

## CHILD PROTECTION POLICY AND PROCEDURES

In the Department of Education (DfE) document [Working Together to Safeguard Children \(2018\)](#), safeguarding and promoting the welfare of children is defined as:

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

### **In line with this, our Aims are:**

- ❖ to create an environment in our Nursery in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to
- ❖ to ensure staff understand the different types of child abuse
- ❖ to raise awareness of staff regarding the signs of abuse
- ❖ to raise awareness of the roles and responsibilities of staff regarding the child protection procedures
- ❖ To make clear procedures to be followed in the event of a suspicion of abuse.

This will be achieved by the following methods:-

### **Training**

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible abuse, neglect, emotional abuse and sexual abuse (see also Appendix 1 'Types of child abuse') and know who to refer their concerns to. We also seek to provide case studies to discuss lessons learned.

The DSL and DDSL will undergo a refresher course every 2 years. Other practitioners will undergo a WTSC SCC course via Olive every 3 years.

### **Role of DSL**

The Deputy Head Teacher is the designated person for Child Protection, also known as the DSL (Designated Safeguarding Lead). The Deputy Designated member of staff is the Nursery Head Teacher.

Annex B "keeping Children Safe in Education" states the DSL must:

- ❖ Understand the assessment procedure for providing Early Years' Help and Intervention
- ❖ Understand how the LA conducts CP case conferences, reviews and attend and contribute effectively when required.
- ❖ Ensure staff, volunteers, governors and parents have access to and understand child protection policies and procedure, especially new and part-time staff.
- ❖ Be alert to specific needs of children in need and SEN.

- ❖ Keep accurate, detailed, secure records of concerns and referrals and review relevant paperwork periodically when appropriate.
- ❖ Ensure parents are aware that referrals about suspected abuse or neglect may be made.

### **Responsibilities of the DSL**

To ensure that:

- ❖ The setting meets with EYFS safeguarding and welfare requirements with regard to safeguarding children
- ❖ Policies are up to date and in line with Surrey Safeguarding Children's partnership (SSCP) guidance and procedures
- ❖ Liaise with the Chair of the Management Committee when necessary
- ❖ All staff are aware of and follow the setting procedures for reporting concerns with regard to child protection
- ❖ All staff are aware of and follow the process for referring any concerns about the conduct of members of staff
- ❖ The setting complies with the General Data Protection Regulations (GDPR) and is registered with the Information Commissioner's Office (ICO).
- ❖ The setting fully complies with the LA and Disclosure and Barring Service (DBS) for managing allegations against staff
- ❖ All staff have received Safeguarding Awareness training regularly updated, and DSL a course attended every two years

### **Roles of Staff**

All those who come into contact with children and families in their work in the Nursery, including practitioners who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children.

Staff must refer concerns about a child to DSL/DDSL. All staff have a responsibility to comply with the procedures laid out at <https://www.surryscb.org.uk>

Staff may be approached by social services and asked to provide information about a child or family or to be involved in an assessment. This may happen regardless of who made the referral to social services

Staff may be asked to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to ongoing therapeutic work with a child and a review of that work.

Staff are in regular contact with the children and are accustomed to monitoring and observing behaviour and are aware what is "normal" for a particular child. Staff understand the importance of being vigilant and aware of any changes. The Practitioners need to notice the verbal and non-verbal signs that a child may be distressed. We aim to notice behavioural changes, failure to develop as expected, signs of neglect, physical, emotional and sexual abuse (see Appendix 1 'Types of Child Abuse' and Safeguarding Factors of concern)

Whilst they may not seek information from a pupil, the pupil may wish to confide in a staff member about having suffered some kind of abuse verbally or non-verbally. In such situations refer to the guidelines in Appendix 2 'Handling Disclosures'.

### **Liaison with other bodies**

The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the Nursery and the Social Services department to work well together (see Appendix 4 'Names, addresses and phone numbers').

### **Procedure**

Staff will respond appropriately to suspicions of abuse.

Changes in children's behaviour/appearance and general well-being will be investigated

### **Supporting families**

At St Paul's Nursery, we adhere to Surrey County Council's "Effective Family Resilience" approach, focusing on the duties laid out in The Children's Act 1989, to work in true partnership with families, wherever possible, and provide them with help and support so that the children can remain living safely with in their homes.

The Nursery will take every step in its power to build up trusting and supportive relationships between families and workers and volunteers in the group.

Where abuse at home is suspected, the Nursery will continue to welcome the child and family while investigations proceed.

The care and safety of the child must always be paramount; the Nursery will do all in its power to support and work with the child's family.

### **Working with parents and carers**

In general, and where possible, we try to discuss concerns with parents **unless to do so could put a child at risk of significant harm.**

It is generally advisable NOT to contact parents where a discussion would impede a police investigation or social work enquiry (e.g. Loss of evidence, child being silenced), sexual or organised abuse is suspected, or fabrication of an illness is suspected.

<https://www.surreycc.gov.uk/people-and-community/family-information-service>

At St Pauls' Nursery we follow **Surrey's Effective Family Resilience model:**

Staff must refer to the Surrey Effective Support Windscreen and flowchart for levels of need.

Level 1 – universal

Level 2 – Early Help

Level 3 – Targeted Help

#### Level 4 - Specialist

All requests for support and contacts will be through **C-SPA (Surrey Children's Single Point of Access)** 01372 83330.

Please refer to Surrey Effective Family Resilience Model.

**Surrey Children's SPA 0300 470 9100 - Option 3 (out of hours 01483 517898) Single Point of Access.**

**Option 1** to make a referral/request for support (level 3/4)

Request for Support form available;

<https://www.surreyscb.org.uk/resources-category/sscbmultiagencyforms/>

Email [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)  
[adultascmarsh@surreycc.gov.uk](mailto:adultascmarsh@surreycc.gov.uk)

Request for Support needs parental consent will be filled out with the family input to support the family network.

If permission is not given, this may escalate the need for action to level 4 if the child is deemed to be in significant danger.

Level 4 will be sent to the Quadrant Assessment Teams where the Duty Manager will assess and record whether the needs of a child require assessment under s.17 Children's act 1989 or if a strategy meeting is required to determine s. 47.

**Surrey police: 101 or 999 in emergency**

**Option 2 Child protection consultation line** (Monday to Friday 9.00-5pm) Use for advice if not sure whether criteria met for formal request for support/referrals at level 3/4.

Parental permission is not necessary for consultation line.

Building relationships with families through strength-based conversations, promoting the upbringing of children within their families wherever possible and forming partnerships to promote the welfare of children and protect them from significant harm are all principles embedded in our setting.

The **Early Help Hub** will offer information and advice, using the **Family Information Service (FIS)** and **Family Support Programme (FSP)**. <https://www.surreycc.gov.uk/.../earlyhelp>

All such suspicions will be kept logged and confidential, shared only with those who need to know. The people most commonly involved will be the member of staff, the DSL and Head Teacher.

If a member of staff suspects a pupil may be at risk or hears a disclosure from a pupil the DSL must be informed. The member of staff will then be asked to complete a record that is specific and confidential to provide an accurate account of any discussions or observations regarding the pupil concerned. This record will be quite separate from the usual ongoing records of the child's progress and development. The records will include, in addition to the name, address and age of the child, times and dated observations, describing objectively the child's behaviour/appearance, without comments or

interpretation; where possible, the exact words spoken by the child; the date, name and signature of the recorder. Any records are then passed on to the DSL/Head teacher.

When the DSL has been informed of a case of suspected abuse or of a child who may be at risk of abuse, and shares these concerns, they must discuss this with the Chair of the Management Committee and consider which agency to make a referral to. If the child is considered to be in need, the referral will be made to Social Services through the Children's SPA (Single Point of Access) on 0300 470 9100

*(See Appendix 3 'Flow Chart 1*

### **Preventing abuse by means of good practice at the Nursery**

#### **Safer recruitment**

It will be made clear to applicants for posts within the Nursery that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for work within the Nursery, will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of applicants with unexplained gaps in the employment history, or who have moved rapidly from one job to another, explanation will be sought.

At St Paul's, we adhere to the Department of Education's and Ofsted guidance, stating Early Years' providers must check an individual's identity and right to work in the UK; seek additional criminal record checks for anyone who has lived and worked abroad

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the Nursery is confident that the applicant can be safely entrusted with children.

On appointment an application will be made for an Enhanced \* DBS disclosure and registered with the update service. Until this has been successfully obtained, the newly appointed practitioner will not be left unsupervised with children. This will be revisited termly to make sure circumstances of the practitioner have not changed. (see also Student Placement Policy)

Adults will not be left alone for long periods with individual children or small groups. An adult who needs to take a child aside for example, extra learning or behavioural support will apply an open-door policy for transparency purposes.

Only registered staff, DBS checked, will take children to the toilet, if physical help is required it shall be recorded in the **Nappy Changing Log**.

Children will be encouraged to develop a sense of autonomy and independence through adult support and activities to develop a sense of appropriacy and to help find names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary and strategies to resist inappropriate approaches.

The layout of the setting will permit constant supervision of all children, always within sight or hearing.

## Supervision

“Supervision is a process by which one worker is given responsibility by the organisation to work with another worker in order to meet certain organisational, professional and other personal objectives which together promote the best outcomes for service users”

(Morrison 2005, adapted from Harris 1987, Richard and Payne 1990 and Butterworth and Faugier 1994)

At St Paul's Nursery, we adhere to the Core Principles of Supervision, carried out by the Head Teacher:

- Opportunity to reflect on work and decision making and acknowledge the emotional impact this may have.
- Access to appropriate advice and support to deal with child protection issues
- Have the opportunity to discuss children causing them concern.
- Focus on the inter-agency aspects of safeguarding children at work.
- To develop skills, identify training needs and ensure high standards of service delivery.

Staff are also bound to sign our Supervision document (see appendix 7) for disqualification by association questions. Staff are aware that it is our duty to inform the setting/LADO if these cannot be answered accordingly.

## **Allegations made in relation to staff members**

Any member of staff hearing an allegation of abuse against another member of staff, volunteer or any adult involved in the work of the school must inform the DSL/Head Teacher, who then must inform **LADO on 0300 200 1006** Select option 4 then option 3. 0300 123 1650 or [LADO@surrey.gov.uk](mailto:LADO@surrey.gov.uk)

If an allegation is made against an adult who has

- behaved in a way that has harmed or may have harmed a child,
- possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children,

Staff must report the concerns to the Head Teacher, or the Head of Committee or DSL if the Head teacher is suspected, or absent. If they are not available report to LADO.

If the allegation is deemed to be an immediate threat, police should be involved immediately.

Once the allegation is received, the Head or Chair will contact LADO on 0300 123 1650 option 3 /[LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) immediately

Parents should be informed unless there is a good reason not to.

The Head Teacher must refer to the Chair of the Management Committee and still refer the matter to Social Services. It must also be reported to OFSTED within 24 hours by phone (using given reference number) and within 14 days in writing.

All allegations will be recorded using a Summary Form (Appendix 5). This will include nature of allegation, follow up and outcomes, as well as Employee's comments. This will then be kept in their Personnel File.

### **Professional Escalation**

If our setting feels that decisions made by another agency are not in the best interests of the child or family, or there is a delay in outcomes,

[APPENDIX 1 'Types of child Abuse'](#)

[APPENDIX 2 'Handling Disclosures'](#)

[APPENDIX 3 'Flow Chart 1 – Referral' -](#)

[APPENDIX 4 'Names, Addresses, Phone Numbers'](#)

[APPENDIX 5 'Summary of Child Protection Allegation/Concern Form'](#)

[APPENDIX 6 'Confidential Incident Record'](#)

[APPENDIX 7 'Supervision'](#)

[Request for Support Form](#)

[Brook traffic light tool](#)

[Neglect risk assessment tool](#)

[Working together 2018](#)

[Keeping children safe in education 2019](#)

[What to do if you're worried a child is being abused.](#)

[Statutory framework for EYFS 2017](#)

[Accidents and Incidents -Ofsted Requirements – reporting an accident or incident](#)

[LADO referral form](#)

[Interagency escalation procedure](#)

[Escalation \*template\*](#)

### **Appendix 1**

#### **Types of Child Abuse**

Taken from 'What to do if you're Worried A Child is Being Abused' Dept of Health, Home Office and DfES 2003, in accordance with Keeping Children Safe in Education 2019 (KCSIE)

#### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing ill health to a child.

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, such as in cases of Domestic abuse, (particularly Drugs, Alcohol, Mental Health) or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### **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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

### **Sexual Abuse & Exploitation**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, including online abuse and "upskirting", peer on peer abuse and sexual harassment. Exploitation of children, including trafficking and grooming for sexual purpose., Radicalisation, Child criminal exploitation (CCE), Peer abuse and sexual harassment, online abuse including upskirting in accordance with (KCSIE) keeping children safe in Ed 2019.

(PMODE – Pupils Missing Out on Education)

### **Domestic Abuse**

Represents ¼ of all violent crime.

It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability.

Domestic abuse can also involve other types of abuse:

Slapping, punching, kicking, sleep deprivation, social isolation, constant criticisms, threats, manipulation and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have serious impact on their behaviour, wellbeing and understanding of healthy positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to signs and symptoms of a child suffering or witnessing Domestic Abuse.



Appendix – CSE Screening Tool – child exploitation SCC2016

SSCB Neglect Risk Assessment tool

Brook's Traffic Light Tool

### **Addition to Appendix 1 (2019)**

#### **Factors of Concern**

#### **Safeguarding Priority to**

- Female Genital Mutilation (FGM)
- Honour Based Violence (HBV)
- Forced Marriage (FM)
- “Prevent” including radicalisation
- Grooming and sexual exploitation (including online)
- Child trafficking
- Parent/child misusing alcohol or drugs
- Domestic abuse
- Parents with learning difficulties or Mental Health
- Children with disabilities
- Teenage pregnancy/parenthood
- Highly mobile families
- Pupils Missing out on education (PMOOE)

### **Appendix 2**

#### **Handling Disclosures**

Children may disclose abuse in a variety of ways, including:

Directly – making specific verbal statements about what has happened to them.

Indirectly – making ambiguous verbal statements which suggest something is wrong.

Behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)

Non-verbally – drawing pictures or trying to communicate in other ways.

Although you may not seek information a pupil may wish to confide in you about having suffered some kind of abuse. In such situations the following guidelines taken from KIDSCAPE should be helpful:

#### **Do**

- Find somewhere quiet to talk as soon as possible
- Stay calm and reassuring
- Listen carefully and actively
- Record the conversation in the child's words and note the time
- Sign and date the record you make

- Take it seriously
- Reassure they are right to tell
- Explain what will happen next
- Inform the DSL

### **Don't**

- Ask leading questions, (try.... "what happened next?" "tell me.....")
- Make promises you cannot keep
- Be judgemental
- Speculate or accuse anyone

The 7 R's – Receive, reassure, Respond, Report, Record, Remember, and Review

### **Appendix 7**

#### **SUPERVISION**

Here are the disqualification by association questions

1. Have you been involved with the Police such as interviewed, questioned, subject to a court order, bound-over, received a reprimand, warning, cautioned or convicted before or during your employment at this setting?
2. Do you have parental responsibility for a child who is being assessed or who has been placed on a Child Protection Plan under Section 47 of the Children Act 1989?
3. Do you have a medical condition that could affect your ability to work with Children.
4. Are you taking any medication or any other substances on a regular basis?

St. Paul's Church, St. Paul's Road West  
Dorking, Surrey, RH4 2HT  
Telephone: 01306 743378  
Email: info@stpaulsnursery.org.uk

St. Paul's Church Nursery School



**This policy was adopted at a meeting of St. Paul's Church Nursery School Committee and is reviewed on a three-year cycle in line with the School Development Plan.**

Signed on behalf of the Management Committee \_\_\_\_\_

Signed on behalf of the Nursery: \_\_\_\_\_ Date \_\_\_\_\_

Signed on behalf of the Management Committee \_\_\_\_\_

Signed on behalf of the Nursery: \_\_\_\_\_ Date \_\_\_\_\_

Review Date \_\_\_\_\_