



SAFEGUARDING AND CHILD PROTECTION POLICY

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1 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.

It clarifies the role of children’s social care in supporting disabled children and their families, children at risk of, or experiencing, harm outside the home, children in mother and baby units (in prisons) and children at risk from people in prison and people supervised by the probation service.

If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police, Early Years foundation stage, (EYFS), 2024.

The purpose of this policy is to provide all Nippertime employees with the framework they need to keep children safe and secure at Nippertime. The policy also informs parents/carers how we will safeguard their children whilst they are in our care.

2 Key personnel

Manager is Sam Gibbins

Designated Safeguarding Lead (DSL) is Michelle Russell

Deputy DSL (DDSL) is Sam Gibbins

Contact details: **07903 361054**

3 Contact numbers

Children’s Single Point of Access, (C-SPA), - **0300 470 9100**.

Surrey Local Authority Designated Officer, (LADO), responsible for managing allegations against adults who work with children - **0300 123 1650, option 3**.

Emergency Duty team if out of office hours, - **01483 517898**.

Ofsted allegations against a member of staff, - **0300 123 4666**.

Ofsted dedicated Whistle-blower Hotline, - **0300 123 3155**.

Claire McDonald - Prevent Supervisor - Surrey Counter Terrorism Policing South East - **07795 043842**.

4 Terminology

Safeguarding and promoting the welfare of children is defined as:

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



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- Preventing impairment of children's mental or physical health or development.

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

Early Help - 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 the setting, full or part time.

Child(ren) includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role.

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.

LADO refers to the Local Authority Designated Officer who is responsible for managing allegations against adults who work with children.

5 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
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused 2015
- Early years inspection handbook - GOV.UK (www.gov.uk) 2024
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)
- Domestic Abuse Act 2021

Working Together to Safeguard Children 2023 is central to delivering the strategy set out in Sables homes, built on love, (2023)

[Children's social care: stable homes, built on love - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/childrens-social-care-stable-homes-built-on-love)

Working Together to Safeguard Children 2023 outlines new roles and responsibilities relating to 3 safeguarding partnerships -

- the local authority
- the police
- the health service

The head of each statutory safeguarding partner will be referred to as the 'lead safeguarding partner', (LSP), who will in turn appoint a 'delegated safeguarding partner', (DSP).

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- assessments should consider all parents involved in the child can respond to the child's needs.
- assessments should consider the influences of the child's network, as well as the impact of the wider community and environment.
- a lead practitioner will be allocated by the local authority and their partners once a referral has been accepted.
- the lead practitioner role can be held by a range of people, including social workers.
- for child protection enquires, the lead practitioner should always be a social worker.
- the lead practitioner will have the appropriate skills, knowledge, and capacity to carry out assessments, undertake direct work with families and co-ordinate services.
- assessments of disabled children should focus on the specific needs of the child and family, be strengths-based, and gather effective information to support the best outcome for the child and family.
- local authorities should implement a Designated Social Care Officer (DCSO) role to improve links between the social care services and the special educational needs and disability (SEND) system.
- practitioners should consider the needs, experiences and vulnerabilities of the individuals or groups who are experiencing, or are at risk of experiencing, harm outside the home – including from criminal exploitation, sexual exploitation, or serious violence.
- practitioners should work with relevant partner agencies to consider the influence of groups or individuals perpetrating the harm.
- professionals should assess whether a child who is experiencing, or is at risk of experiencing, harm outside the home is in need under section 17 or 47 of the Children Act 1989.

Providing Help, Support and Protection

There are three sections: Early help, Safeguarding and promoting the welfare of children, and Child protection.

Early help - strengthens the role of education and childcare settings in supporting children and keeping them safe, including information on a child's right to education and risk factors for practitioners to consider when identifying children and families who may benefit from early help. The approach to working with families has been strengthened throughout the guidance, outlining the role of family networks, including stronger guidance on the use of family group conferences to improve family network engagement in decision making and supporting children.

Safeguarding and promoting the welfare of children - clarifies a broader range of practitioners can be the lead practitioner for children and families receiving support and services under section 17 of the Children Act 1989, and the requirements on local authorities and their partners to agree and set out local governance arrangements. It clarifies the role of children's social care in supporting disabled children and their



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families, children at risk of, or experiencing, harm outside the home, children in mother and baby units (in prisons) and children at risk from people in prison and people supervised by the probation service.

Child protection - introduces new national multi-agency child protection standards to set out actions, considerations and behaviours for improved child protection practice and outcomes for children. It clarifies the multi-agency response to all forms of abuse and exploitation from outside the home, consideration of children at risk of experiencing extra-familial harm in all children's social care assessments and includes resources to support practitioners understanding of the response to online harm. There are also the mutual benefits of exchanging information with children's social care which strengthen and clarify processes and responsibilities for child safeguarding.

This policy is from Nippertime Preschool

- reflects, Surrey Safeguarding Children Partnership (SSCP) Procedures.
- applies to all members of staff employed at Nippertime Preschool.
- 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 and owner of the setting will review this policy at least annually.
- will be updated in line with changes in Local and National Guidance and Legislation.
- parents/carers are emailed a copy of this policy when their child joins Nippertime and when it is updated.

6 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 Nippertime's equality policy which is available on our website [Equality policy](#).

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 Inclusion policy which is available on our website [Inclusion policy](#).



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Nippertime also adheres to the principals 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.

7 Principles, values and aims.

The Early Years Foundation Stage, (EYFS), 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.'

Nippertime will demonstrate a commitment to safeguarding and child protection to children, parents/carers, and other agencies. We will maintain an attitude of 'it could happen here', where the welfare of the child is paramount.

Nippertime 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.

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 equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in Nippertime or in the community, considering 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 Nippertime 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.

8 Related Safeguarding Policies

This policy should be read in conjunction with:

- allegations made against a member of staff/student/volunteer
- behaviour
- cameras, IPAD's, mobile phones and smart watches
- confidentiality statement
- domestic abuse
- lost or uncollected child
- online safety
- child on child abuse
- physical intervention
- out of hours babysitting
- opportunity to talk (staff supervision)
- safer recruitment
- social media
- Tapestry – online journal
- Whistleblowing



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9 Supporting children

We recognise that Nippertime 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 Nippertime 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.

Nippertime 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 Nippertime 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 EYFS, 2024 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.

10 Safer Recruitment

We will ensure that Nippertime Preschool 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, 2024, requirements). We comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in August 2018.

The policy for staff recruitment has the following key points:

- we comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.



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- staff must hold suitable qualifications, currently awaiting certification or on a course.
- non-qualified staff can be used for specialist activities and general running such as cleaning etc. Non-qualified staff are not included in the staff to child ratios at Nippertime Preschool
- staff recruitment must be performed with strict adherence to the Equality policy
- staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children, whether received before or during their employment at Nippertime
- Nippertime will obtain enhanced criminal records check (DBS) in respect of every person aged 16 and over, including for volunteers, who work directly with children.
- Nippertime meets the requirements of the Disclosure and Barring Service (DBS) through receiving any updates through emails and website – www.homeoffice.gov.uk
www.everychildmatters.gov.uk/independentsafeguardingauthority

10.1 Procedure for recruitment

The following procedure for recruitment is as follows:

- advertise
- review application forms, including full employment history
- send letters of invitation and rejection prior to interview
- hold interviews
- make decisions
- issue conditional offer of employment
- issue letters for 2 references
- take copies of qualifications
- complete DBS

10.2 Procedure when new staff person first starts

- during first few weeks' new staff person will work in different groups so that they can learn how the preschool is run
- the manager will assess the need for additional training e.g., first aid, Health, and Safety etc. An appropriate training plan will be devised.
- until DBS they will not be allowed unsupervised access to child e.g., toilet runs.

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

- work directly with children
- live on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or



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- 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.

Nippertime Preschool ensures that there is at least one person on every recruitment panel who has completed safer recruitment training, Fiona Napier, Sam Gibbins, and Elena Rose have completed an online safer recruitment course, refreshed every 2 years, ([Safer Recruitment](#)).

Nippertime Preschool will record information about staff qualifications which is stored in the Ofsted folder and in staff Personal Development Plan folders. The identity checks and vetting processes that have been completed are also stored in the staff Personal Development Plan folders.

Nippertime Preschool 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](#)).

All organisations and individuals who work with children and young people or are involved in providing services for them have a duty to safeguard and promote their welfare. This is clearly stated in the publication Working Together to Safeguard Children, 2023. This will also be underpinned by inspection requirements imposed by regulators such as Ofsted, as a condition of grant funding, or as part of a contract with an organisation to which they provide services. Whatever the background, making sure that we do everything we can to prevent appointing people who may pose a risk to children is an essential part of safeguarding children.

Nippertime Preschool is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Any member of staff working with children at Nippertime Preschool will have a Level 3 or above Early Years qualification and at least two years' experience of working with children aged 2 - 5 years.

Nippertime Preschool is an equal opportunities employer and actively promotes a diverse workforce that values people for their differences. Throughout our recruitment process we will encourage applications from those with disabilities. We will carry out an annual review of our Better Business Checklist (Department for Work and Pensions) to ensure we have made reasonable adjustments to our printed information / building access / working environment.

Prior to advertising any vacancy, we will assess whether the job role requires restructuring. This may include:



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- updating Job Description
- updating Employment Contract
- update interview questions

Nippertime Preschool will also agree:

- date, time, and place for interviews
- who will be on the short-listing panel
- who will chair the interview, who will be taking notes
- the assessment and marking system to be used

Nippertime Preschool will send out Application Packs to anyone who enquires about the vacancy. The pack will include:

- application form
- job description

Enquirers will be invited into Nippertime for an informal chat and to see how the preschool is run.

The short-listing panel will then make a list of suitable candidates. Confirmation letters will then be sent to successful applicants inviting them to attend an interview. The letter will contain when, where and how long the interview will be, who will be on the interview panel and any other methods of assessment. We will provide a map if necessary. We will advise the candidates what documents to bring and if they require any specific arrangements for the interview.

The interview panel will consist of a minimum of two staff members. A detailed record of the interview will be kept. Candidates will be told at interview when they can expect a decision. After selection, candidates will be informed as quickly as possible, firstly by telephone and then a follow-up letter confirming their appointment. Letters will state that appointments are subject to satisfactory references, and DBS checks.

For successful and unsuccessful candidates, interview notes will be kept for a year. Due to Data Protection, unsuccessful candidates will be asked if they would like their application form, certificates and other relevant documents returned, if not, these documents will be destroyed. All unsuccessful candidates will be offered feedback on their interviews.

The successful candidate will be asked to supply 2 written references, their full employment history, qualifications and identity checks. All new employees will undergo Enhanced DBS checks and will not have unsupervised access to the children until this is received.

Each employee will be asked to complete a Health Declaration form and a Medication form if they are taken any medication. This form is put in a sealed envelope just in case of an emergency with that member of staff.



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A contract for employment outlining the main particulars of employment will be sent to the new employee once an offer of employment has been accepted. A written statement setting out further details of the main terms and conditions of their employment will be sent to the new employee within two months of employment. The written statement will include:

- manager's name
- employer's name
- date when employment (and the period of continuous employment) began
- pay and the intervals at which you will be paid
- hours of work
- holiday entitlement
- entitlement to sick leave, including any entitlement to sick pay
- pensions and pension schemes
- employer's entitlement to notice of termination
- job title or a brief job description
- where it is not permanent, the period for which your employment is expected to continue or, if it is for a fixed term, the date when it will end
- work location address

Employees will be expected to declare all convictions and/or cautions; as well as court orders which may disqualify them from working with children it affects their suitability to do so. The contract will specify that employees will notify Nippertime Preschool if they are disqualified from working with children whilst employed by us. All new staff members / students / volunteers will follow our Employee Induction Checklist to raise awareness of operational issues, policies, and procedures.

10.3 Training and induction

All staff receive information about the safeguarding arrangements upon induction, the safeguarding statement, staff code of conduct, Safeguarding and Child Protection policy, the role and names of the DSL and the deputy which are clearly advertised on the staff notice board and, on the parents', notice board.

All staff will have access to Part 1 and Annex B of Keeping Children Safe in Education (KCSIE), 2024, and will sign to say they have read and understood 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, via emails, e-bulletins, and staff meetings, as required, but at least annually.

Nippertime Preschool will advise all staff that they must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to



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impair that staff member's ability to look after children properly. No medication is kept onsite.

Nippertime Preschool 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 the Manager have regular Safeguarding and Child Protection awareness training every 2 years or updates by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse, neglect and exploitation.

All staff will be provided with a copy of our setting's behaviour policy, which is available on our website [Behaviour policy](#).

All staff will be made aware of the expectations relating to the use of mobile technology within the setting, including mobile phones and cameras. 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 staff behaviour policy, online safety policy, cameras, IPAD'S, mobile phones and smart watches policy.

10.4 Training and Induction

- the names of the DSL/DDSL for safeguarding and child protection are clearly advertised on the staff notice board and, on the parents' notice board 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 A of Keeping Children Safe in Education and will sign to say they have read and receive training to ensure they understand it.
- all staff receive Safeguarding and Child Protection training induction in line with advice from Surrey Safeguarding Children Partnership which is regularly updated.
- all staff receive information about the safeguarding arrangements upon induction, including the safeguarding statement, staff code of conduct, Safeguarding and Child Protection policy, the role, and names of the DSL/DDSL.
- Nippertime will advise all staff that they must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
- if a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. No medication is kept on the premises.
- Nippertime 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.



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- all employed staff have regular safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse, neglect and exploitation.
- all staff will be provided with a copy of our behaviour policy and physical intervention policy.
- staff will be made aware of the expectations relating to the use of mobile technology within the setting, including mobile phones, cameras, and wearable technology.
- staff will be made aware of the professional risks associated with the use of social media and electronic communication.
- staff will adhere to relevant policies.

10.5 Staff support and Supervision:

Nippertime 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.

Nippertime has regular supervision in place for all staff members who have contact with children and families, in line with Early Years Foundation Stage, (EYFS), 2024, *effective supervision provides support, coaching and training for the practitioner and promotes the interests of children*.

Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being, including safeguarding and child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

11 Roles and Responsibilities

11.1 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”.
- maintain a “zero-tolerance” approach to sexual violence and sexual harassment.
- read and understand Part 1 of statutory guidance KCSIE, 2024. Those working directly with children will also read Annex A.
- 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 code of conduct; safeguarding response to children who go missing from education; and the role of the DSL.

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- know who and how to contact the DSL/DDSL.
- be 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 can identify cases of children who may need 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, neglect and exploitation
 - requiring mental health support.
 - may benefit from Early help.
 - be prepared to identify children who may benefit from Early Help
 - be aware of the local Early Help process and their role in it.
 - where there is a radicalisation concern.
 - where a crime may have been committed.
 - attend training to be aware of and alert to the signs of abuse, neglect and exploitation, so they can 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.
 - 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 contactor.



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- report low-level concerns, as defined in KCSIE, 2024, about any member of staff/supply staff/volunteer or contractor to in line with Surrey LADO guidance and Ofsted guidance.
- The LADO must be contacted on **0300 123 1650, option 3**.
- notify the DSL/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.

11.2 Early Help

Early help strengthens the role of education and childcare settings in supporting children and keeping them safe, including information on a child's right to education and risk factors for practitioners to consider when identifying children and families who may benefit from early help. The approach to working with families has been strengthened throughout the guidance, outlining the role of family networks, including stronger guidance on the use of family group conferences to improve family network engagement in decision making and supporting children whilst considering family needs in the context of Early Help.

- how the needs of different family members impact each other.
- including needs relating to education, mental and physical health, financial stability, housing, substance use and crime.
- specific needs should be considered such as disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LGBTQ.
- Early Help services may focus on improving family functioning, developing the family's capacity to establish positive routines and solve problems.
- where family networks are supporting the child and parents/carers, services may take an approach that enables family group decision making, such as family group conferences.
- safeguarding professionals should work closely with education and childcare settings to share information, identify, and understand risk of harm, and ensure children and families receive timely support.

12 The 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, committing to support every child to grow up in a safe, stable, and loving home, by working alongside other agencies.
- Nippertime understands the importance of an effective partnership with parents/carers, Partnership with parents.
- Nippertime understands the importance of clear communication with parents/carers.



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- Nippertime empowers parents/carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources.
- Nippertime involves parents/carers in the services that may affect them.
- Nippertime has an effective Safeguarding and Child Protection policy, staff Code of Conduct and a Behaviour Policy to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Nippertime 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.
- staff have appropriate knowledge of KCSIE, 2024, part 5.
- all children are supported to report concerns about harmful sexual behaviour freely. Those 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 guide. 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.
- staff are aware of the identity and roles of the DSL/DDSL.
- staff are provided with the setting's Safeguarding and Child Protection policy, Code of Conduct, and Behaviour policy.
- policies are consistent with SSCP and statutory requirements, are reviewed annually and updated if needed.
- policies are consistent with SSCP and statutory requirements, are updated when new information is received.
- Nippertime has procedures for dealing with allegations of abuse against staff including the manager, volunteers and 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, 2024.
- 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 responsibility for Child Protection and Safeguarding and that the role is explicit in the role holder's job description.



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- on the appointment, the DSL/DDSL undertake DSL 'New to Role' with 'Refresher' training every two years and working together to safeguard children.
- 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 child protection and safeguarding 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).
- Nippertime 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.
- The DSL, manager and owner will regularly review the effectiveness of filtering and monitoring systems 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 child protection and safeguarding files are maintained as set out in KCSIE, 2024, Annex C.
- enhanced DBS checks are used to vet staff
- any weaknesses in safeguarding are remedied immediately.

13 The Designated Safeguarding Lead (DSL):

The EYFS, 2024 states; 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'. The manager has appointed Michelle Russell as the DSL for Nippertime.

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, through emails or face to face meetings.

13.1 Manage referrals:

The DSL is expected to refer cases:

- of suspected abuse, neglect and exploitation 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.



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- 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)

13.2 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 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.

13.3 Raise awareness:

- ensure each member of staff has access to and understands the Safeguarding and Child Protection 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.

13.4 Training, knowledge, and skills

- undergo training to provide them with knowledge and skills required to carry out the role, refreshed 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.

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- 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.
- can 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, DSL/DDSL's must keep their knowledge and skills up to date, 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.

13.5 Providing support to staff

Support and advise staff and help them feel confident in welfare, safeguarding and child protection matters. This includes specifically:

- 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.

13.6 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.

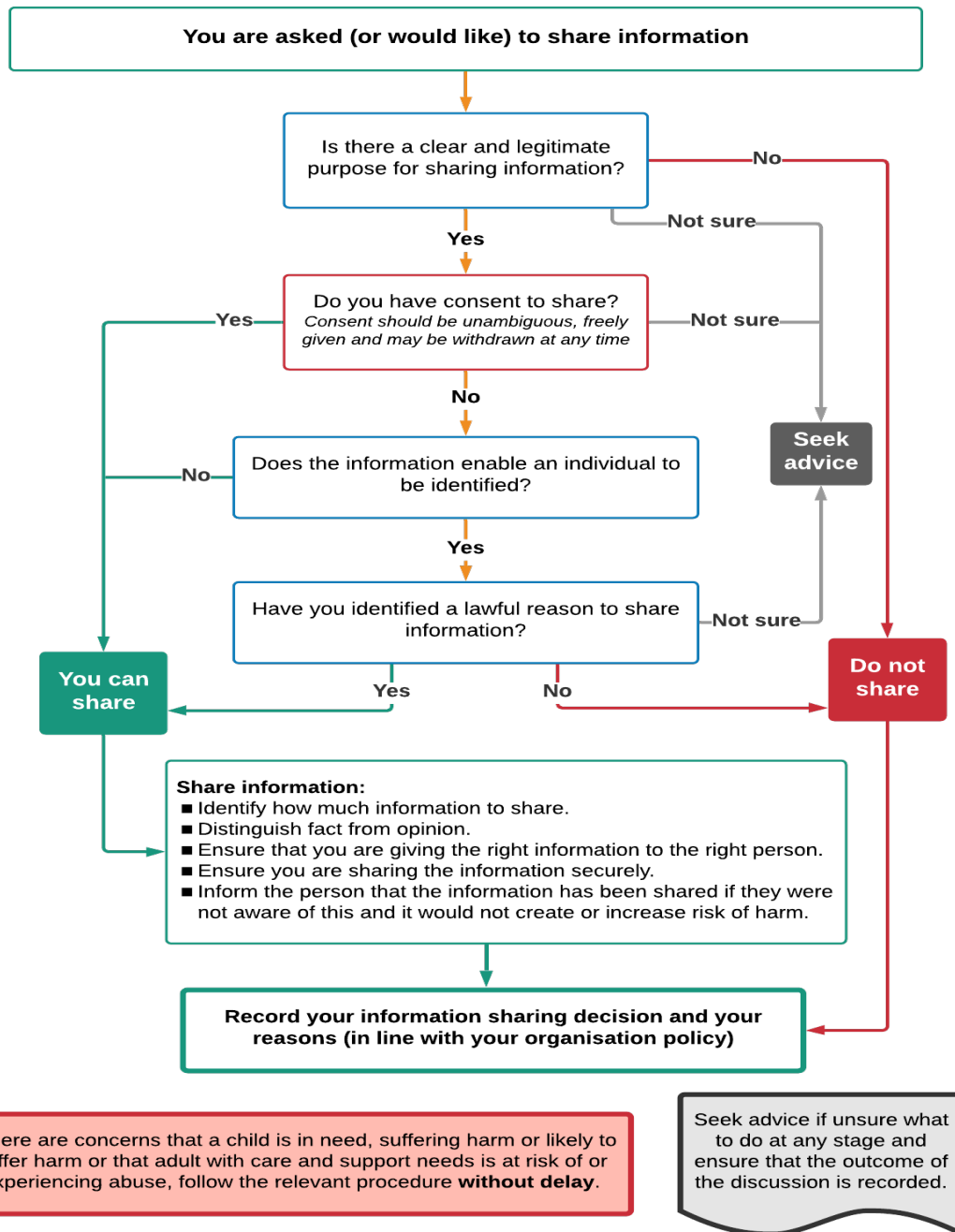
13.7 Holding and sharing information

- understand the importance of sharing information, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations, and practitioners.

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- 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.
- flowchart of when and how to share information.

14 Sharing information



15 Deputy Designated Safeguarding Lead/s (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 safeguarding and 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 the functions of the DSL.

16 Safeguarding and Child Protection procedures

Significant changes in children's behaviour.

- a decline in children's general well-being.
- unexplained bruising, marks or signs of possible abuse, neglect and exploitation.
- concerning comments from children.
- inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
- any reasons to suspect abuse, neglect and exploitation outside the setting, for example in the child's home or that a girl may have been subjected to or is at risk of female genital mutilation, (FGM).

At Nippertime if a member of staff suspects abuse, spots signs or indicators of abuse, neglect and exploitation, 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 e.g. 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 at Nippertime and will be covered in training to enable staff to understand their role and responsibility. It provides 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



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a disclosure of abuse made to them they must:

Make an initial recording on our 'disclosure form' of the information related to the concern as soon as possible.

- 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 to 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 DDSL.

17 Following a report of concerns the DSL must:

Use the SSCP (Effective Family Resilience) Levels of Needs document, to decide the relevant actions to be taken.

If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By phoning on **0300 470 9100** for advice if necessary, by sending a **Request for Support Form** by secure email to: **cspa@surreycc.gov.uk**.

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

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

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

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action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

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

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

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

17.1 What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. Members 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 Finding Solutions Together Process.

18 Record Keeping

At Nippertime 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 Nippertime we record any concerns about a child's welfare or safety on our 'disclosure form'. 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 protection folder, [General Data Protection Policy, \(GDPR\)](#).

19 Information sharing and managing the Child Protection folder

At Nippertime we ensure that the safeguarding and child protection policy is kept up to date. Information will be kept confidential and stored securely. Child Protection and Safeguarding concerns, and referrals will be kept in a separate Child Protection folder for each child.



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

Where children leave the setting, including in year transfers, the DSL will ensure their Child Protection folder 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 DSL's 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 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.

20 Confidentiality and Information Sharing

At Nippertime 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 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 to 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 on 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.

Nippertime's trained Data Protection Officer (DPO) is Fiona Napier. It is a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is a complaint with all matters relating to confidentiality and information sharing.

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

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Nippertime 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 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 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.

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. LADO contact details are **0300 123 1650, option 3.**

Nippertime 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.

21.1 Low level concerns

At Nippertime this is mentioned in our allegations against staff policy. 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:

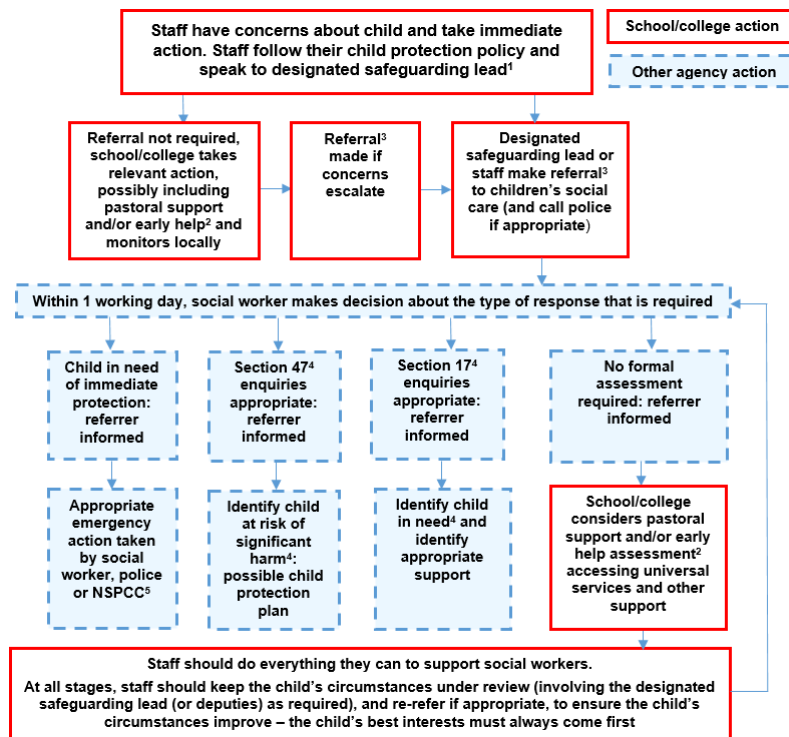
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to LADO.

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

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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 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, [Allegations against a member of staff](#).



22 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, Early Years Foundation Stage, (EYFS), 2024.

The Public Interest Disclosure Act 1998, known as the Whistle blowing Act, is there to protect the public interest and safeguard children and adults at Nippertime. Employees may, in properly carrying out their duties, have access to, or encounter information of a confidential nature. Their terms and conditions provide that except in the proper performance of their duties, employees are forbidden from disclosing or making use of in any form whatsoever such confidential information. However, the law allows employees to make a 'protected disclosure' of certain information. To be 'protected' a disclosure must relate to a specific subject (listed below) and the disclosure must also be made in an appropriate way.



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If in the course of employment, an employee becomes aware of information which they reasonably believe tends to show one or more of the following, they must use the company's disclosure procedure set out below:

- that a criminal offence has been committed, is being committed or is likely to be committed.
- that a person has failed, is failing or is likely to fail to comply with any legal obligation to which he / she is subject.
- that a miscarriage of justice that has occurred, is occurring, or is likely to occur.
- that the health or safety of any individual has been, is being, or is likely to be, endangered.
- that the environment, has been, is being, or is likely to be, damaged.
- that information tending to show any of the above is being or is likely to be deliberately concealed.
- that there are concerns about a colleague's behaviour. The behaviour may not be child abuse, but they may not be following the code of conduct or could be pushing the boundaries beyond normal limits.

Disclosure Procedure

Information that an employee reasonably believes tends to show one or more of the above should promptly be disclosed to their manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to the Manager, the employee should speak to the Senior Team Leader. If it is inappropriate to make such a disclosure to the Manager and the Senior Team Leader, then the concern should be raised with Ofsted via their Whistle-blower Hotline.

Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. However, failure to follow this procedure may result in the disclosure of information losing its 'protected status'. Nippertime strongly supports measures which protect whistle-blowers from any form of victimisation ensuring concerns are dealt with effectively and efficiently and will do all they can to preserve the confidentiality of staff who raise such concerns. Staff who genuinely believe that people who work with are behaving in a way that seems wrong or have a serious concern about an aspect of service will be doing their duty and acting in the public interest by speaking out.

Ofsted dedicated Whistle-blower Hotline (0300 123 3155)

www.ofsted.gov.uk / email – whistleblowing@ofsted.gov.uk

post – WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

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

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is available from 08:00am to 20:00pm, Monday to Friday and the email is: help@nspcc.org.uk.

At Nippertime 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.

23 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, likely, 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 Nippertime 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 and 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



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without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

- 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 Nippertime.

We recognise that children can abuse other children and their peers, and this will be dealt with under our [Child and child abuse](#) policy and in line with KCSIE, 2024.

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 accept 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 skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

23.1 Responding

Children making any report of sexual violence or sexual harassment including “upskirting” ([The Voyeurism Offences Act 2019](#)) will be taken seriously, kept safe and be well supported. If a member of staff becomes aware of an incident, they will follow the Safeguarding and 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.

23.2 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 be considered.

- the victim, especially their protection and support.
- the alleged perpetrator, their support needs, and any discipline action.



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- 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

23.3 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.

23.4 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 victims, 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



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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.

23.5 Options:

- manage internally
- early Help intervention
- request for support to the C-SPA
- report to the Police (in parallel with a request for support to the C-SPA)

All concerns, discussions, decisions, and reasons for decision will be recorded in written format initially.

23.6 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 considering their behaviour policy, which may include consideration of permanent exclusion.

Where the perpetrator is going to remain at the setting, the manager should continue keeping the victim and perpetrator in separate rooms and continue to consider the

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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.
- Nippertime will take disciplinary action against the alleged perpetrator in accordance with the setting behaviour policy.
- Nippertime recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- Nippertime will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- Nippertime 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.

23.7 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.

24 Mental Health

At Nippertime 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, which is available on our website [Mental Health](#).

25 Safeguarding Children with Additional Needs and Disabilities

At Nippertime 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.



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Any reports of abuse will require close liaison with the DSL and the SENCO, Sam Gibbins. Nippertime will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, [Inclusion policy including children with additional needs \(SEND\)](#).

26 Anti-Bullying/Cyberbullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. At Nippertime Preschool we are committed to providing an environment for children where they feel safe, welcoming, and free from bullying, [Anti-bullying](#).

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 Safeguarding and Child Protection procedures.

27 Online Safety

At Nippertime we have an online safety policy which explains how we keep children safe in our setting and how we respond to online safety incidents, [Online safety](#).

At Nippertime 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. Nippertime has appropriate policies in place which address the use of mobile and smart watches and cameras and are shared and understood by all members of the community.

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 Nippertime we will follow the guidance around [harmful online challenges and online hoaxes](#) when supporting children and sharing information with parents/carers.



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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. Our online safety coordinator is Sam Gibbins. We ensure that appropriate filtering and monitoring systems are in place and checked on a regular basis and updated when new information is received.

28 Prevent

28.1 Radicalisation, Extremism and Terrorism

The Prevent Duty for England and Wales (2023) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism. *'The 2015 Counter Terrorism and Security Act places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty).'*

28.2 Changes Ideological causes of terrorism

The first objective of Prevent has been changed to "*tackle the ideological causes of terrorism*". The ideological component of terrorism is what sets it apart from other acts of serious violence. The guidance recommends education settings consider ideology when delivering all aspects of Prevent. The guidance introduces a new theme - '*Reducing Permissive Environments*' to tackle the ideological causes of terrorism. For schools and early years, this includes the existing considerations of building resilience through the curriculum and effective policies to reduce exposure to radicalising influences.

The risk and threat landscape has been updated in line with the Counter terrorism strategy (CONTEST), 2023. The risk and threat picture are broader than that of 2015, but the threat from Islamist terrorism remains the primary concern. It is recommended that settings consider whether their risk assessments accurately reflect and account for local risk and threat and are proportionate based on setting size and provision.

Staff at Nippertime are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and receive training to help identify early signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity, and culture. The setting promotes and embeds the fundamental British values in the setting through activities and within policies, [British Values](#).

The manager and the DSL will assess the level of risk within the setting and put actions in place to reduce that risk.

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 using the Prevent referral form.



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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.

Claire McDonald - Prevent Supervisor - Surrey Counter Terrorism Policing South East - claire.mcdonald@sussex.pnn.police.uk or Mobile: 07795 043842

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

[Prevent duty guidance: for England and Wales \(accessible\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/prevent-duty-guidance-for-england-and-wales)

[GOV.UK Prevent duty training.](https://www.gov.uk/guidance/prevent-duty-training)

29 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 2021 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.

30 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.



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31 Child Sexual Exploitation (CSE) / 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.

31.1 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. Consequently, 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 towards potential indicators of risk.

31.2 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,



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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.

32 Serious Violence

There are several 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.

33 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.

34 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.



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The duty applies to all people in Nippertime who are employed or engaged to carry out 'teaching work', whether 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.

All staff at Nippertime have completed online training, making them aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Safeguarding and 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.

[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

35 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.

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 to accept the arrangement remains with the prospective spouses.

Following Forced marriage guidance staff should never attempt to intervene directly or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151



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Nippertime recognises 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.

36 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; 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.

37 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.

Nippertime 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 person involved in making a private fostering arrangement must notify Children's Social Care immediately. However, when 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.



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38 Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse, neglect or exploitation. Nippertime 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 Designated Teacher is Fiona Napier, and she has had the appropriate level of training to equip them with the knowledge and skills to undertake their role.

The Designated Teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of Surrey County Council's Head of Virtual School.

The Designated Teacher will work with Surrey's Head of virtual School to both looked after children and previously looked after children.

39 Restrictive 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 always 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 understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding and 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, [Physical Intervention](#).

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.

40 Appendix one: Indicators of abuse, neglect and exploitation

The following definitions are taken from Keeping Children Safe in Education, (KCSIE), 2024. In addition to these definitions, children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document.



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Abuse: a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

40.1 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.

40.2 Emotional abuse

The persistent emotional maltreatment of a child causes 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.

40.3 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 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.



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40.4 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 because of maternal substance abuse.

At Nippertime we have 2 trained members of staff Sam Gibbins and Fiona Napier who are 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. The Neglect Risk Assessment Tool is used to support with the initial identification of neglect.

- Child sexual exploitation
- Child trafficking
- Criminal exploitation and gangs
- Domestic abuse
- Emotional abuse
- Grooming
- Neglect
- Non-recent abuse
- Online abuse
- Physical abuse
- Sexual abuse

41 Additional Resources

- Surrey County Council Education Safeguarding Team webpages
- Surrey Safeguarding Children Partnership webpages
- Graded Care Profile 2
- Surrey Early Years Support Services
- NSPCC webpages
- Childline webpages
- CEOP ThinkuKnow webpages
- Anti Bullying Alliance webpages
- Childnet International
- Safer Internet Centre webpages
- Contextual Safeguarding Network webpages
- Lucy Faithfull Foundation webpages