



# The Railway Children Kindergarten Key Policies and Procedures

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# 1. Accidents and Incidents

## Statement of intent

This policy outlines the procedures that will be followed at Railway Children Kindergarten when any child, employee, parent/guardian, visitor or contractor experiences an accident, incident or injury either on the nursery premises, during the course of work or off-site visits such as outings.

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), the Health and Safety Executive (HSE) and the Statutory Framework for the Early Years Foundation Stage (EYFS) for the reporting of accidents and incidents.

## Aim

We aim to respond to all accidents, incidents and injuries to ensure that all parties are supported and cared for; and that the circumstances of the accident, incident or injury are accurately recorded, communicated to the parent/guardian or relevant bodies as required. These are then reviewed termly to minimising any future risks.

The difference between accidents, incidents and pre-existing injuries:

- An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally; typically resulting in an injury, for example a child tripping over and hurting their knee.
- An incident is an event or occurrence that is related to another person; typically resulting in an injury, for example a child being pushed over by another child resulting in a grazed elbow.
- A pre-existing injury is an injury that occurred when the child was in the care of a parent/guardian or other care professional and arrives at the setting with an injury.

Due to the serious nature and potential repercussions of a head injury, Railway Children Kindergarten has a specific Head Injury Form.

## Paediatric First Aid Qualification

We aim to have all our staff to hold an approved Paediatric First Aid certificate; which is renewed every 3 years. We will take into account the number of children, staff and layout of the Nursery to ensure that a Paediatric First Aider is able to respond to emergencies quickly.

All new entrants to the early years workforce who have completed a Level 2 and /or Level 3 qualification on or after 30 June 2016, will have a full paediatric first aid certificate within 3 months of starting employment in order to be included in the required staff: child ratios.

Those employees holding Paediatric First Aid Certificates is displayed on the cloakroom staff photo board.

## Practice

We keep written records of all accidents, incidents or injuries to children, employees, parent/guardian, visitors or contractors together with any first aid treatment given. Any event, however minor, is recorded in the accident/incident/injury book. The procedure is the same for all types of events as follows:

- An accident/incident/injury record is completed by the member of staff who witnessed the event.
- If the accident/incident or injury has not been witnessed by a member of staff or other adult, then the member of staff dealing with the accident/incident or injury must gain an account and record what happened from the child, and any other children (if they are able to

verbalise this or communicate in another way). The member of staff must state in the book if the accident/incident /injury was not witnessed by an adult.

- In terms of an adult accident/incident/injury, this is recorded by the adult who has had the accident or if not possible, by a First Aider.
- The accident/incident forms (paper and on Tapestry) are reviewed annually to identify patterns, repetitive accidents, frequency of incident perpetrators, actual hazards, dangerous equipment or potential risks. If required, a formal investigation will be instigated. These issues will be raised immediately with the management team to determine actions and next steps.

The following information is recorded on the accident/incident/injury form:

- Full name of child
- Child's date of birth
- Date of accident/incident/injury
- Time of accident/incident/injury
- Description of accident/incident/injury
- Location of accident/incident/injury
- Description of first aid and care given
- Name of member of staff who dealt with the accident
- Name of person completing the accident/incident/injury form
- Actions taken as a result of the accident/incident/injury
- Location of the injury; described
- Parent/guardian signature and electronically dated

### **Communicating accidents /incidents with parent/guardian**

#### **Pre-existing injuries**

If a child arrives at the setting with a pre-existing injury the accompanying adult is required to formally record relevant information about the injury. If we have not been informed of a prior accident/incident by a parent/guardian and an injury is noticed, the parent/guardian will be notified. The parent /guardian will be asked to complete a Pre-Existing Injury Form.

#### **Serious accidents/incidents/injuries**

If the accident/incident/injury is serious, and/or requires immediate medical attention, the setting will contact parent/guardian on their primary emergency number as soon as practically appropriate and only after the emergency services have been called.

If the parent/guardian were uncontactable the setting will seek to reach the next emergency contact held on the child's registration form. If the parent/guardian is unable to attend the setting, a member of staff will accompany the child in the ambulance to hospital. If emergency treatment is required a member of staff at the setting will continue to seek authorisation from the parent/guardian but will follow the advice of the NHS medical professionals.

#### **Minor accidents/incidents**

In all cases where an accident/incident/injury has occurred whilst the child is in the care of the setting an accident/ incident/injury record will be completed. This record will be shared with the parent/guardian or nominated person who collects the child to ensure that appropriate care can be continued. The adult collecting the child will sign the accident/incident/injury record to confirm that they understand the first aid and care given.

Should a member of staff have an injury whilst in the workplace, this policy will be followed.

## **Head injuries**

If a child sustains a head injury at Nursery the parent/guardian will be given a fact sheet about head injuries to refer to when at home.

## **Death of a child or adult on the premises**

In the event of a death at Nursery, the Manager, or in her absence the Deputy will ensure the following steps are taken:

- The emergency services are immediately informed;
- The parent/guardian is informed;
- The other children at Nursery are appropriately looked after and kept calm;
- The parent/guardian will be called to collect children as soon as possible;
- Additional staff will be called in to help look after the children if necessary;
- The Manager will contact Surrey's Children Single Point of Access (C-SPA) as soon possible and complete Form A-Notification of Child Death and Form B-Agency Report; and
- Within 24 hours of a child death the Surrey Safeguarding Children Board-Child Death Overview Panel must be notified.

## **Reporting of accidents to external agencies**

Railway Children Kindergarten has a legal duty under RIDDOR 2013 to report certain serious accidents and incidents to the HSE. The following must be reported by phone to the HSE incident contact centre:

- Accidents resulting in death or major injury must be reported immediately.
- Any incidents that results in an adult being incapable to work for over 7 consecutive days must be reported in 15 days.

Records and copies of RIDDOR reports will be provided by the HSE and will be kept with the relevant accident/incident record.

## **Ofsted requirements**

Railway Children Kindergarten has a legal duty to notify Ofsted as soon as possible, but at least within 14 days of any instances which involve:

- food poisoning which affecting 2 or more children looked after on the premises;
- a serious accident, 'injury to' or serious illness of a child in our care.

\*These circumstances require the Designated Safeguarding Lead (DSL)/ Deputy Designated Safeguarding Lead (DDSL) or the Manager to notify the LADO within one working day. Parent/guardians will be advised prior to this communication unless this places the child at further risk of harm; and

- the death of a child in our care.

## **Review and investigation**

All serious or repetitive accidents/incidents and injuries will be investigated by the management team to ascertain the exact circumstances and the root causes. Lessons learnt and recommendations arising from the investigation will be included in future safety procedures, risk assessments and standard operating procedures as appropriate.

## **Policy Review**

As part of Railway Children Kindergarten monitoring of accidents and incidents this policy will be subject to periodic review.

Policy adopted by: N Johnson

Date: 01.05.24

Policy Review Date: 01.05.25

## **2. Behaviour Management**

### **Statement of intent**

Railway Children Kindergarten believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### **Aim**

We aim to provide an environment where children learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights of others and the impact of their behaviour. Our staff will model appropriate behaviour and offer intervention and support when children struggle with conflict and emotional situations.

### **Practice**

Railway Children Kindergarten requires all staff to provide a positive model of behaviour by treating children, parent/guardians and one another with respect, care and courtesy. All staff will use positive strategies for handling any conflict. This will be achieved by helping children to find solutions appropriate for their age and stage of development for example, distraction, praise, reward and lead by positive example. We have a named person who has overall responsibility for matters concerning behaviour.

The named Behaviour Management Lead is Nicola Johnson

The Behaviour Management Lead will:

- keep themselves up to date with legislation, research and new practice;
- access relevant sources of expertise on managing children's behaviour; and
- check that all staff have relevant in-service training. We keep a record of staff attendance at this training.

We familiarise new staff with the nursery's behaviour policy and our behaviour code for all children. We have 6 simple guidelines, based on safety, kindness and consideration, and all children are reminded of them as part of the normal nursery routine:

Our code of behaviour:

- Be kind and friendly
- Touch gently, keep yourself and others safe
- Learning to share and take turns
- Walk indoors, run outside
- Speak with indoor voices
- Look after our toys and put them away

We expect all members of staff, children and parent/guardians to engage in a consistent manner and keep to our code of behaviour.

- We use positive praise to endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use threats or physical punishment, such as smacking or shaking.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom and the names of witnesses) are brought to the attention of the Manager and are recorded in our Incident Form. A parent/guardian is informed on the same day and signs the Incident Form to indicate that they have been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
- If appropriate we will ask a child who has behaved in an unacceptable way to have 'time out' in a quiet part of the nursery for 2 or 3 minutes. We explain to the child why their behaviour was unacceptable and ask them to think about how they could make different choices in the future and also whether they need to say sorry to anyone for their behaviour and how it has made the other child feel.
- We work in partnership with the children's parent/guardians. The parent/guardian are regularly informed about their children's behaviour by the child's key person. We work with the parent/guardian to address recurring problematic behaviour in the home and can offer objective strategies to help outside nursery.
- When children behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Solutions might

include, an acknowledgement of feelings and an explanation as to what was not acceptable, and supporting them gain control of their feelings, so that they can learn a more appropriate response.

- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing a sense of belonging so they feel valued and welcome.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings, resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying triggers or cause and identify strategies to use at home and nursery. Communication between the nursery and parent/guardian is crucial to maintain a consistent approach for the child.
- Whilst we follow a key person approach due to the small size of the nursery, all staff are committed to building relationships with all children as well as their own key children.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play which has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic interactions such as blowing up and shooting. These themes often refer to 'goodies and baddies' and offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps suggesting alternative strategies for heroes and heroines, encouraging topics and subject matter which is age appropriate and making the most of 'teachable moments' to support empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this behaviour as 'bullying' as hurtful behaviour is momentary, spontaneous and often without consideration of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them:

- manage these feelings as they have neither the biological nor cognitive means to do this for themselves.
- self-manage their intense emotions, especially those of anger or fear.
- by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. In addition, we will help them return to a relaxed state able to manage their own feelings.

Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding. At Railway Children Kindergarten:



- we help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your stick, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- we help children to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurts him and he didn’t like that and it made him cry.”
- we help children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
- we are aware that the same problem may happen frequently before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- we help a child to understand the effect that their hurtful behaviour has had on another child; we will encourage children to say they are sorry to the injured child/adult.

When hurtful behaviour becomes problematic, we work with parent/guardians to identify the cause and find a solution together. The main reasons children engage in excessive hurtful behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs. This may be in the home or setting;
- the child may have insufficient language, or mastery of English, to express themselves and may feel frustrated;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- the child has a developmental condition that affects how they behave.

Where this does not work, we use the Special Educational Needs and Disability Code of Practice: 0 - 25 years 2014 to support the child and family, making the appropriate referrals to Graduated Response Early Years (SEND Team).

## **Biting**

Whilst biting is more common at nursery or in other group situations, a biting incident is not a negative reflection on the biter, the staff or the nursery. We have very clear behavioural expectations at the nursery and children are expected and encouraged to share, wait their turn, be respectful and play happily together. However, children often do not have the coping mechanisms, nor the self-regulations skills which help them to defuse and express their emotions in socially acceptable ways. Young children may resort to hair pulling, hitting and biting which is upsetting for us, but at the same time, developmentally normal. The most common reasons for biting are:

- teething and painful gums, which can be relieved by biting or chewing.
- physical exploration – babies and young children explore the world around them using their senses and young children do not always know the difference between gnawing on a toy and biting someone.

- seeking attention – when children are in situations where they feel they are not receiving enough attention, biting is a quick way of becoming the centre of attention.
- expressions of frustration – children can be frustrated by a number of things, such as wanting to be independent and doing things for themselves. Unfortunately, they do not have the vocabulary to express themselves clearly and this can sometimes lead to biting as a way of dealing with the frustration.

First and foremost, the key person will work with the parent/guardian, the children and the staff team to discover why a child is biting and to comfort and reassure the child who has been bitten. This may have been an isolated incident, but we will always record the details to establish triggers and circumstances to identify behavioural trends.

Once we have identified the possible trigger for the biting incident, we will then make changes to reduce or remove the cause. For example, we may buy duplicates of favourite toys to prevent disputes; or in exceptional circumstances and for a brief period a member of staff may be appointed to provide one to one support for the child concerned to encourage them to find different ways to express themselves.

We may encourage a biting child to take part in activities which help release frustration such as outdoor play or other physical activities. In certain exceptional circumstances we may also consider moving the biting or bitten child to another area, where such an action does not adversely impact the care of either child. This is very much a last resort and will only be considered if evidence suggests a positive outcome for both children.

Our procedure in the event of a biting incident is as follows:

- The child who has been bitten will be examined, comforted and reassured and where needed, first aid will be administered.
- The bite wound will be washed thoroughly before a waterproof dressing is applied, if appropriate
- If the bite has broken or bruised the skin, the parent/guardians will be contacted so that appropriate action can be taken e.g. visit GP.
- We will ensure that the biting child understands that such action (the behaviour and not the child) is unkind, and makes staff and the child who has been bitten upset. The child will be encouraged to apologise, as appropriate, or show they are sorry, e.g. through hugging.
- Incident and accident forms are filled out for both children. The parent/guardian of the child who received the bite will be informed by the signing of the accident form.
- Incident and accident records will be reviewed by the key person, SENCo and the Manager to determine if there is a pattern of consistent biting. When biting has become a pattern of behaviour, we will shadow and observe the individual child, looking for 'triggers'.
- In certain cases, we may seek professional advice from local special needs co-ordinator. This will always be in partnership with parent/guardian.

## **Bullying**

We take bullying very seriously. It may involve physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

If a child bullies another child or children, we:

- engage with the children who have been bullied in a manner that confirms to them that we listen to their concerns and act upon them;
- intervene to stop bullying and harmful actions;

- explain why bullying behaviour is acceptable and help the child recognise the impact of their actions;
- give reassurance to the recipient of the bullying;
- give positive feedback to children who bully when they show considerate behaviour and give them opportunities to practice and reflect on considerate behaviour;
- recognise that those who bully may experience bullying themselves, be subject to abuse or other circumstances that cause them to express their anger towards others;
- recognise that those who bully might be unable to empathise with others and being remorseful is challenging, therefore we do not force false apologies;
- discuss the situation surrounding the bullying incident with the parent/guardians of the child who did the bullying, making a plan of how we will handle the behaviour in the future; and
- discuss what has happened with the parent/guardian of the child who was been bullied, identifying a plan for the future.

### **Policy Review**

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

Policy adopted by: N Johnson

Date: 01.05.24

Policy Review Date: 01.05.25

## **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 Proprietor and every effort will be made to contact all parent/guardians and staff as soon as is practicably possible.

### **Aim**

Railway Children Kindergarten will aim to remain open. When this is not possible, we will communicate relevant information to parent/guardians 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, we would endeavour to place a notice on the front door of the nursery advising parents of the closure.
- If a decision to close is made on the day of closure after 7.00 am, all parent/guardians will be contacted by email, text or telephone accordingly;
- 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 parent/guardians 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, message on our website, 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.
- The Surrey Early Years Effectiveness Team will be advised.

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 we will follow the above procedure. 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 (2024) 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 and children 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:

**C**lose all the windows and doors

**L**ock up

**O**ut of sight and minimise movement

**S**tay silent and avoid drawing any attention

**E**ndure. 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 parent/guardians 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 Oakdene Close.

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

### **Policy Review**

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

Policy adopted by: N Johnson

Date: 01.05.24

Policy Review Date: 01.05.25

## **4. Mobile Phones, Cameras, Smart Watches and Electronic Devices**

### **Statement of intent**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the concern of staff being distracted from their work with children and the inappropriate use of mobile phone cameras around children.

### **Aim**

We have a clear policy on the acceptable use of mobile phones, cameras and other electronic devices that is understood and adhered to by everyone: staff, children, and parents. We recognise that photographs are a source of pride which we believe enhances self-esteem for children.

Abiding by the terms of the policy ensures that we all:

- Protect children from harm and abuse
- Prevent staff from being subject to false allegations
- Help staff remain focused on the care of children
- Work in an open and transparent environment.

### **Practice**

We believe our staff should be completely attentive during their working hours to ensure all children in the nursery receive good quality care and education. Mobile phones must **not** be used during working hours. Staff are permitted to keep their phones switched on in case of urgent calls, but they will be kept in the phone basket in the room, away from children and must be on silent.

Under no circumstances does the nursery allow a member of staff to contact a parent/guardian using their personal device. Anyone bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device.

Staff are permitted to use their mobile phones during their lunch breaks away from the children.

The Proprietor reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over inappropriate use of it. Should inappropriate material be found then our Local Authority Designated Office (LADO) will be contacted immediately, as well as the police. Guidance will be followed with regards to the suitability of ongoing employment.

We gain consent from parents/guardians to take appropriate photos of their child when they first register with the Nursery.

### **Nursery phones and devices**

Railway Children Kindergarten has a landline and mobile phone for communication between the nursery and the parents/guardians of children attending the setting.

The use of mobile phones, cameras and electronic devices is not allowed in toilets or changing areas, nor should photography or electronic devices be used by children in a manner that may offend or cause upset.

The misuse of mobiles, cameras, smart watches or electronic devices in a way that breaches this policy may result in disciplinary procedures or the matter being dealt with under the relevant safeguarding policy as appropriate.

### **Staff use of personal mobile phones and smart watches**

Personal mobile phones belonging to members of staff are kept in the phone storage box on the shelf. In addition;

- Staff must not use their smart watches whilst working with the children
- If a member of staff needs to make an urgent personal call, they can use the nursery phone or make a personal call from their mobile, with prior consent from the Manager,
- If a member of staff has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Manager, and
- Under no circumstances may staff use their personal mobile phones to take photographs at the nursery during working hours.

### **Visitors use of mobile phones**

Parents and all other visitors must not use their mobile phone – or any other device - to take photographs within the nursery. This includes taking photographs of their own children. If they want to have a photograph of their child involved in an activity or at play, parents can ask a member of staff to take one using the nursery Ipad. The Manager will remind parents/visitors on arrival to refrain from using their phone in the nursery.

### **All staff:**

- Respect the rights of the child and will never photograph them if they ask us not to.
- Do not photograph children who we do not have consent to be photographed. – the exception to this is on an outing, where we need an up-to-date photo in case of a missing child. Prior consent will be sought.
- Photographs will only be taken using the nursery Ipad
- Promote openness and honesty and will actively safeguard themselves when taking photographs by ensuring they have a witness.
- Are aware they have the right to spot check the Ipad and phones and adopt a professionally curious approach with regards to 'it could happen here'.

### **Capturing images**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Only the designated nursery Ipad are to be used to take any photo within the setting or on outings.
- Images taken on this device must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the Ipad.
- The Ipad must be locked away at the end of every day in the store cupboard.



- Images taken and stored on the Ipad must be downloaded as soon as possible, ideally half termly.
- Parental permission is obtained from the parent/carer on joining the setting to the use of photographs in the setting.
- Photos taken on can be uploaded to Tapestry that only approved relatives of that child have access to the individual child profiles. This will only occur when we have obtained all the parents' permission.
- Any child whose parent has not signed the permission form for photos on social media will not have their photo uploaded.

### **Policy Review**

As part of Railway Children Kindergarten monitoring of mobile phones, cameras, smart watches and electronic devices this policy will be subject to periodic review.

Policy adopted by: N. Johnson

Date: 01.05.24

Policy Review Date: 01.05.25

## **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 COVID 19 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**

#### **Wellbeing and play**

- 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.
- Provision will continue to be delivered through play and adult led activities as normal.
- Children will have access to fresh water from their personal water bottle throughout the day if they are thirsty.

### **Workforce**

#### **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.

#### **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**

#### **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.

## **Hygiene and Health & Safety**

#### **Hand Washing**

- 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 will be implemented that includes surfaces and children's toys and equipment.
- 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.

#### **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 regarding will be followed PPE.
- PPE will be worn and disposed of as normal for one to one care and the administration of first aid.

#### **Premises building**

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

## Resources

- All resources required for good quality play experiences of children will be regularly washed and/or sterilised.
- Equipment used by staff such as stationary, 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 symptoms whilst attending the setting, will be collected as soon as possible and taken 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 symptoms whilst working at the nursery, they will return home immediately and isolate at home.

## Closure

There may be occasions when we will have to consider temporarily closing the nursery because we have too few staff to run sessions safely. If this occurs the manager will contact UKHSA for further support and guidance. The nursery will also have to close if advised to do so by the local authority in the interest of safeguarding the children in our care.

In the event of closure, the manager will notify parents or carers as soon as possible. The manager will also inform Surrey Early Years as well as other relevant parties for example, the school. The manager will also notify Ofsted of the closure.

## Advance planning

In preparation for dealing with a pandemic disease, the nursery will ensure that all contact details for staff, children and parents are up to date.

We will prepare letters of notification for parents and staff, so that they can be distributed as soon as an outbreak occurs.

We will endeavour to build a bank of relief or supply staff who are able to provide cover should staffing levels fall below the required legal minimums. All relief staff will be DBS checked at the time of joining our team, so that they are checked to be suitable to work with children.

The nursery will regularly update its information regarding pandemic diseases, by checking the latest guidance from DfE and the local authority and will inform parents and staff of any changes to our emergency plans.

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

- Additional cleaning will be arranged for the setting to ensure minimal spread of a virus.
- The manager will notify Health Protection Agency (environmental health) and the local authority as well as gain advice from DfE (Department for Education).

## Useful contacts

Public Health England: 0344 225 3861

PHE Surrey and Sussex Health Protection Team (Southeast), County Hall, Chart Way, Horsham, RH12 1XA

Ofsted: 0300 123 1231

## Policy Review

As part of Railway Children Kindergarten monitoring of pandemic viruses, this policy will be subject to periodic review.

Policy adopted by: N Johnson

Date: 01.05.24

Policy Review Date: 01.05.25

## 6. Safeguarding

### 33. Safeguarding and Child Protection Policy

<b>Contents of Safeguarding Policy</b>
Safeguarding Statement
Key personnel
Terminology
Equality statement
Principles, values and aims
Supporting children
Safer recruitment
Training and Induction
Supervision and Well-being
Safeguarding roles and responsibilities
Safeguarding and Child Protection procedures
Record keeping
Information sharing and managing the Child Protection file
Confidentiality and information sharing
Allegations against/concerns raised in relation to a member of staff (including Manager), agency staff, volunteers or contractors
Low level concerns that do not meet the allegation/harm threshold
Information sharing and managing child protection file
Escalation
Whistleblowing
Professional curiosity and unconscious bias
Specific safeguarding issues
Specific types of abuse

<b>Other Policies relating to safeguarding</b>
Accidents and Incidents (including First Aid)
Arrivals and Departures (including uncollected child)
Babysitting
Behaviour management
Confidentiality
Health and Safety
Intimate Care and Toileting
Looked After Children

Missing Child
Mobile Phone, Camera, Smart Watches and Other Electronic Devices
Promoting Inclusion, Equality and Valuing Diversity
Record Keeping and GDPR Responsibilities
Safer Recruitment
Security
Social Media
Special Education Needs and Disability
Staff Behaviour (Code of conduct)
Staff Deployment
Student and Volunteer
Whistleblowing
Working in Partnership with Agencies and other Settings

Appendices	
Appendix 1	Signs and Indicators of abuse and neglect
Appendix 2	Additional Resources
Appendix 3	Surrey Safeguarding Children Partnership FaST - Escalation Process
Appendix 4	Safeguarding Meanings and Priorities

This document is based on guidance from Statutory Framework for the Early Years Foundation Stage 2024, Keeping Children Safe in Education 2023 and Working Together to Safeguard Children 2023.

### **Safeguarding Statement**

“Safeguarding is Everyone’s Business”. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

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

The purpose of this policy is to provide the team at Railway Children Kindergarten with the framework they need to keep children safe and secure in our setting. The policy also informs parents and guardians how we will safeguard their children whilst they are in our care.

Status & Review Cycle of this policy: Annual or more frequent if new information becomes available

## Key personnel

Designated Safeguarding Lead (DSL): **Nicola Johnson**

Deputy Designated Safeguarding Lead (DDSL): **Angela Hepburn**

## Terminology

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

**Early Help** means providing support as soon as 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 carers and adoptive parents.

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

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

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

## Introduction

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

- Statutory Framework for the Early Years Foundation Stage 2024
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023, which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of settings.
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

Guidance and documents referred to in this policy:

- [Surrey Safeguarding Children Partnership protocols, guidance and procedures](#)
- [Working Together to Safeguard Children 2023](#)
- [Keeping Children Safe in Education 2024](#)
- [Disqualification under the Childcare Act 2006 \(updated 2019\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2015 \(updated January 2020\)](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teachers' standards](#)
- [Information sharing: advice for practitioners providing safeguarding services](#)
- [The Equality Act 2010](#)
- [Early years foundation stage \(EYFS\) statutory framework](#)

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

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

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

Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request.

### **Equalities Statement**

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

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

Details of our specific duties are published under Railway Children Kindergarten equality statement and measurable objectives. These are available in our policies and procedures.

Staff are aware of the additional barriers to recognising abuse, neglect and exploitation in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

Railway Children Kindergarten also adheres to the principles of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

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

The Early Years Foundation Stage (2024) 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.

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

Aims of these procedures are:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the setting and ensure that safeguarding follows a whole setting approach.
- Clarifying safeguarding expectations for members of the setting's staff, children, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

- Working in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Children's Partnership.

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 and that adults at Railway Children Kindergarten are approachable
- 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](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006) (<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>) guidance issued in August 2018.

Railway Children Kindergarten will obtain an enhanced criminal records check (DBS) in respect of every person aged 16 and over, including for volunteers, 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 person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual 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.

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](#)).

### **Training and Induction**

All staff receive information about the safeguarding arrangements upon induction, the safeguarding statement, staff behaviour policy (code of conduct), Safeguarding and Child Protection policy (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 displayed in the main room with a statement explaining our role in referring and monitoring cases of suspected harm and abuse.

All staff will read and have relevant training to help them to understand Part 1 of the statutory guidance KCSIE (2024). Those working directly with children will also read Annex B. (Those who do not work directly with children will have the option of reading Annex A instead – (delete as appropriate) and will sign to say they have read and receive training to ensure they understand it.

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

All staff are trained in and receive regular updates in online safety and reporting concerns at staff meetings as required, but at least annually.

All staff will receive training to ensure they are aware of indicators of abuse, neglect and exploitation understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection.

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 that they have a duty to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.

All staff and manager (registered person) have regular safeguarding training, this is updated by the DSL as appropriate, to ensure they 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.

All staff will be made aware of the expectations relating to how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant setting policies including our code of conduct.

### **Supervision and Well-being**

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.

The Statutory Framework for the Early Years Foundation Stage states that providers must put appropriate arrangements in place for the supervision of staff that have contact with children and families.

Supervision is a regular, planned, accountable two-way process which offers support and development to individuals. Its purpose is to monitor the progress of practitioners and to help them improve the quality of their work and outcomes for children. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any other concerns raised about an individual's or colleagues practice and well-being

This is an opportunity for employees and Manager to reflect on practice, explore worries or concerns about the welfare of children and contribute towards developing a confident and competent staff team. Supervision should foster a culture of mutual support, teamwork and continuous improvement.

Supervision should offer a space for employees to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address any issues
- receive coaching to improve employee personal effectiveness
- confirm suitability to work with children

Other discussion points might involve:

- skills, knowledge and experience and feelings towards work and workload
- develop practice and competencies
- reflect on interventions
- plan individual future action, training and support
- specific child's safety and wellbeing; in terms of safeguarding
- focus on key children and their development and progress
- monitor standards and individual performance
- exploring well-being, health and medication that might affect work

Key features of a supervision

- **Frequency** - every six to eight weeks or more frequently if required
- **Location** - a quiet space with the intention of not being interrupted
- **Length of meeting** - 20-30 minutes
- **Agenda** - will be prioritised at the beginning of the session by both parties to ensure the effective use of time.
- **Record** - discussions, agreements and timescales on a Supervision Record Form by Supervisor
- **Confirmation of meeting** - Supervision Record Form shared and countersigned by Supervisor and Supervisee
- **Storage** - confidentially in employee personnel file
- **Performance monitor** - a formal mechanism to record ongoing performance and achievement of targets

- **Cancellation** - should be re-scheduled within 5 working days of the original session. It is the responsibility of both the Supervisor and Supervisee to ensure it is carried out as soon as possible.
- **Document use** - Copies of the record will be available to both the supervisor and supervisee and access permitted in the following situations: Auditing, Grievance, Disciplinary, Safeguarding and Complaints.
- **Disagreements** - will be recorded on the supervision record.

Employees are expected to engage with agreed actions and to fully participate in improving their personal practice. Employees are invited to offer suggestions for improvement to Railway Children Kindergarten.

## **Safeguarding Roles and Responsibilities**

### **All staff:**

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

- Maintain an attitude of “It could happen here” with regards to safeguarding.
- Understand that safeguarding is “everyone’s responsibility”.
- Maintain a “zero-tolerance” approach to sexual violence and sexual harassment.
- Read and understand Part 1 of statutory guidance KCSIE. Those working directly with children will also read Annex B
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL
- Know who and how to contact the DSL and DDSL, the Chair of Governors/Proprietor/ Management committee [or equivalent – amend as necessary], and the Governor/ Proprietor/ Management committee member responsible for safeguarding.
- Be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
  - who may need a social worker and may be experiencing abuse or neglect?
  - requiring mental health support
  - may benefit from early help.
  - where there is a radicalisation concern
  - where a crime may have been committed
- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection.
- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Have a duty of care to take appropriate action and work with other services as needed.
- Be prepared to identify children who may benefit from Early Help
- Be aware of the local Early Help process and their role in it.
- Ensure children know 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.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Respond appropriately to mental health issues.
- Understand the setting’s Safeguarding and Child Protection policy and procedures

- Record concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2024, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor.
- Report low-level concerns about any member of staff/supply staff/volunteer or contractor to [insert your agreed internal procedures for reporting low level concerns in line with Surrey LADO guidance and Ofsted guidance (<https://surreyscb.procedures.org.uk/qkyqql/safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4560>).
- Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Be aware that children may not feel ready or know how to someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

## **Manager**

In addition to the role and responsibilities of all staff the Manager 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 2023 guidance.
- The setting has an effective Safeguarding and Child Protection Policy, a Staff Behaviour Policy or Code of Conduct and a Behaviour Policy to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare. {amend titles if needed}
- That the setting has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- That the setting's staff have appropriate knowledge of KCSIE. part 5.
- That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. Comprehensive records of all allegations are kept.
- Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers, and contractors.
- Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective.
- All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL's.
- All staff are provided with the setting's Child Protection policy and a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy.
- Policies are consistent with SSCP and statutory requirements, are reviewed annually (as a minimum) and updated as required.
- The setting has procedures for dealing with allegations of abuse against staff; including the Manager (the registered person), volunteers and against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in KCSIE.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- The DSL who will take lead responsibility for Safeguarding and Child Protection and that the role is explicit in the role holder's job description.

- That on appointment, the DSL and deputy undertake Surrey County Council DSL New to Role training, with 'Refresher' training every two years.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Children are taught about safeguarding (including online safety).
- The setting has appropriate filtering and monitoring systems in place for all devices owned and used.
- Staff have received training to ensure they understand their roles and responsibilities in keeping children safe online.
- Manager will do all they reasonably can to limit children's exposure to risks through the setting's IT system.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Ensure that safeguarding and child protection files are maintained as set out in KCSIE Annex C.
- Any weaknesses in safeguarding are remedied immediately.

### **Designated Safeguarding Lead:**

The EYFS states; 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'. The Manager (the registered person) is the DSL for our setting; they are appropriately qualified and experienced to enable them to fulfil this role.

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

Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available for staff to discuss any safeguarding concerns

### **Manage referrals:**

The DSL is expected to refer cases:

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

Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the [Prevent referral form](#). If the matter is urgent then Police must be contacted by dialling 999.

In cases where further advice is required, dial 101 or contact

- **Claire McDonald - Prevent Supervisor - Surrey Counter Terrorism Policing South East** - [claire.mcdonald@sussex.pnn.police.uk](mailto:claire.mcdonald@sussex.pnn.police.uk) or mobile: 07795 043842 or
- **Helene Morris - DfE Regional Prevent Co-ordinator for South East - Counter-Extremism. Department for Education Prevent Coordinator for South-East** - [Prevent.SouthEast@service.education.gov.uk](mailto:Prevent.SouthEast@service.education.gov.uk)

To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child). To the Police (where a crime may have been committed)

### **Work with others:**

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the "case manager" and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children's needs are considered holistically.
- Liaise with the senior mental health lead/ the mental health support team
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Know 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 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 (refreshed 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's 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 health conditions and young carers
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support staff 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 safeguarding resources and attend any relevant or refresher training courses.

In addition to the formal training set out above, D/DSL's must keep their knowledge and skills up to date, (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 across the setting, of listening to children and taking account of their wishes and feelings and ensure 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 (DDSL)**

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

In the absence of the DSL, the DDSL should assume the responsibility to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all of the functions of the DSL.

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

At 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 carefully to the child, reflecting the concern back to the child.
- Use the child's language.
- Be non-judgmental.
- 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.

The following procedures apply to all staff working in the setting and will be covered in training to enable staff to understand their role and responsibility. The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount. All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

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

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

- Date
- Time
- Place
- Who was present?
- Context
- Details of disclosure/concern (using the child's words)
- Demeanour/non-verbal behaviours of the child

- Any injuries
- Rationale for decision making.
- Actions taken.

Report it to the DSL immediately.

The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

The records must be signed and dated by the author or / equivalent on electronic based records. In the absence of the DSL or DDSL, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA for support and advice.

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

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

Use Surrey's Continuum of Need Matrix (<https://surreyscb.procedures.org.uk/assets/clients/2/Images/Continuum%20of%20support%20indicators%20280224.pdf>), 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.surreyscb.org.uk/documents/surrey-childrens-services-request-for-support-form/) (<https://www.surreyscb.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 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/carers, remembering that parents/carers 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, or where informing parents/carers would put the child at further risk. 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 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 FaST escalation procedure [Inter-Agency Escalation Policy and Procedure](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice). (<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 carers 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. This is stored confidentially.

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 for each child.
- Safeguarding and Child Protection files are only accessible to the DSL team 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 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).
- Where a child joins the setting and no safeguarding and child protection files are received, the DSL will proactively seek to confirm with the previous setting whether a file exists for the child, and if so, request the file be sent to the setting.

## **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](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)' (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'.

Staff must know and understand GDPR principles which allow them to share (and withhold) information.

All staff must be aware that when a disclosure is made, they cannot promise a child confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

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

Railway Children Kindergarten's trained Data Protection Officer (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 (including Manager), agency staff, volunteers or 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/qkyqq/ safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4559). (https://surreyscb.procedures.org.uk/qkyqq/ safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4559)

This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer, 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 if 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 DDSL as soon as possible. If not available, then the LADO and Ofsted should be contacted directly.
- Once an allegation has been received by the Manager or DDSL they will contact the LADO and Ofsted (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: [LADO@surreycc.gov.uk](mailto: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, and Ofsted 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.

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

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

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

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

Reports should be made to the Manager in a timely manner and follow procedures by informing Ofsted. If the Manager has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

### **Escalation**

Railway Children Kindergarten is committed to ensuring that safeguarding concerns remain visible until are allocated to the correct agency. We will follow the [Surrey FaST - Finding Solutions Together](https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster_Feb-2022_A3-.pdf) escalation process; ([https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster\\_Feb-2022\\_A3-.pdf](https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster_Feb-2022_A3-.pdf)) Refer to Appendix 3 - Finding Solutions Together Poster.

We recognise that the needs of children and their families can be complex and the range of interventions and support may not always fit into a simple formula, that will provide “the right solution” in every situation. We are fortunate to be able to access a broad spectrum of professionals to find and provide the best solutions for our children, however there is no clear right or wrong answer.

It is important that any professional disagreements are addressed and resolved as quickly as possible, so that our children and their families get the help they need, as quickly as possible. The Surrey FaST (Finding Solutions Together) resolution process is our way of enabling this.

### **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. See the Whistleblowing Policy for more information.

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](https://secure.ethicspoint.eu/domain/media/en/gui/107090/index.html). (<https://secure.ethicspoint.eu/domain/media/en/gui/107090/index.html>)

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 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Professional curiosity and unconscious bias**

Children and young people affected by abuse or neglect rarely tell us so directly – they may be frightened or ashamed, and often they don't realise that their lives are different to anyone else's. This makes it difficult for professionals to identify children who are experiencing or at risk of abuse – to do so we need to be curious about their lives, observant of their behaviour and to really listen to what they are saying to us.

Professional curiosity means exploring every possible indicator of abuse or neglect and trying to understand what the life of that child is like on a day to day basis – their routines, thoughts, feelings and relationships with family members. A professional may have the opportunity to identify abuse and neglect even if they come into contact with a family for an unrelated reason.

In order to be truly curious about a child's life professionals also need to maintain an attitude of respectful uncertainty. This means applying a critical eye to the information given by a child's guardian rather than just accepting things on face value. Does the explanation given make sense? Is there other information which sheds doubt on their account? Is it possible to independently verify the information given? It is important to acknowledge that we all work in an environment of uncertainty. Nobody can see into the future or know what happens behind closed doors and therefore practitioners need to adjust their understanding of the child's situation in order to take into account changing information and different perspectives.

Practitioners also need to be aware that we all carry a level of unconscious bias and that our own culture and background impact on the way we interpret family life. Cultural competence seeks to understand family dynamics and lifestyles in a holistic manner and avoids over-simplifying the impact of culture. An example of common over-simplification would be assuming that it is always best to allocate a family to a worker from the same country or community, when for some this could increase the sense of stigma and make it more difficult for families to be open and honest.

### **Specific safeguarding issues**

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

#### **Child on Child abuse**

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

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

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

At Railway Children Kindergarten we recognise that child on child abuse is most likely to include, but may not be limited to:

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

We believe that all children have a right to attend our setting and learn in a safe environment. Children should be free from harm by adults and other children in [name of setting].

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

We are clear that sexual violence and sexual harassment is not acceptable. We will minimise the risk of child-on-child abuse by:

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

#### Responding

Children making any report of sexual violence or sexual harassment including "upskirting" ([The Voyeurism Offences Act 2019](https://www.legislation.gov.uk/ukpga/2019/2/enacted) - <https://www.legislation.gov.uk/ukpga/2019/2/enacted>) will be taken seriously, kept safe and be well supported.

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

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

#### Risk Assessment

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

The risk assessment will consider.

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

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

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

#### Action:

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

#### The DSL will consider:

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

#### Confidentiality:

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

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

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

#### Options:

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

All concerns, discussions, decisions and reasons for decision will be recorded [insert written or electronic].

#### Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care. Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, settings should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the setting's premises and on transport where appropriate.

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

Where a criminal investigation into sexual assault leads to a conviction or caution, the setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion.

Where the perpetrator is going to remain at the setting, the Manager (the registered person) should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

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

## **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. They will use their professional judgement and will consult the DSL/DDSL when they observe any changes to the child's usual behaviour or interactions.

## **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.

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



## **Anti-Bullying/Cyberbullying**

All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

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

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Manager and the DSL will also consider child protection procedures.

## **Online Safety**

At Railway Children Kindergarten we have an online safety policy which explains how we keep children safe in our setting and how we respond to online safety incidents in line with [Safeguarding children and protecting professionals in early years settings: online safety considerations](https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations) guidance (<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>)

At Railway Children Kindergarten we recognise the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with the EYFS 2024 Railway Children Kindergarten has appropriate policies in place which address the use of mobile and smart technology and cameras and are shared and understood by all members of staff; in line with the afore mentioned guidance.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce.

At Railway Children Kindergarten we will follow the guidance around [harmful online challenges and online hoaxes](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes) (<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>) when supporting children and sharing information with parents/carers.

Children are taught about online safety and all staff receive online safety training, which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This is regularly updated and revisited.

## **Radicalisation, Extremism and Terrorism**

[The Prevent Duty for England and Wales \(2023\)](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation) (<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>) under section 26 of the [Counter Terrorism and Security Act 2015](https://www.legislation.gov.uk/ukpga/2015/6/contents) (<https://www.legislation.gov.uk/ukpga/2015/6/contents>) 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. We promote and embed the fundamental British values 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 staff behaviour 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.

## **Domestic Abuse**

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

The [Domestic Abuse Act](https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted) (https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted) introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

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

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Sexual Exploitation (CSE)**

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

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

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

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

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

The setting is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

### **Child Criminal Exploitation (CCE)**

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

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

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

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

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

### **Serious Violence**

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

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

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

### **Modern Slavery**

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

### **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 and Previously Looked After Children**

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

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

The DSL; and appointed 1:1 support will have the appropriate level of training to equip them with the knowledge and skills to undertake their role. There will be details of the child's social worker and the name and contact details of [Surrey County Council's Head of Virtual School](https://www.surreycc.gov.uk/children/social-care/svs). (<https://www.surreycc.gov.uk/children/social-care/svs>) designated teacher will work with Surrey's Head of virtual School for both looked after children and previously looked after children.

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

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires staff to report 'known' cases of FGM in under 18s](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information), (<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 as a key person, whether or not they have qualified practitioner.

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 member of staff should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

Staff at Railway Children Kindergarten are trained to be aware of risk indicators of FGM.

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

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

There are no circumstances in which other members of staff should examine a girl.

### **Breast ironing**

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts using hard or heated objects to try to stop them developing, or to make them disappear entirely.

Breast ironing is typically carried out by the girl's mother with the belief that she is:

- protecting her daughter from sexual harassment and / or rape;
- preventing the risk of early pregnancy, which would tarnish the family name;
- preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education.

This practice has been documented primarily in Cameroon, but is also practiced in Guinea-Bissau, Chad, Togo, Benin and Guinea.

While it is estimated that 3.8 million young women are vulnerable to breast ironing on a global scale, approx. one thousand 9 - 15 year old girls are currently thought to be at risk in the UK. According to the UN, over 50% of perpetrators will be the victims' mother.

Breast ironing is extremely painful and can cause damage to the tissue. Other possible health implications include breast infections, the formation of abscesses, malformed breasts or the eradication of one or both breasts.

The practice ranges widely in its severity, from using heated leaves to press and massage the breasts, through to using a scalding grinding stone to crush the budding gland. Due to the range of this activity, the short and long term health consequences for these young women vary from limited to significant.

### **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.

### **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 terrified 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.

When a member of staff has a concern, they should raise it with the DSL. 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). (<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) (<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 020 7008 0151

We recognise that under The Marriage and Civil Partnership Act 2022, it is an illegal offence for a child under the age of 18 to enter a marriage in any circumstances, even if they have parental consent. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families.

### **Gaslighting**

Gaslighting means a form of psychological manipulation and abuse in which the perpetrator makes his or her partner question and doubt their own perceptions, memory, judgement and sanity. Whilst it usually occurs in a domestic setting and against one person, it can be directed at individual members of a particular group. In a domestic relationship it is a manipulation tactic used to gain power and can amount to coercive and controlling behaviour. It is a highly effective form of emotional domestic abuse.

The term originates from the 1944 film Gaslight, starring Ingrid Bergman and based on the 1938 play Gas Light. In the film a husband manipulates his wife to the point where she thinks she is going insane.

### **Child Abuse linked to faith or belief including Witchcraft (CALFBW)**

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

Genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child.

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. It is likely that a proportion of this type of abuse remains unreported.

There are a variety of definitions associated with abuse linked to faith or belief. The [Child abuse linked to faith or belief: national action plan – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614422/Child_abuse_linked_to_faith_or_belief_national_action_plan_-_GOV.UK.pdf) includes the following when referring to Child Abuse Linked to Faith or Belief (CALFBW). Belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or mutilation murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Reasons for the child being identified as 'different' may be a disobedient or independent nature, bed wetting, nightmares or illness. Attempts to exorcise the child may include but are not limited to: beating, burning, starvation, cutting or stabbing and or isolation within the household.

Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as 'possession', from a stammer to epilepsy, autism or a life limiting illness.

### **So-Called 'Honour-based abuse'**

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

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- 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

### **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) <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.

## **Physical Intervention**



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

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques. They understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.

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

### **British Values**

At Railway Children Kindergarten, 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 (including 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 Railway Children Kindergarten, 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.

## **Appendix 1: Signs and Indicators of abuse and neglect**

### **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**

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

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

Some types of bruises are often associated with non-accidental injury:

- Hand slap marks.
- Marks from an implement.
- Pinch or grab marks.
- Grip marks on a baby (could indicate severe shaking).
- Bruised eyes (particularly when no other bruising to forehead).
- Any bruising on babies.

Children are injured accidentally by not having been provided with a safe environment, such accidents could for example include scalding, fractures, and poisoning. But some types of injury are less likely to be accidental such as:

- Burns inside the mouth, inside of the arm and on genitals.
- Some cigarette burns or burns with another object.
- Scalds particularly on the feet and ankles.
- Bite marks.
- Evidence of old or repeated fractures.
- Cuts to mouth or tongue.
- Female genital mutilation
- Breast Ironing

### **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.

A child suffering from sexual abuse may show physical signs in the form of:

- Bruising to breasts, buttocks, lower abdomen, thighs and genital or rectal areas which could indicate sexual abuse.
- Injuries, bleeding, or soreness to genital or rectal areas.
- Persistent vulva reddening and or discharge.
- Repeated urinary tract infections.
- Pseudo- mature or sexually explicit behaviours.
- Continual open masturbation or aggressive sexual play with peers.

### **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.

A neglected child may show physical signs by being:

- Underweight or obese.
- Often dirty and smelly.
- Poorly and/or inappropriately clothed.
- Often hungry.
- Unduly solemn and unresponsive.
- Under stimulated and not reaching developmental milestones
- Poor impulse control.
- Inability to form relationships.

We use the Graded Care Profile 2 (<https://surreyscp.org.uk/professionals/resources-for-professionals/abuse-neglect-2/>) tool to support better identification and intervention in cases of neglect. The Neglect Risk Assessment Tool is used to support with the initial identification of neglect.

### **Behaviour indicators of abuse**

Children who are being neglected or abused often also have behavioural difficulties. Any signs should always be looked at in conjunction with other information about a child and their family circumstances.

Behaviour may be a starting point for further assessment. Indicators might include:

- Overly compliant or watchful attitude.
- Acting out aggressive behaviour, severe tantrums.
- Child only appearing happy in school or is kept away from school.
- Child isolated in school and without friends.
- Child unable to trust anyone.
- Tummy pains with no medical explanation.
- Eating problems.
- Sleep disorders.
- Frightened child, overly anxious, frozen.
- Child self-harming;
- Constantly running away from home.
- Child showing signs of depression, anxiety, withdrawal, etc.

There may be other indicators which could make someone concerned about the risk of abuse or neglect of a child such as:

- A history of a parent/guardians' abuse in childhood whether physical, emotional sexual or neglect.
- A history of family breakdown, separations, or disrupted care.
- Parental isolation and lack of support.
- Parental domestic abuse (see appendix 9)
- Parental mental ill health, learning difficulties or disability which may impact negatively on a parents' perception of the child or ability to provide care.
- Parental drug, alcohol, or substance misuse.
- History of transient or violent partners and exposure to domestic abuse.
- History of criminal behaviour and imprisonment and in particular a conviction of a Schedule 1 offence.
- Parent/guardian lacking awareness of a child's development and needs.
- Parent/guardian who hold extreme religious, spiritual, or cultural beliefs.
- Inconsistent adults within the household or rapidly changing adult relationships.
- Chaotic families.
- History of social services involvement or children being "looked after children."

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

[Child sexual exploitation](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>

[Child trafficking](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/>

[Criminal exploitation and gangs](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

[Domestic abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

[Emotional abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/>

[Grooming](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/>

[Neglect](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

[Non-recent abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/>

[Online abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>

[Physical abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/>

[Sexual abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/) - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/>

[County lines](https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,(Home%20Office%2C%202018)) - [https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,\(Home%20Office%2C%202018\)](https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,(Home%20Office%2C%202018))

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## **Appendix 2: Additional Resources**

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

[Surrey FaST - Finding Solutions Together](https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster_Feb-2022_A3-.pdf) [https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster\\_Feb-2022\\_A3-.pdf](https://surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-Solutions-Together-Poster_Feb-2022_A3-.pdf)

[NSPCC webpages](https://www.nspcc.org.uk) <https://www.nspcc.org.uk>

[Childline webpages](https://www.childline.org.uk) <https://www.childline.org.uk>

[CEOP ThinkuKnow webpages](https://www.thinkuknow.co.uk) <https://www.thinkuknow.co.uk>

[Anti Bullying Alliance webpages](https://anti-bullyingalliance.org.uk) <https://anti-bullyingalliance.org.uk>

[Childnet International](https://www.childnet.com) <https://www.childnet.com>

[Safer Internet Centre webpages](https://saferinternet.org.uk) <https://saferinternet.org.uk>

[Contextual Safeguarding Network webpages](https://contextualsafeguarding.org.uk) <https://contextualsafeguarding.org.uk>

[Surrey Safeguarding Children Partnership webpages](https://surreyscp.org.uk) <https://surreyscp.org.uk>

[Lucy Faithfull Foundation webpages](https://www.lucyfaithfull.org.uk) <https://www.lucyfaithfull.org.uk>

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

[Protect whistleblowing uk](https://protect-advice.org.uk/) <https://protect-advice.org.uk/>



## Appendix 4 - Safeguarding meanings and priorities

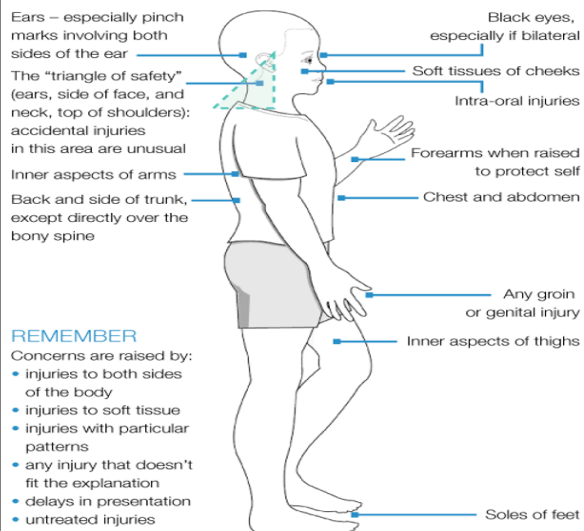
<p><b>What is safeguarding?</b> Safeguarding is the action taken to promote the welfare of children and protect them from harm and means:</p> <ul style="list-style-type: none"> <li>• Protecting children from abuse and maltreatment</li> <li>• Preventing harm to children's health or development</li> <li>• Ensuring children grow up with the provision of safe and effective care</li> <li>• Taking action to enable all children and young people to have the best outcomes.</li> </ul> <p><b>What is child protection?</b> Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. 'Children learn best when they are healthy, safe &amp; secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'</p> <p>EYFS prescribes the following safeguarding topics:</p> <ul style="list-style-type: none"> <li>• Safeguard children.</li> <li>• Ensure suitability of adults who have contact with children</li> <li>• Promote good health.</li> <li>• Manage behaviour.</li> <li>• Maintain records, policies and procedures</li> </ul>	<table border="1"> <thead> <tr> <th colspan="2">Safeguarding Acronyms</th> </tr> </thead> <tbody> <tr> <td><b>CSE</b></td><td>Child Sexual Exploitation</td></tr> <tr> <td><b>C-SPA</b></td><td>Children's Single Point of Access</td></tr> <tr> <td><b>CPP</b></td><td>Child Protection Plan</td></tr> <tr> <td><b>DA</b></td><td>Domestic Abuse</td></tr> <tr> <td><b>DBS</b></td><td>Disclosure and Barring Service</td></tr> <tr> <td><b>DSL</b></td><td>Designated Safeguarding Lead</td></tr> <tr> <td><b>DDSL</b></td><td>Deputy Designated Safeguarding Lead</td></tr> <tr> <td><b>FGM</b></td><td>Female Genital Mutilation</td></tr> <tr> <td><b>LAC</b></td><td>Looked After Child</td></tr> <tr> <td><b>LADO</b></td><td>Local Authority Designated Officer</td></tr> <tr> <td><b>SPEND</b></td><td><b>Sexual, Physical, Emotional, Neglect &amp; Domestic</b> (Core forms of abuse)</td></tr> <tr> <td><b>SSCP</b></td><td>Surrey Safeguarding Children's Partnership</td></tr> <tr> <td><b>TED</b></td><td><b>Tell me, Explain to me, Describe to me.</b></td></tr> </tbody> </table>	Safeguarding Acronyms		<b>CSE</b>	Child Sexual Exploitation	<b>C-SPA</b>	Children's Single Point of Access	<b>CPP</b>	Child Protection Plan	<b>DA</b>	Domestic Abuse	<b>DBS</b>	Disclosure and Barring Service	<b>DSL</b>	Designated Safeguarding Lead	<b>DDSL</b>	Deputy Designated Safeguarding Lead	<b>FGM</b>	Female Genital Mutilation	<b>LAC</b>	Looked After Child	<b>LADO</b>	Local Authority Designated Officer	<b>SPEND</b>	<b>Sexual, Physical, Emotional, Neglect &amp; Domestic</b> (Core forms of abuse)	<b>SSCP</b>	Surrey Safeguarding Children's Partnership	<b>TED</b>	<b>Tell me, Explain to me, Describe to me.</b>
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<p><b>Understanding the views of children</b></p> <ul style="list-style-type: none"> <li>• Encourage a culture of listening to children</li> <li>• Taking account of their wishes and feelings</li> <li>• Put measures in place to protect them</li> <li>• Understand the difficulties that children may have in approaching staff about their circumstances</li> </ul> <p>Consider how to build trusted relationships which facilitate communication.</p>	<p><b>If a child discloses a safeguarding matter:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Avoiding leading questions use (<b>TED</b>)</li> <li>• Don't make promises you won't be able to keep</li> <li>• Write up conversation with the child accurately</li> </ul> <p>Raise the concern with the DSL or DDSL or the concern has not been taken seriously or actioned contact the C-SPA Tel: <b>0300 470 9100</b> Email: <a href="mailto:cspa@surreycc.gov.uk">cspa@surreycc.gov.uk</a></p>																												
<p><b>Recording Concerns</b></p> <ul style="list-style-type: none"> <li>• Time / place / who was present</li> <li>• Be calm</li> <li>• What questions were asked</li> <li>• Capture the exact child's words</li> <li>• Demeanour/non-verbal behaviours of the child</li> <li>• Context – indicators, vulnerability, significant events</li> <li>• Body map</li> <li>• Staff worries/concerns (clearly state facts &amp; opinions)</li> <li>• Initial response- relevant intervention in place</li> <li>• Outcome</li> </ul>	<p><b>Allegations that a staff member or volunteer:</b></p> <ul style="list-style-type: none"> <li>• has or may have harmed a child</li> <li>• may have committed a criminal offence related to a child</li> <li>• behaved towards a child in a way that indicates they might pose a risk of harm if working regularly or closely with children.</li> <li>• raise the concern with the DSL/DDSL. If the concern is about the DSL/DDSL or the concern has not been taken seriously or actioned, contact the <b>LADO</b></li> </ul> <p>Tel: <b>0300 123 1650</b> Email: <a href="mailto:lado@surreycc.gov.uk">lado@surreycc.gov.uk</a> If a child is in immediate risk of harm, call <b>999</b></p>																												



## SSCP - Continuum of Support



## Non-accidental injuries



## Prevent Duty

The purpose of Prevent is “to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.” Prevent hopes to avoid acts of terrorism by intervening before individuals become radicalised, and stopping them from committing acts of violence for whatever extreme ideologies they have come to believe.

Surrey prevent - [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk)

## British Values

These core beliefs are seen as an essential part of British society which everybody has to follow and promote in their daily lives. These are:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

Actions and speech that openly oppose these fundamental principles is seen as extremism, as they promote committing crimes or opposing the rights of others to live free lives.

<p><b>Female Genital Mutilation (FGM)</b> FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies; new-born, during childhood or adolescence, just before marriage or during pregnancy. FGM is child abuse, dangerous and a criminal offence.</p> <p>A girl at immediate risk of FGM may not know what's going to happen. She might talk about it or you may become aware of:</p> <ul style="list-style-type: none"> <li>• a long holiday abroad or going 'home' to visit family</li> <li>• relative or cutter visiting from abroad</li> <li>• a special occasion or ceremony to 'become a woman' or getting ready for marriage</li> <li>• a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt</li> <li>• absent repeatedly or running away from home.</li> </ul> <p>Report known cases to the police on 101 or 999</p>	<p><b>Honour-based abuse (HBA)</b> Is a collection of practices to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators think a relative has shamed the family and/or community by breaking their honour code.</p> <p>HBA might be committed against people who:</p> <ul style="list-style-type: none"> <li>• become involved with a boyfriend or girlfriend from a different culture or religion.</li> <li>• want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion.</li> <li>• want to get out/forced into an arranged marriage.</li> <li>• wear clothes or take part in activities that might not be considered traditional within a particular culture</li> </ul> <p>It is considered a violation of human rights and may be a form of domestic and/or sexual abuse</p>
<p><b>Child Abuse linked to Faith or Belief (CALFB) - Witchcraft</b> Is when families or guardians genuinely believe that the victim has been completely taken over by the devil or an evil spirit, which is often supported by someone who within the community has portrayed themselves as an authority on faith and belief.</p> <p>Often in the perpetrators' minds, any abuse is not going to affect the victim because he or she believes the child is effectively not there anymore and the abuse is directed at whatever has possessed the child. The victim is often convinced that this is the truth and that the abuse is "normal".</p>	<p><b>Cuckooing</b> Is where people take over a person's home and use the property to facilitate exploitation. It takes the name from cuckoos who take over the nests of other birds.</p> <p>There are different types of cuckooing:</p> <ul style="list-style-type: none"> <li>• Using the property to deal, store or take drugs</li> <li>• Using the property to sex work</li> <li>• Taking over the property as a place for them to live</li> <li>• Taking over the property to financially abuse the tenant</li> </ul>
<p><b>Gaslighting</b> Is the psychological manipulation of a person usually over an extended period of time. This causes the victim to question the validity of their own thoughts, perception of reality, or memories and typically leads to confusion, loss of confidence and self-esteem, uncertainty of one's emotional or mental stability, and a dependency on the perpetrator.</p>	<p><b>Breast Ironing / Flattening</b> Is the process where a young girl's breasts are ironed, massaged and or pounded down through the use of hard or heated objects or bound tightly to make the breasts disappear or delay their development. It is a form of physical abuse often resulting in lasting physical and psychological difficulties.</p>
<p><b>Professional curiosity and unconscious bias</b> Professional curiosity means exploring every possible indicator of abuse or neglect. Trying to understand what the life of the child is like on a day to day basis – their routines, thoughts, feelings and relationships with family members. Practitioners may identify abuse and neglect even if they come into contact with a family for an unrelated reason. In order to be truly curious, professionals need to maintain an attitude of respectful uncertainty. This means applying a critical eye to the information given by a child's guardian rather than just accepting things on face value. Practitioners need to be aware that we all carry a level of <b>unconscious bias</b> and that our own culture and background impact on the way we interpret family life.</p>	

<p><b>Sexual abuse</b> is forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.</p> <p><b>Contact abuse</b>, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing/ touching outside of clothing.</p> <p><b>Non-contact abuse</b> where children are made to look at, or participate in the production of, sexual images, watching sexual acts, encouraging them to behave in sexually inappropriate ways, or grooming them in preparation for abuse.</p> <p><b>Signs of sexual abuse</b> avoiding being alone with people they know, language or sexual behaviour inappropriate for their age, bruises in the genital area, bleeding or discharge or pain in the genital / anal area.</p>	<p><b>Physical abuse</b> may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p> <p><b>Signs of Physical abuse</b> include bruises, cuts, red marks, broken bones, burns or scalds and bite marks.</p>	<p><b>Emotional abuse</b> is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</p> <p><b>Signs of Emotional abuse</b> include being wary, anxious or unconfident, no close bond with parents, struggling to control their emotions, overly affectionate to people they don't know well.</p>	<p><b>Neglect</b></p> <p><b>Physical neglect:</b> not meeting a child's basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety</p> <p><b>Educational neglect:</b> not making sure a child receives an education</p> <p><b>Emotional neglect:</b> not meeting a child's needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them</p> <p><b>Medical neglect:</b> not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations</p> <p><b>Supervisory neglect:</b> when the adult responsible for the child fails to supervise the child appropriately</p> <p><b>Environmental neglect:</b> when the child's home environment is filthy e.g. rotten food, infestations</p> <p><b>Signs of neglect:</b> Being smelly, hungry, in unwashed clothes, inappropriate clothing for the weather, repeated accidental injuries caused by lack of supervision, skin issues such as nappy rash, sores, flea bites, scabies or ringworm, being withdrawn, depressed or anxious.</p>	<p><b>Domestic abuse</b> also called "domestic violence" or "intimate partner violence", can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner.</p> <p>Can be physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviours that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone.</p> <p>Can happen to anyone of any race, age, sexual orientation, religion, or gender. It can occur within a range of relationships including couples who are married, living together or dating. Domestic violence affects people of all socioeconomic backgrounds and education levels.</p>
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<p><b>Whistleblowing</b></p> <p>An employee of an organisation shares information that they reasonably believe shows wrongdoing or a cover up by that organisation. This might be:</p> <ul style="list-style-type: none"> <li>• Illegal or failure to meet statutory requirements</li> <li>• risks others' health and safety</li> <li>• is about poor practice or leadership</li> </ul> <p>NSPCC Whistleblowing Advice Helpline 0808 800 5000 - email <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p> <p>Ofsted Whistleblowing Hotline Tel: 0300 123 3155 - email <a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a></p> <p>NAVEX Global 0800 069 8180 - email <a href="mailto:whistle@protect-advice.org.uk">whistle@protect-advice.org.uk</a></p>	<p><b>Disguised compliance</b></p> <p>Involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Disguised compliance looks like?</p> <ul style="list-style-type: none"> <li>• <b>Focusing on one particular issue</b> – parents make sure one thing goes well to deflect attention away from other areas</li> <li>• <b>Being critical of professionals</b> – parents will seek to blame other professionals for things not happening, therefore deflecting attention away from things they have not done.</li> <li>• <b>Failure to engage with services</b> – parents will promise to take up services offered but then not attend appointments due to other problems.</li> <li>• <b>Avoiding contact with professionals</b> – parents will agree to targets then avoid contact with professionals</li> </ul>
<p><b>County Lines</b></p> <p>County lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.</p> <p>The 'County Line' is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result.</p>	<p><b>Child Sexual Exploitation (CSE)</b></p> <p>CSE is a type of sexual abuse. When a child or young person is exploited, they are given things - gifts, drugs, money, status and affection, in exchange for performing sexual activities.</p> <p>Children and young people are often tricked into believing they are in a loving and consensual relationship; both parties are equally agreeing or emotional involved. This relationship is called 'grooming'. They may trust their abuser and not understand that they are being abused.</p>

<p><b>Summary of EYFS welfare requirements</b></p> <ul style="list-style-type: none"> <li>• Child protection: Providers must be alert to any issues of concern in the child's life at home or elsewhere.</li> <li>• Suitable People: Providers must ensure that those looking after children are suitable to fulfil the requirements of their roles.</li> <li>• Staff qualifications, training, support and skills: This section details what qualifications are required within the setting and how staff are to be inducted.</li> <li>• Key persons: Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.</li> <li>• Staff: child ratios: Staffing arrangements must meet the needs of all children and ensure their safety, and fulfil the requirements outlined in this section.</li> <li>• Health: This section includes information on medicines, food and drink and accident or injury.</li> <li>• Managing Behaviour: Providers are responsible for managing children's behaviour in an appropriate way.</li> <li>• Safety and suitability of premises, environment and equipment: This refers to the appropriateness of premises, outings, risk assessments, smoking on premises and other matters concerning the safety of children.</li> <li>• Special educational needs: Providers must have arrangements in place to support children with SEN or disabilities.</li> <li>• Information and Records: Providers must maintain records and obtain and share information (with parents and guardians, other professionals working with the child, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.</li> </ul>
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**Your ongoing suitability to work with children**

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

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

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

**Encouraging positive behaviours**

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

**Where can you get information about local help?**

- Surrey County Council ([www.surreycc.gov.uk](http://www.surreycc.gov.uk))
- The [Family Information Service](#), provides helpful information and advice on the Surrey CC website.
- Any family member can also access the [Family Information Directory](#). This provides a detailed list of a variety of services that are available in the community, including details of advice lines for local services such as health visiting again on the Surrey CC Website.
- The Surrey Children's Single Point of Access (C-SPA) is the umbrella term for the front door to support, information and advice for residents, families and those who work with Surrey children
- Phone: 0300 470 9100 (Monday – Friday 9am – 5pm)  
Out of hours phone: 01483 517898 to speak to the emergency duty team.  
Email: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)

**Designated Safeguarding Lead (DSL)** - Nicola Johnson

**Deputy Designated Safeguarding Lead (DDSL)** - Angela Hepburn

**Address:** Railway Children Kindergarten, Station House, Bunbury Way, Epsom Downs KT17 4JP

**Tel:** 01372 802549

**Email:** [info@therck.co.uk](mailto:info@therck.co.uk)

**Policy Review**

As part of Railway Children Kindergarten monitoring of child protection and safeguarding this policy will be subject to periodic review.

Policy adopted by: N Johnson

Date: October 2024

Policy Review Date: October 2025