, nappy changing, and toileting will be within the space allocated and thoroughly deep cleaned after every use.
- Sunscreen will be applied by the parents / guardians before the child arrives at the setting.

##### Wellbeing and education

- Children will be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing on entry and continuously throughout the day, coughing / sneezing using a tissue and adopting a catch it, kill it, bin it regime.
- EYFS framework will continue to be delivered through play and adult led activities as normal.
- Children will have access of fresh drinks of water throughout the day if they are thirsty, staff will monitor this to ensure no cross contamination of beakers or cups.

#### Workforce

##### Attendance

- Staff who test positive will continue to be advised to stay at home and avoid contact with other people for at least 5 days. This is to ensure the safety and wellbeing of our vulnerable staff, children and families.

##### Physical distancing/ grouping /safety

- Staff to be informed of measures in place and any new or updated policies and procedures.
- All PPE will be removed and disposed of following current government guidelines, the staff member will wash their hands for at least 20 seconds.
- Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open, staff will ensure the safety of the children is maintained through continuous risk assessments.
- Staff to wear fresh, clean clothes for each session.
- If staff wish to continue to wear PPE this will no longer be supplied by the setting, however this will be down to individual staff preferences.

## Training

- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.

## Parents

### Social distancing

- Drop offs and collections will be at the doors as this has had a positive effect on children separating from their main careers with ease and minimising congestion in the main room.
- Parents, careers and other adults will be able to enter the setting for show arounds, settling in periods and meetings.
- One-way systems will be introduced, if necessary, to support positive social distancing and remove anxious moments of groups of parents and staff.

### Communications

- Parents will receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents will inform the setting of their circumstances and if they plan to keep their child away.
- Although handovers are kept to minimum, we encourage parents and staff to have continuous communication via phone calls throughout the day.

## Hygiene and Health & Safety

### Hand Washing

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Hand washing stations are located outside the front and side entrance.
- Children and staff members will be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell individuals.
- Bodily fluid spills will follow the correct procedures as normal.

### Cleaning

- An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean may be needed after a child has become ill in the area they were waiting.
- A professional cleaner will come into the setting daily once all children and staff have left the building and complete a vigorous deep clean.

### Waste disposal

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a bin with a bag.
- Bodily fluids must be double bagged and disposed of in a bin with a bag, lid, and foot pedal.

### Risk assessment

- The setting and all activity will be risk assessed before opening or going ahead to address the risks from virus' and due consideration given to any adaptations to usual practice.
- Sensible measures will be put in place and policies and procedures followed.

### PPE

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID / pandemic transmission. However, this will be down to individual staff member preference if they wish to continue to use PPE.
- PPE will continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.

### Premises building

- Keep windows open where possible to ensure good levels of ventilation.

- If doors are opened ensure the children safety is maintained with locked gates.

#### Resources

- All resources required for play and learning experiences of children will be regularly washed and/or sterilized.
- Equipment used by staff such as stationary, tablets etc. will be allocated to individual staff members where possible and cleaned regularly.

#### Responding to a suspected case

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they will be collected as soon as possible and isolate at home. If possible, a window will be opened for ventilation.
- The area will be thoroughly cleaned, immediately.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they will return home immediately and isolate at home.

#### In the event of an outbreak, or closure.

- Additional cleaning will be arranged for the setting to ensure minimal spread of the virus.
- Staff will continue to contact the parents and families via the Family app with activities, videos, progress reports and wellbeing checks or to answer any questions and offer support.
- The Manager will notify HPA (environmental health) and the local authority as well as gain advice from DfE (Department for Education).

#### Policy Review

As part of the Railway Children Kindergarten monitoring of observation, planning and assessment this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

## 6. Parent Partnership

#### Statement of intent

Parent/guardians and families are always welcome at the Railway Children Kindergarten. We feel strongly that parent/guardians and the nursery work closely together to provide the best environment for children to thrive and develop.

The Railway Children Kindergarten strives to eliminate barriers that impede family involvement, and to create a rich learning environment, developed in collaboration with families. When we refer to 'parent/guardians' this means the adults who have the lawful rights, duties, powers and responsibilities and authority in relation to a particular child. We appreciate that these may include natural and birth parents as well as same sex parents, step-parents, foster parents and parents who do not live with their children, but do have contact with them and play a part in their lives.

#### Aim

Our aim is to support parent/guardians as their child's first and most important educators by involving them in their children's education, care and nursery life.

#### Practice

At the Railway Children Kindergarten, we will:

- generate confidence and encourage parent/guardians to trust their own instincts and judgement regarding their own child;
- welcome all parent/guardians into the nursery at any time and be as flexible as possible;

- ensure nursery documentation and communications can be easily adapted to a format to suit individual parent's needs, e.g. multi-lingual, electronic communications;
- ensure that all parent/guardians are aware of the nursery's policies and procedures. We have a detailed website where our full policy documents are available upon joining and is also available as a hard copy for any parent that wishes to access in that form;
- maintain regular contact with parent/guardians to help us to build a secure and beneficial working relationship for their children;
- support parent/guardians in their own continuing education and personal development and inform them of relevant conferences, workshops and training;
- inform parent/guardians about nursery activities and events through regularly distributed newsletters, liaising and communication books;
- operate a key person system to enable a close working relationship with all parents. Support two-way information sharing regarding each child's individual needs both in nursery and at home;
- inform parent/guardians on a regular basis about their child's planning and progress and involve them in the shared record keeping.
- consider and discuss all suggestions from parent/guardians concerning the care and early learning of their child and nursery operation;
- provide opportunities and support for all parent/guardians to contribute their own skills, knowledge and interests to the activities of the nursery;
- ensure all parent/guardians are fully informed about meetings, conferences, workshops and training;
- inform all parent/guardians of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood;
- provide opportunities for parent/guardians to learn about the Early Years Foundation Stage (EYFS) and about young children's learning in the nursery and at home;
- provide a written contract between the parent/guardians and the nursery regarding conditions of acceptance and arrangements for payment and funding;
- respect the family's religious and cultural backgrounds and beliefs to accommodate any special requirements wherever possible and practical to do so; and
- Find out the needs and expectations of parent/guardians. These will be obtained through regular feedback via questionnaires, suggestion system and encouraging parent/guardians to review working practices. These are then evaluated to promote nursery practice, policy and staff development.

We ask the parent/guardian to:

- keep us up to date with all information relating to any changes to parental responsibilities, court orders and injunctions.
- work with The Railway Children Kindergarten to ensure continuity of care and support for the child.

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of parent partnerships this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

## 7. Safeguarding

### Statement of Intent

The Railway Children Kindergarten School is committed to safeguarding and promoting the welfare of children and expects all staff, students and visitors to share in this commitment. We will work with children, the parent/guardian, external agencies and the local community to ensure the welfare and safety of children and to give them the very best start in life.

### Aim

The Railway Children Kindergarten School aims to:

- provide a safe environment, particularly for children that are vulnerable and with special educational needs and disabilities;
- establish what actions can be taken to ensure that children remain safe, at home as well as at nursery;
- raise awareness of all staff to these issues, and to define their roles and responsibilities in reporting of all types of abuse;
- identify children who are suffering, or likely to suffer, significant harm;
- ensure effective communication between staff on child protection issues;
- set down the correct procedures for those who encounter any issues of safeguarding.

For the purpose of this policy, safeguarding and promoting the welfare of children, is defined as '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' (NSPCC).

Nursery staff have a legal responsibility to safeguard all children in our care as stated in Working Together to Safeguard Children 2018 and the Statutory Framework for the Early Years Foundation Stage 2021.

Designated Safeguarding Lead (DSL) is: Nicola Johnson

Deputy DSL (DDSL) is: Sarah Wilson

### 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;
- taking action to enable all children to have the best outcomes.
- preventing impairment of children's mental or physical health or development.

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

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

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

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

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

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

**MAP** refers to the Surrey Multi-Agency Partnership.

**C-SPA** refers to the Children's Single Point of Access.

### Introduction

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

- Statutory Framework for the Early Years Foundation Stage 2021
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018, Revised Safeguarding Statutory Guidance
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused 2015

- Ofsted Inspecting Safeguarding in early years, education and skills 2019
- Early years inspection handbook for Ofsted-registered provision for September 2021

The policy also reflects Surrey Safeguarding Children Partnership (SSCP) Procedures (<https://www.surreyscp.org.uk>).

This policy applies to all members of staff and Manager (the registered person) of the setting. The Manager will review this policy at least annually. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation. Parents/guardians can obtain a copy of the Child Protection Policy and other related policies on request.

### **Principles, values and aims**

The Early Years Foundation Stage (2021) states 'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

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

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

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

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

### **Supporting children**

We recognise that Railway Children Kindergarten may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

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

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

We recognise that Railway Children Kindergarten plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

Railway Children Kindergarten will support all children:

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

### **Safer recruitment**

We will ensure that Railway Children Kindergarten operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children including verification of their identity, qualifications, disqualification by association regulations and a satisfactory DBS check (according to EYFS requirements). We comply with the Disqualification under the Childcare Act 2006 guidance (<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>).

Railway Children Kindergarten will obtain an enhanced criminal records check (DBS) in respect of every person aged 16 and over including for unsupervised volunteers, and supervised volunteers who provide personal care who:

- work directly with children
- live on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or
- work on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present)

An additional criminal records check (or checks if more than one country) will be made for anyone who has lived or worked abroad.

Railway Children Kindergarten ensures that there is at least one individual conducting interviews will have completed the safer recruitment training.

Railway Children Kindergarten will record information about staff qualifications and the identity checks and vetting processes that have been completed. This information is stored in the staff members file in a locked cabinet in the admin office.

Railway Children Kindergarten will make a referral to the Disclosure and Barring Service and Ofsted where 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 Safeguarding Vulnerable Groups Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/47/contents>)

### **Training and Induction**

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

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

All staff receive Safeguarding and Child Protection training at induction in line with advice from Surrey Safeguarding Children Partnership (<https://www.surreyscp.org.uk/training-2/>) which is regularly updated.

All staff are trained in and receive regular updates in online safety and reporting concerns via regular staff meetings. At all staff meeting we will question staff on various safeguarding scenarios/questions.

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

Railway Children Kindergarten will advise staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings. Ongoing suitability of staff is checked at every termly supervision.

All staff and managers have regular safeguarding training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect.

All staff will be provided with a copy of our setting's behaviour management and physical intervention policy

All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones and cameras. All staff and visitors mobile phones are stored on the counter top; visible to the entire team.

### **Staff support and Supervision:**

Railway Children Kindergarten will follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Railway Children Kindergarten has in place supervision for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2021.

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

Supervision will provide opportunities for staff to:



- discuss any issues – particularly concerning children's development or well-being, including Safeguarding concerns within their key group.
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness
- Identify any changes to their health
- Staff Well-being and Mental Health
- DBS status check
- Suitability Declaration

## **Roles and Responsibilities**

### **All staff:**

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

- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection
- Provide a safe environment in which children can learn
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Have a duty of care to take appropriate action and work with other services as needed
- Be prepared to identify children who may benefit from Early Help
- Be aware of the local Early Help process and their role in it
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- Be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Respond appropriately to mental health issues
- Understand the setting's Safeguarding and Child Protection policy and procedures
- Take appropriate action to respond and report a Safeguarding concern to the DSL/DDSL
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.

### **The Manager (the registered person)**

In addition to the role and responsibilities of all staff the Manager (the registered person) will ensure that:

- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The setting has effective Safeguarding policies and procedures including a Child Protection and Safeguarding Policy, Code of Conduct and a Behaviour Policy.
- The setting operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one individual person in every interview who has completed safer recruitment training.
- Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff are provided with the setting's Child Protection and Safeguarding policy and Code of Conduct policy.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager the registered person), volunteers, temporary agency staff, students and contractors against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in Keeping Children Safe in Education 2021.
- The DSL who will take lead responsibility for Safeguarding and Child Protection.
- The DSL and DDSL undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.

- Children are taught about safeguarding.
- The setting will ensure application filters and monitoring systems are in place to safeguard children online.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Enhanced DBS checks (without barred list checks) are in place for all staff.
- Any weaknesses in safeguarding are remedied immediately.

### **The Designated Safeguarding Lead:**

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

Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available for staff to discuss any safeguarding concerns. Ensure that staff deployment is such that either the DSL or DDSL is available on site for all nursery hours allowing staff to raise concerns.

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed)

Work with others:

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

### **Raise awareness**

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

### **Training, knowledge, and skills**

- Undergo training to provide them with knowledge and skills required to carry out the role (at least every two years)
- Understand Surrey’s Effective Family Resilience assessment process and request for support pathway for providing Early Help and statutory intervention

- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively
- Understand the importance of the role in providing information and support to children social care
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with relevant health conditions and young guardians
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting
- Can recognise the additional risks that children with additional needs and disabilities face online
- Obtain access to resources and attend any relevant or refresher training courses

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

### **Providing support to staff**

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

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

### **Understanding the views of children**

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

### **Holding and sharing information**

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

### **Deputy Designated Safeguarding Lead**

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

#### **Safeguarding and Child Protection procedures**

At Railway Children Kindergarten if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen positively and try to reassure the child
- Only use open questions to clarify information eg. Tell, Explain, Describe (TED)
- Not promise confidentiality
- Explain that they need to pass information to the DSL/other professionals to help keep the child and/or other children safe.
- (Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with children in a way that is appropriate to their age, understanding and preference.)

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

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

#### **Following a report of concerns the DSL will:**

Use the SSCP Levels of Need document, to decide the relevant actions to be taken.

If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a [Request for Support Form](https://www.surreyscp.org.uk/documents/surrey-childrens-services-request-for-support-form/) (<https://www.surreyscp.org.uk/documents/surrey-childrens-services-request-for-support-form/>) by secure email to: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk).

If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken made to the C-SPA and the Police if it is appropriate. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.

The DSL may seek advice or guidance from the C-SPA consultation line before deciding next steps.

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

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

At Railway Children Kindergarten we will make all attempts to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. Where there are doubts or reservations the DSL should clarify with the C-SPA or the Police as to whether the parents should be told about the referral and, if so, when and by whom.

However, if it is suspected that by informing the parents will place increased risk to the child or impede a Police investigation, advice will be sought from the C-SPA and or the Police about next steps.

#### **What happens next?**

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

If we have concerns that the disclosure has not been acted upon appropriately, we will follow Surrey's Inter-Agency Escalation Policy and Procedure. (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

#### **Record Keeping**

At Railway Children Kindergarten we maintain records and obtain and share information (with parents and guardians, other professionals working with the child, the Police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

We record any concerns about a child's welfare or safety. This record will include the child's words and factual information. A body map will be completed if injuries are observed.

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

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

## **Information sharing and managing the Child Protection file**

At Railway Children Kindergarten we ensure:

Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely. Safeguarding and Child Protection concerns, and referrals will be kept in a separate Child Protection file.

The file is only accessed by trained staff who need to see it and where the file or content within it is shared, in line with information sharing advice.

Where children leave the setting (including in year transfers) the DSL will ensure their Safeguarding and Child Protection file is transferred to the new setting or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving settings and schools should ensure key staff such as DSLs and SENCOs are aware as required.

If the setting is unable to locate the new setting/school the file will be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

## **Confidentiality and Information Sharing**

At Railway Children Kindergarten all matters relating to Safeguarding will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for Child Protection concerns to be shared with agencies who have a statutory duty for Child Protection.

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

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

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

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

Railway Children Kindergarten's trained Data Protection Officer's (DPO) is Nicola Johnson. It is a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing.

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

Railway Children Kindergarten will follow Surrey Safeguarding Children's Partnerships procedure for allegations against adults who work with Children. (<https://surreyscb.procedures.org.uk/gkyqq/safer-workforce-and-managing-allegations-against-staff-guardians-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4559>)

This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer, or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

Where settings identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care (C-SPA) and LADO or as appropriate the Police immediately.

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

- Report any concerns about the conduct of any member of staff, agency staff, contractors, students, volunteers or other adult to the Manager immediately.
- If an allegation is made against the Manager the concerns need to be raised with the LADO as soon as possible.

- Once an allegation has been received by the Manager will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

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

Railway Children Kindergarten have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We must also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. We understand that if we fail to comply with this requirement, we will commit an offence.

If the matter is investigated internally, the LADO will advise the setting of who is able to provide support within the local authority, in line with the SSCP procedures.

### **Low level concerns that do not meet the allegation/harm threshold**

At Railway Children Kindergarten we have a policy and process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above.

Concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

### **Whistle blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff, should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding and Child Protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in setting's safeguarding arrangements.

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global web pages.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding Safeguarding or Child Protection failures internally or have concerns about a way a concern is being handled by their setting. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Peer on Peer/Child on Child abuse**

At staff are aware that children can abuse other children and that it can happen both inside and outside of Railway Children Kindergarten. Peer on peer/child on child abuse is not tolerated within Railway Children Kindergarten and our staff are able to recognise the signs and indicators and respond appropriately.

We recognise that peer on peer/child on child abuse is most likely to include, but may not be limited to:

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

Railway Children Kindergarten recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values. Additionally, staff recognise that that some peer on peer/child on child abuse issues may be affected by sexual identity, age, ability and culture of those involved, however, all peer on peer/child on child abuse is unacceptable and all reports will be taken seriously.

In order to minimise the risk of peer on peer/child on child abuse, Railway Children Kindergarten will monitor children's behaviour looking for any signs that this is occurring. This will be in line with our Behaviour Policy.

All allegations of peer on peer/child on child abuse will be recorded, investigated, and dealt with in line with associated setting policies, including Safeguarding and Child Protection, Behaviour Policy.

Alleged victims, perpetrators and any other child affected by peer on peer/child on child abuse may be supported by their key person.

### **Physical Abuse**

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

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

### **Mental Health**

At Railway Children Kindergarten staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.

#### **Safeguarding Children with Additional Needs and Disabilities**

At Railway Children Kindergarten we acknowledge that children with additional needs or disabilities can face additional safeguarding challenges. These can include:

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

The DSL will work closely with the SENCO to plan support as required.

### **Online Safety**

At Railway Children Kindergarten, we have a policy that includes online safety which explains how we try to keep children safe in our setting and how we respond to online safety incidents.

We understand that children increasingly use electronic equipment daily to access the internet however, at the nursery this is monitored and limited to educational programmes, nursery songs/dancing, games and stories.

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 involving webcam photography or face-to-face meetings.

We recognise 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.

Information is shared with families about online safety and all staff receive online safety training which is regularly updated. Our online safety co-ordinators are the DSL and DDSL.

### **Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential school/colleges, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

Railway Children Kindergarten recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

### **Looked After Children**

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

Railway Children Kindergarten 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.

DSL will have details of the child's social worker.

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

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>) which are identified in the course of their professional work, to the Police.

The duty applies to all persons in Railway Children Kindergarten who are employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.

If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her or a practitioner 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 practitioner should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

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

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

### **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, so any young person on the periphery of drug use or drug taking, or otherwise coming into contact, is vulnerable.

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 into relationships with vulnerable young females, which can also lead to sexual exploitation or domestic violence. Young people can have drugs or money stolen and become indebted, needing to continue to supply to pay the money back.

### **British Values**

At Nutfield Day Nursery, we aim to link each of the British Values to our early years practice making them relevant and meaningful.

The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

**Democracy** can be demonstrated in the way everyone is treated equally and has equal rights. Staff will support children's personal, social and emotional development (PSED) and give them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources available to them. The children take turns, sharing, collaborating and making decisions together. Negotiating, setting rules and trusting friends will stick to the plan.

**Rule of Law** is about understanding that rules matter. Learning to manage their own feelings and behaviour: about learning right from wrong, behaving within agreed and clearly defined boundaries and dealing with the consequences. Children will start to learn the rules which keep them and others safe.



**Individual Liberty.** We will help children to develop a positive sense of themselves. We will provide opportunities for children to mix their own colours for leaf painting or take part in a sack race we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Sharing a favourite book or build a compound for the dinosaurs together children will be given the time and space to explore the language of feelings and responsibility, reflect on their differences and understand that we are all free to have different opinions.

**Mutual respect and tolerance** we encourage the children to treat others as we want to be treated. How to be part of a community, manage feelings and behaviour and form relationships with others. At Nutfield Day Nursery we will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued. We share stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

We will aim to include British values in what we do and what we say every day.

### **Child sexual exploitation (CSE)**

Child sexual exploitation is a type of sexual abuse. Young people in exploitative situations and relationships might receive gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

Young people may be tricked into believing they are in a loving, consensual relationship. They often trust their abuser and do not understand that they are being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Spotting the signs of child sexual exploitation

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships, appearing intimidated and fearful of certain people or situations
- hang out with groups of older people, anti-social groups, or other vulnerable peers
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- have unexplained physical injuries.

When a member of staff has a concern, they should raise it with the DSL then contact C-SPA. If a child is at immediate risk the member of staff or DSL must call the Police on 999.

### **Cuckooing**

Cuckooing is when professional criminals target the homes of vulnerable adults so they can use the property for drug-dealing and other criminal activities. These criminals are very selective about who they target as 'cuckoo' victims and are often entrepreneurial.

Victims of 'cuckooing' are often drug users but can include older people, those suffering from mental or physical health problems, female sex workers, single mums and those living in poverty. Victims may suffer from other forms of addiction, such as alcoholism, and are often already known to the police. Dealers often approach the victim offering free drugs to use their home for dealing.

Once they gain control, gangs move in with the risk of domestic abuse, sexual exploitation and violence. Children as well as adults are used as drug runners.

It is common for gangs to have access to several addresses. They move quickly between vulnerable people's homes for just a few hours, a couple of days or sometimes longer. This helps gangs evade detection. By 'cuckooing' the criminals can operate from a discreet property, which is out of sight, making it an attractive option. They can then use the premises to deal and manufacture drugs in an environment under the police radar.

These gangs may use accommodation in rural areas, including serviced apartments, holiday lets, budget hotels and caravan parks.

When the criminals use the victim's property for criminal enterprises, the inhabitants become fearful of going to the police for fear of being suspected of involvement in drug dealing or being identified as a member of the group, which would result in their eviction from the property. Some vulnerable adults may be forced to leave their homes, making themselves homeless and leaving the gangs free to sell drugs in their absence.

Signs to look out for if you think you are living within or near a property used to deal drugs; or if you are concerned about your property as a landlord or property manager include:

- usually takes place in a multi-occupancy or social housing property
- increase in the number of coming and goings /people entering and leaving
- increase in cars or bikes outside

- offenders will often have new vehicles outside the property
- frequently use taxis or hire cars
- possible increase in anti-social activity in and around the property
- increase in litter outside
- disengagement with support services
- lack of healthcare visitors
- professionals visiting may be aware of new unidentified persons in the property
- the property may become to appear almost sparse of valuable possessions inside and go into a state of disrepair

If you think you have spotted a drugs 'cuckoo' or if you're concerned about a drug related crime where you live, call the police on 101 or call 999 in an emergency.

When a member of staff has a concern, they should raise it with the DSL then contact C-SPA. If a child is at immediate risk the member of staff or DSL must call the Police on 999.

### **Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (<https://www.legislation.gov.uk/ukpga/2014/12/contents>)

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Following Forced marriage guidance (<https://www.gov.uk/guidance/forced-marriage>) staff should never attempt to intervene directly or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151

### **Honour-based abuse**

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

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

### **Prevent**

The Prevent Duty for England and Wales (2015) (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>) under section 26 of the [Counter Terrorism and Security Act 2015](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>) places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Staff at Railway Children Kindergarten are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture. The setting promotes and embeds the fundamental British value in the setting through activities and within policies.

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

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk) following the [Prevent referral form](#). If the matter is urgent then Police must be contacted by dialling 999.

In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

### **Sharing Nude and Semi-Nude images and/or videos**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the Safeguarding and Child Protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images.

The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate.

Immediate request for support at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to SEND).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to children involved and may decide, with input from the Manager (the registered person) to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.

- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

If any of these circumstances are present the situation will be referred according to our Child Protection procedures, including referral to the C-SPA or the Police.

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

## **Appendix one**

### **What is child abuse?**

The following definitions are taken from Working Together to Safeguard Children HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document. - <https://www.surreyscp.org.uk/wp-content/uploads/2021/04/Effective-family-resilience-SSCP-Dec-2020-v7.pdf>

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

#### **Physical abuse**

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

#### **Emotional abuse**

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

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

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

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

#### **Sexual abuse**

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

#### **Neglect**

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

Neglect may occur during pregnancy as a result of maternal substance abuse.

## Appendix Two

Signs and Indicators of abuse and neglect

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/>

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/>

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/>

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/>

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/>

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/>

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)

### Additional Resources

Surrey County Council Education Safeguarding Team webpages

<https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/advice-and-support/safeguarding>

NSPCC webpages - <https://www.nspcc.org.uk>

Childline webpages - <https://www.childline.org.uk>

CEOP ThinkuKnow webpages - <https://www.thinkuknow.co.uk>

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

Childnet International - <https://www.childnet.com>

Safer Internet Centre webpages - <https://saferinternet.org.uk>

Contextual Safeguarding Network webpages - <https://contextualsafeguarding.org.uk>

Surrey Safeguarding Children Partnership webpages - <https://www.surreyscp.org.uk>

Lucy Faithfull Foundation webpages - <https://www.lucyfaithfull.org.uk>

Graded Care Profile 2 - <https://www.surreyscp.org.uk/professionals/resources-for-professionals/abuse-neglect/>

### Policy Review

As part of the Railway Children Kindergarten monitoring of safeguarding this policy will be subject to periodic review

Signed: The RCK

Date: September 2022

Policy Review Date: September 2023

## **8. Settling In**

### **Statement of intent**

The Railway Children Kindergarten intends to support parent/guardians to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their family.

### **Aim**

Our aim is for children to feel safe, secure, happy and stimulated with all staff and their new environment. We also want to build parent/guardians confidence in both their children's continued wellbeing and their role as active partners; with the child being able to benefit from what the Nursery has to offer.

### **Practice**

The Railway Children Kindergarten will work in partnership with parent/guardians to settle their child into the Nursery environment by allocating a key person to the child and their family, before they start Nursery.

The key person will:

- welcome and look after the child ensuring that their care is tailored to meet their individual needs;
- offer continuity for the child, further helping to build a relationship with their parent/guardians during the settling in period and throughout their time at the Nursery;
- ensure the family has a familiar contact person to assist with the settling in process;
- plan settling in visits and introductory sessions. These are provided free of charge and children and families can have as many as they need, dependent on individual needs, age and stage of development;
- welcome parent/guardians to stay with their child during the first few weeks until the child feels settled and the parent/guardians feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parent/guardians;
- reassure parent/guardians whose children seem to be taking longer to settle at Nursery and develop a plan with them to recognise the challenges; and
- encourage parent/guardians, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.

Once settling in is complete, we will consider which member of staff the child has formed the strongest bond. If this is another member of staff, we will review the child to key person allocation.

The on-going role of the key person will be to:

- provide parent/guardians with relevant information about the policies and procedures of the Nursery;
- assign a buddy/back-up key person to each child in case the key person is not available. Parent/guardians will be made aware of this to support the settling process and attachment; and
- respect the circumstances of all families, including those who are unable to stay for long periods of time in the Nursery and reassure them of their child's progress towards settling in.

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of settling in this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

Policy Review Date: September 2023

## **9. Working in Partnership with Agencies and Other Settings**

### **Statement of intent**

We work in partnership with local agencies to promote the well-being of all children. This includes both statutory and voluntary sector organisation and may include those offering health advice, support, education or safeguarding services.

### **Aim**

The Railway Children Kindergarten appreciates the importance of effective and timely communication and the need to maintain appropriate levels of confidentiality when working with external agencies. We aim to work together with agencies and other settings to help meet the needs of the child and support them to reach their full potential.

### **Practice**

- Railway Children Kindergarten follows Surrey's Effective Families Resilience Guidance to act as soon as problems emerge, share information and provide effective, timely support to enable children and their families to overcome difficulties and become more resilient so that they can manage future life challenges independently.
- We will actively carry out research locally and nationally to source help and support for parent/guardians.
- We confirm the identification of any professionals and staff from partner agencies prior to allowing them access to the children in our care.
- Staff from other agencies do not have unsupervised access to the child they are visiting and do not have access to any other child/ren during their visit.
- When working in partnership with staff from other agencies, we make those individuals feel welcome in the setting and their professional roles are respected.
- We seek to build early working relationships with agencies and other settings to gain an understanding of how professionals can work together.
- Information shared by other agencies with us is regarded as third-party information. This is kept in confidence and not shared without consent from that agency.
- Information regarding a child or family will only be shared on a strict need to know basis.
- We follow the protocols for working with agencies, e.g. on child protection.
- Our staff do not share information or seek informal advice about any named child/family.
- When necessary, we consult with local agencies who offer a wealth of advice and information for parents e.g. health, welfare rights advice, adult education.
- When necessary we consult with local agencies who offer advice and information that help the team develop an understanding of related issues and provide additional support.

### **Policy Review**

As part of the Railway Children Kindergarten monitoring of working in partnership with agencies and other settings this policy will be subject to periodic review.

Policy adopted by: The RCK

Date: September 2022

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