



Safeguarding Children and Child Protection Policy: Updated September 2026

All staff to read this Policy termly and sign the attached sheet.

Important contact information:

Children's Single Point of Access (C-SPA): 0300 470 9100; cspace@surrey.gov.uk

Local Area Designated Officer (LADO): 0300 123 1650; LADO@surreycc.gov.uk

Surrey Police 101 or 999 if there is an immediate risk of harm

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

Key personnel

Designated Safeguarding Lead (DSL) is: **Diane Crowe**

Deputy DSL(s) is: **Thea Arthur**

Owners are: **Thea Arthur/Susan Raftery**

Contact: dsl@childsplaypreschool.co.uk

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;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;

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 is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

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 Education Act 2002 and in line with statutory guidance, including:

- Statutory Framework for the Early Years Foundation Stage for group and school-based providers
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2026, 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

Guidance documents referred to in this policy:

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- 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
- Information sharing: advice for practitioners providing safeguarding services

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

This policy applies to all members of staff, including temporary staff and volunteers, and owners of the setting.

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

The owners 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; it is also available on our website www.childsplaypreschool.co.uk

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.

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

Principles, values and aims

The Early Years Foundation Stage states that '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.'

Child's Play 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.

We 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 community, staff, Owners, 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 Childrens 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 Child's Play 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 Child's Play 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 Child's Play 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 Child's Play 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.

Child's Play 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 Child's Play whom they can approach if they are worried
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- We will encourage self-esteem and self-awareness, through the Early Years Foundation Stage and through positive relationships within the community
- We will respond sympathetically to any requests for quiet time
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children
- We will notify Social Care immediately if there is a significant concern

Safer Recruitment (see also "Safer Recruitment Policy")

We will ensure that:

Child's Play operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children including verification of their identity, qualifications, suitable references, disqualification by association regulations and a satisfactory DBS check (according to EYFS requirements). We comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in August 2018.

Child's Play will obtain an enhanced criminal records check (DBS) in respect of every person aged 16 and over including 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)

Volunteer helpers are generally not allowed to work with children in an unsupervised environment; nor are they allowed to provide personal care to the children.

Suitable references are obtained prior to appointment of any staff or volunteers.

DBS checks are updated annually via the Update Service or renewed every three years.

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

In the setting's Contract of Employment, staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their ongoing suitability to work with children.

Child's Play 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.

Child's Play will record information about staff qualifications and the identity checks and vetting processes that have been completed.

Child's Play 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. The harm test is explained in the Disclosure and Barring Service Guidance: Making barring referrals to the DBS and in section 35(4) of the [Safeguarding Vulnerable Groups Act 2006](#) and means that a person may (a) harm a child or vulnerable adult, (b) cause a child or vulnerable adult to be harmed, (c) put a child or vulnerable adult at risk of harm, (d) attempt to harm a child or vulnerable adult, or (e) incite another to harm a child or vulnerable adult. We will also notify Ofsted within 14 days.

Training and Induction

All staff receive information about the safeguarding arrangements upon induction, including this policy and staff Code of Conduct.

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

All staff will have access to Part 1 and Annex B of [Keeping Children Safe in Education 2021](#) and will sign to say they have read and understood it (attached to this Policy).

All staff receive Safeguarding and Child Protection training at induction in line with advice from [Surrey Safeguarding Children Partnership](#). This is regularly updated – we aim to update this annually, but at a minimum every two years.

The DSL and DDSL attend regular Safeguarding training updates provided by the LA (termly DSL forums; two-yearly DSL updates; others ad hoc), the information from which is passed on to all staff via email and staff meetings, as required.

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.

Child's Play will advise staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.

All staff and manager receive regular Child Protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect.

All staff will be familiar with our setting's behaviour management policy.

All staff will be familiar with and agree to be bound by our setting Code of Conduct which sets out our expectations for staff conduct and the consequences for inappropriate behaviour.

All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones, cameras and wearable technology. All staff will be made aware of the professional risks associated with the use of social media and electronic communication:

Use of Mobile Phones and other devices

- Staff are not permitted to carry their mobile phones in the setting.
- All personal mobile phones must be stored in the designated place; staff may check their phones at snack time and lunch time.
- Other devices which are able to take photo's (e.g some smartwatches) must also be stored in the designated place.

- The setting mobile phone is for use on outings and for contact with parents. The manager and deputy manager are responsible for this.
- Parents are not allowed to use their mobile phones while in the setting. This is communicated to parents via the newsletter and a sign is up in the hall to remind them. If we see a parent using their phone, a member of staff will ask them to go outside or put the phone away.

Use of Cameras/tablets

- We photograph the children extensively at pre-school. These photographs primarily record children's achievements and the images are used in their online learning journeys (Tapestry), scrapbooks, on the setting's Instagram account, and for display projects or activities. Photo's are stored on the setting's Google Photos account so photo's are available to all staff members.
- These photographs are taken only on Child's Play's tablets or the setting mobile phone. Each member of staff has their own dedicated tablet.
- Each member of staff is responsible for uploading their Key Children's photographs to a digital processing site for printing. Once photo's have been printed they are deleted from the tablets, from Google Photos and from the digital processing account.
- When not in use the tablets are locked away in a secure cupboard on the pre-school premises, unless permission has been given to take it home, in which case it is signed in and out.
- No photographic images of the children will be stored on any member of staff's personal device or home computer.
- In the setting registration form we seek signed permission from parents to take photographs of their children.
- We may use photographs of children on our pre-school website. When we do this we do not identify children. We have permission from parents to use photographs of their children on our setting website.
- The setting registration form requires parents to sign to agree to use any photographs or videos taken at pre-school events (sports day, Christmas show etc.) for their private family use only, and not to use them on social networking sites.
- In the event that the Press take photographs of the children we will ensure that they know of the sensitivity of linking names/details of children to photographs and therefore understand why such information will not be given.

Staff support and Supervision:

Child's Play 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.

Child's Play has in place supervision for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2023.

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

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being, including Child Protection concerns
- improve knowledge around safeguarding e.g using quizzes
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Roles and Responsibilities

All staff:

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

- Maintain an attitude of "It could happen here" with regards to safeguarding
- Understand that safeguarding is "everyone's responsibility"
- Read and understand Part 1 of statutory guidance KCSIE. Those working directly with children will also read Annex B (Appended to this Policy).
- 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 Management Policy; the Staff Code of Conduct.
- Know who and how to contact the DSL and DDSL and Owners/Managers.
- 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.

- All members of staff are expected to be aware of and follow the '[What to do if you are worried a child is being abused](#)' guidance if they are concerned about a child. The four key steps are followed to help identify and respond appropriately to possible abuse and/or neglect – Be alert, Questions behaviour, Ask for help, Refer.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe
- Be able to identify vulnerable children and take action to keep them safe. Information or concerns about children 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 from 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, the 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 KSIE 2024, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor.
- Report low-level concerns (as defined in KCSIE 2024) about any member of staff/supply staff/ volunteer or contractor to DSL.
- Notify the DSL or 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 tell someone they are being abused, exploited, or neglected and/or they may not recognise these experiences are harmful. This could be due to their vulnerability, disability or language barriers.
- In all cases, if staff are unsure of what action to take. They will always speak to DSL or DDSL.

The Manager/Owner

In addition to the role and responsibilities of all staff the Manager/Owner 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 effective Safeguarding policies and procedures, a Staff Code of Conduct and a Behaviour Management Policy to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- 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 the case. Comprehensive record of allegations are kept.
- The setting operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- 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 provided with the setting's Safeguarding policy, Staff Code of Conduct, and Behaviour Management policy and read these through on a termly basis.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager/owner), 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. See page 23 of this policy.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- The DSL will take lead responsibility for Safeguarding and Child Protection and the role is explicit in the role holder's job description.

- That on appointment, the DSL and deputy(ies) undertake Surrey CC DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- 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) e.g via stories, "circle time", emotions board/games, open talks about home/family.
- The setting will ensure monitoring systems are in place to safeguard children online.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Ensure that safeguarding and child protection files are maintained as set out in KCSIE Annex C
- Enhanced DBS checks are in place for all owners
- Any weaknesses in safeguarding are remedied immediately.

The Designated Safeguarding Lead:

The EYFS states: "a practitioner must be designated to take lead responsibility for safeguarding children at every setting"

The DSL at Child's Play is **Diane Crowe**; she is appropriately qualified and experienced to fulfil this role.

The Deputy DSL who has delegated responsibilities and can act in the DSLs absence. Our DDSL is **Thea Arthur**

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

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

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the [Prevent referral form](#). If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or contact - **Claire McDonald - Prevent Supervisor - Surrey Counter Terrorism Policing South East** - 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
- 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 is experiences or has experienced with appropriate staff members

Training, knowledge, and skills

- Undergo training to provide them with knowledge and skills required to carry out the role (DSL refresher at least every two years; termly DSL forums)
- 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 relevant health conditions and young carers
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting
- Can recognise the additional risks that children with additional needs and disabilities face online
- Obtain access to resources and attend any relevant or refresher training courses

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

Providing support to staff

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

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

Understanding the views of children

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

Holding and sharing information

- Understand the importance of information sharing, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Deputy Designated Safeguarding Lead/s

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, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long term absence of the DSL, the DDSL will assume the functions of the DSL.

Safeguarding and Child Protection procedures

Staff know that abuse of children can take different forms – the most common form of abuse is neglect. Other forms of abuse are physical, emotional and sexual.

At Child's Play if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen carefully to the child, reflecting back the concern
- Use the child's language
- Be non-judgemental
- Avoid using any leading questions; only prompting the child where necessary, with open questions to clarify information. For example, who, what, where, when or Tell, Explain, Describe (TED)
- Not promise confidentiality as concerns will have to be shared further, for example with the DSL and potentially Children's Services.
- Record the concern using the facts, for example, words the child uses or recording the location of any marks using a body map. Surrey CC form "Child Protection Record of Concern" should be used.
- Inform the DSL as soon as practically possible.

Explain that they need to pass information to the DSL/other professionals to help keep the child and/or other children safe.

(Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with children in a way that is appropriate to their age, understanding and preference.)

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 written 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
 - Rational for decision making
 - Actions taken
- 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.

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

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

We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The Deputy Manager/DSL will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parent and we have reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and SSCPs procedures are followed. If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.

Following a report of concerns the DSL must:

- The DSL (or DDSL) will consider the concerns and may take one or more of the following actions:
 - Make an immediate referral to C-SPA using a Request for Support form
 - Seek advice from the C-SPA Child Protection Consultation line
 - Contact Police via 999 if the child is in immediate danger
 - Consider speaking with the parents about the concerns (after appropriate advice sought from C-SPA around the suitability of this where a disclosure or concern for a child is raised)
- In Surrey the **Children's Single Point of Access (C-SPA)** is the 'front door service', to information and advice, and support for residents, families and those who work with Surrey Children.

Anyone can contact the C-SPA about a child, young person or parent/carer who needs support in Surrey. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

Phone: 0300 470 9100 - 9am to 5pm, Monday to Friday

Email: cspa@surreycc.gov.uk

Professional referrals should be submitted on a [Request for Support Form](#) and sent securely by email to cspa@surreycc.gov.uk

If advice is required on the appropriate course of action to be taken in response to concerns for a child, all professionals working with families in Surrey can contact **Surrey's Child Protection Consultation Line:**

Phone 0300 470 9100 option 3, 9am to 5pm, Monday to Friday

Any urgent concerns for a child that occur outside of 9am to 5pm can be called through to the Emergency Duty Team

Phone: 01483 517898 - 5pm-9am Monday – Friday and 24 hours a day on weekends

Email: edt.ssd@surreycc.gov.uk

- In the event of a request for support to the Children's Single Point of Access (CSPA) being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by SSCP ([Referrals](#)) unless there is a valid reason not to do so, for example, if informing them may put a child at risk of harm or could undermine a criminal investigation.

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

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

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

What happens next?

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

If we have concerns that the concern/s has/have not been acted upon appropriately, we will follow [Surrey's Escalation Process \(Finding a Solution Together\)](#) . (see file for overview)

Record Keeping

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

At Child's Play we make a written record of any concerns about a child's welfare or safety. This record will include a clear and comprehensive summary of any

concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes. A body map will be completed if injuries are observed.

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

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

Information sharing and managing the Child Protection file

- We recognise that creating and maintaining child protection files (sometimes referred to as safeguarding files) in early years nursery settings is a critical part of safeguarding practice. A child protection file will be created for a child where there are safeguarding concerns (a single incident or pattern of concerns) that warrant a discussion with parents or a referral to Children's Services (including Early Help).
- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the setting safeguarding incident/concern form/system and passed without delay to the DSL.
- Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Incident/Welfare concern forms are recorded/kept in a file in a locked cupboard.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible marks or injuries to a child have been observed.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Confidential information and records about staff and children will always be held securely and will only be accessible and available to those who have a right or professional need to see them.

- Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the setting. Child protection records will be kept and shared in accordance with our responsibilities under the Data Protection Legislation and, where relevant, the Freedom of Information Act 2000.
- We have an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements. DPO is Susan Raftery.
- Parents and carers have the right to access any personal information the nursery holds about their child or family. Requests for access can be made at any time by contacting the Manager or DPO who will respond within a reasonable timeframe in line with data protection legislation.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting or school, within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Once a child's attendance at the new school or setting has been confirmed, child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting or school in advance of a child leaving, for example, information that would allow the new setting or school to continue to provide support.
- Where the setting receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-ordinators (SENCOs) will be made aware of relevant information as required.
- Where a child joins the setting and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the child, and if so, if the files have been sent.
- If we are not informed of a child's new placement, we will retain the child's child protection records until we receive confirmation. If the child's new establishment remains unknown, the setting will retain the child protection records for 25 years from the date of the child's birth (Limitation Act 1980, IRMS 2019, and [NSPCC](#) guidelines)

Confidentiality and Information Sharing

At Child's Play all matters relating to Child Protection will be treated as confidential and only shared as per the ['Information Sharing Advice for Practitioners' \(DfE 2018\) guidance](#).

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.

Child's Play's Data Protection Officer (DPO) is Susan Raftery. It is a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing.

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

Child's Play will follow [Surrey Safeguarding Children's Partnerships procedure for allegations against adults who work with Children](#).

This procedure should be used in all cases which may meet the harms threshold (see DBS Guidance: Making barring referrals to the DBS and section 35(4) of the Safeguarding Vulnerable Groups Act 2006) in which it is alleged a member of staff, including agency staff, volunteer, and contractors, or another adult who works with children has:

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*

- *behaved towards a child or children in a way 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 the setting, that might make an individual unsuitable to work with children, this is known as transferable risk. An allegation can relate to an adult's behaviour outside work, and their relationships with others, if they:

- Have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include an arrest for the possession of a weapon;
- Have, as a parent or carer, become subject to child protection procedures;
- Are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering.

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE) and the [local Surrey allegations arrangements](#)

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 we 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, we will contact children's social care and as appropriate the Police, immediately.

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

- Report any concerns about the conduct of any member of staff, volunteer, contractor or other adult to DSL (Diane Crowe), or Deputy DSL and Manager/Owner (Thea Arthur) immediately.
- If an allegation is made against the Manager/Owner, the concerns need to be raised with the DSL, Diane Crowe, as soon as possible. If not available, then the LADO should be contacted directly.
- Once an allegation has been received by the Manager/Owner or DSL they will contact the LADO and Ofsted (as part of their mandatory duty) on 0300 123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO 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.

Child's Play has 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.

We differentiate between allegations and complaints or concerns about the quality of care or practice and have a separate process for responding to complaints.

Low level concerns that do not meet the allegation/harm threshold for LADO

At Child's Play we have a policy and process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above. Concerns may arise in several ways and from several sources. For example: suspicion; complaint; disclosure made by a child, parent or other adult; or as a result of vetting checks.

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 "nagging doubt" – that an adult may have acted in a way that:

- Is inconsistent with our expectations and code of behaviour, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to refer to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children

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 such a situation.

Reports should be made to the DSL in a timely manner and follow procedures by informing Ofsted. If the DSL 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.

Our Code of Conduct sets out action which may be taken following such inappropriate behaviour.

Whistle blowing

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

All staff, and volunteers, 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.

Concerns should be raised with either the DSL or one of the owners. All concerns raised will be taken seriously and will be acted upon.

If a staff member feels unable to raise an issue with either the DSL or the owners, or feels that their genuine concerns are not being addressed, they should use the following channels:

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

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

Up to date contact details are kept on display on the noticeboard.

See file for a copy of SSCP "Notification of allegation against a professional" form and "Risk Assessment" form

Specific safeguarding issues

At Child's Play 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 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 wellbeing. 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 Child's Play we recognise that child on child abuse is most likely to include, but may not be limited to:

- Bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and harassment

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.

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.

Responding

Children making any report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

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

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

Risk Assessment

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

The risk assessment will consider;

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

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

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

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 familial 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, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

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

Options:

- Manage internally
- Early Help intervention

- Request for support to the C-SPA
- Report to the Police (generally in parallel with a request for support to the C-SPA)

All concerns, discussions, decisions and reasons for decision will be written down.

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.

Physical Abuse

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

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

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

Mental Health

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

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

Safeguarding Children with Additional Needs and Disabilities

At Child's Play we acknowledge that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with additional needs and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

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

Online Safety

We recognise the specific risks that can be posed by mobile and smart technology, including mobile phones, cameras and wearable technology.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

Children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

We use internet access via tablets and a chromebook:

- The children do not have unsupervised access to the chromebook or internet.
- We do not use webcams.
- Staff sometimes use the internet to source information on a topic (e.g. the Planets) for the children. Staff are aware that they need to check the site before any children are invited to view the computer screen.
- The setting registration form requires parents to sign to agree to use any photographs or videos taken at pre-school events (sports day, Christmas show etc.) for their private family use only, and not to use them on social networking sites.
- Staff are aware of who to report concerns to (including Whistleblowing) if they suspect misuse of the internet.
- All staff are aware that they must not post anything onto a social networking site that may damage the reputation of the setting; and may not befriend a parent on social media (unless the friendship pre-dates the staff/parent relationship).

Site security and safety

- The following section should be read in conjunction with the following policies:
 - Arrival and departures times
 - Child collection and non-collection
 - Emergency evacuation procedures
 - First aid and accidents, including administering medication and managing illness, allergies, health, and infection
 - Health and safety
 - Food safety and hygiene
- Our staffing arrangements will ensure we are able to meet the needs of all children and ensure their safety.
- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- We will ensure children are only released into the care of individuals of whom the parent has explicitly approved/agreed. This is recorded in the child's Registration Form or in the daily diary/register.
- We will ensure children are not able to leave the premises unsupervised. We have alarmed gates and doors and have suitable locks in place. These are checked prior to children being taken outside. We risk assess all trips and walks to ensure children are kept safe whilst on outings.
- All reasonable steps will be taken to prevent unauthorised people entering the premises.
 - Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting as outlined within national guidance.
 - Visitors will be expected to sign in and out via the visitors' log.
 - Any individual who is not known or identifiable on site should be challenged for clarification and reassurance
- The setting will not accept the behaviour of any individual (parent or other) that threatens our safety or security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.
- In accordance with our health and safety policies, at least one person who has a current paediatric first aid (PFA) certificate will always be on the

premises and available when children are present and will always accompany children on outings.

- We ensure the PFA training accessed by staff is provided by a competent training provider.
- Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if we satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.
- We will ensure that children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
- We do not have sleeping children at Child's Play. However, on occasion a child may fall asleep if they are tired or not feeling 100%. We will phone the parents to come and collect the child when this happens, and a member of staff will sit with them until the parent arrives.

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.

Child's Play 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.

Child's Play 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 group.

The Key Worker and the DSL have details of the child's social worker and the name and contact details of [Surrey County Council's Head of Virtual School](#).

The Key Worker 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 teachers to report 'known' cases of FGM in under 18s](#), which are identified in the course of their professional work, to the Police.

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

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

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

Staff at Child's Play are trained to be aware of risk indicators of FGM.

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

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

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

N.B - Definition of teacher includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions (Pg. 25 [HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/multi-agency-guidance-on-female-genital-mutilation.pdf))

So called Honour-based abuse; Forced Marriage; Breast Ironing; Child Sexual Exploitation; Child Criminal Exploitation; Disguised Compliance; Spirit Possession and Witchcraft

- These are all issues on which we have a duty to report any concerns we may have about a child or family member.
- We will follow the procedures as set out in the SSCP manual.

Radicalisation – see separate Policies on “British Values” and “Prevent”

- We also have a duty to report any suspicions we may have concerning radicalisation – this applies to any member of a family which we come into contact with.
- Again, we will follow the procedures as set out in the SSCP manual as well as the Prevent Duty Guidance (copy in file as well as referral form).

Bruising in non-mobile babies and children

- If we see a bruise on an infant under 6 months old who is not independently mobile, we **must** suspect non-accidental injury.
- If the infant appears seriously ill or injured we will seek emergency treatment and will notify Police/Children's Services of our concerns.
- We will follow the Protocol as set out in the SSCP Manual.
- Our responsibilities for reporting concerns apply to all children we see – not just those in our care.

Domestic Abuse

- We recognises that:
 - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
 - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
 - Anyone can be a victim of domestic abuse, regardless of sexual identity/orientation, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
 - domestic abuse can take place within different types of relationships, including ex-partners and family members.
 - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
 - domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
 - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse, immediate action should be taken by speaking to the DSL or a deputy.

We participate with Surrey Police in the **Operation Encompass** scheme.

Operation Encompass is designed to provide early reporting on any domestic incidents that may impact on a child's wellbeing and access to learning in school or nursery.

The scheme requires the police to report to the setting's Designated Safeguarding Lead (DSL) after an incident of domestic abuse. The DSL is fully aware of the sensitivity and confidentiality of such information and will handle this information responsibly in accordance with our internal information sharing

protocol to ensure that children receive the care and support they may need during the school/nursery day.

This scheme enhances our commitment to ensure every child succeeds by providing timely and high-quality pastoral care that improves the wellbeing and safety of all our children. Further information is available on the [Operation Encompass website](#).

Staff training will include recognising the signs and indicators that a child has experienced the effects of Domestic Abuse. All concerns, observations and disclosures of Domestic Abuse, will be reported to CSPA.

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.

Appendix one: Form of Abuse

The following definitions are taken from Working Together to Safeguard Children (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Continuum of Support for Children and Families Living in Surrey](#) which can be found within the Surrey Safeguarding Children Partnerships Procedures Manual.

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

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

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

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

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

At Child's Play we have a trained member of staff – Diane Crowe - who is trained in the Graded Care Profile 2 Neglect tool. We use the [Graded Care Profile 2](#) tool to support better identification and intervention in cases of neglect (delete as

appropriate). The [Neglect Risk Assessment Tool](#) is used to support with the initial identification of neglect.

Appendix Two: Signs and Indicators of abuse and neglect

[Bullying and cyberbullying](#)

[Child sexual exploitation](#)

[Child trafficking](#)

[Criminal exploitation and gangs](#)

[Domestic abuse](#)

[Emotional abuse](#)

[Grooming](#)

[Neglect](#) (see file for more detail)

[Non-recent abuse](#)

[Online abuse](#)

[Physical abuse](#)

[Sexual abuse](#)

Additional Resources

- [NSPCC webpages](#)
- [Childline webpages](#)
- [CEOP ThinkuKnow webpages](#)
- [Anti Bullying Alliance webpages](#)
- [Childnet International](#)
- [Safer Internet Centre webpages](#)
- [Contextual Safeguarding Network webpages](#)
- [Surrey Safeguarding Children Partnership webpages](#)

- [Lucy Faithfull Foundation webpages](#)
- [Graded Care Profile 2](#)

This Policy will be reviewed annually or updated as necessary according to new legislation or SSCP advice.

This Policy was adopted/updated by Child's Play Pre-School, Guildford

On 07/09/26

Signed by co-owner/managers:

Thea Arthur

Susan Raftery