**CHILD PROTECTION AND SAFEGUARDING POLICY**

**FOR**

**FRIMLEY GREEN PRE-SCHOOL**

As part of our review process, we strongly recommend that those who are working with our children have a say in the development of this policy and that this can be evidenced.

Supervisor: Deborah Franklin

Committee chairperson: Kirsty Barrett

Designated Safeguarding Lead (DSL): Karen Johnstone

Deputy Designated Safeguarding Lead (DDSL): Deborah Franklin & Paula Kelley

Status & Review Cycle: All policies updated as required and reviewed annually

Next Review Date: October 2025

**Safeguarding Statement**

“Safeguarding is Everyone’s Business”

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

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

The purpose of this policy is to provide staff, the Supervisor and Committee with the framework they need to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

# Key personnel

**Designated Safeguarding Lead (DSL)** **is:** Karen Johnstone

Contact details: 01276 406994

[dsl@frimleygreenpreschool.org.uk](mailto:dsl@frimleygreenpreschool.org.uk)

**Deputy DSL(s) are:** Deborah Franklin and Paula Kelley

Contact details: 01276 406994

**Supervisor**: Deborah Franklin

**Committee Chair**: Kirsty Barrett

Contact details: 01276 406994

# Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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

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

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

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

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

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

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

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

**LADO** refers to Local Authority Designated Officer.**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 for Ofsted-registered Provision, September 2024
* The Human Rights Act 1998
* The Equality Act 2010

Guidance and documents referred to in this policy:

* [Surrey Safeguarding Children Partnership protocols, guidance and procedures](https://www.surreyscp.org.uk/)
* [Working Together to Safeguard Children 2023](https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)
* [[Keeping Children Safe in Education 2024](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)

* [Disqualification under the Childcare Act 2006 (updated 2019)](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006)
* [FGM Act 2003 Mandatory Reporting Guidance 2015 (updated January 2020)](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)
* [‘What to do if you are worried a child is being abused’ 2015](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
* [Teachers' standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)
* [Information sharing: advice for practitioners providing safeguarding services](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)
* [The Equality Act 2010](https://www.gov.uk/guidance/equality-act-2010-guidance)
* [Early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

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

This policy applies to all members of staff, the Supervisor and Committee of the setting.

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

The Supervisor of the setting and DSL will review this policy at least annually and share it with the Chairperson. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation.

Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request. It is also available on our website.

# Equalities Statement

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 Frimley Green Pre-School’s equal opportunities policy. These are available on our website. [Promoting Inclusion, Equality and Valuing Diversity Policy](https://www.fgps.co.uk/_files/ugd/a79a6e_02f55c1099c84831bd627e5558621cf8.docx?dn=Promoting%20Inclusion%5EJ%20Equality%20and%20Valuing%20Diversity%20Policy.docx) and [Equality Procedures](https://www.fgps.co.uk/_files/ugd/a79a6e_95113c653f4442b38cde367927787ae7.docx?dn=Equality%20Procedures.docx)

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

Frimley Green Pre-School 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.

# Principles, values and aims

The Early Years Foundation Stage (2024) states ‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’

Frimley Green Pre-School will demonstrate a commitment regarding Safeguarding and Child Protection to children, parents, and other partners. We will maintain an attitude of ‘it could happen here’, where the welfare of the child is paramount.

Frimley Green Pre-School will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes and policies operate in the best interests of the child.

Aims of these procedures are:

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

All children have a right to be protected from harm and abuse. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in Frimley Green Pre-School 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 Frimley Green Pre-School 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.

# Related Safeguarding Policies

This policy should be read in conjunction with:

* Acceptable Use Policy
* [Looked After Children Policy](https://www.fgps.co.uk/_files/ugd/a79a6e_e3fb565467a9461aac36b50ba6e28cec.docx?dn=Looked%20After%20Children%20Policy%20-%20Safeguard)
* Staff Conduct Policy
* [E-Safety Policy](https://www.fgps.co.uk/_files/ugd/a79a6e_e379e4f200684b11b66224279f8f3247.docx?dn=E-safety%202024.docx)
* All Health & Safety Policies
* Emergency Procedures
* Behaviour Management
* [Whistleblowing Policy](https://www.fgps.co.uk/_files/ugd/a79a6e_8cab7616dc3a4b5eaa5eee4ce9fa631f.docx?dn=Whistleblowing%20Policy%20-%20Safeguarding.doc)
* [Missing Child Procedure](https://www.fgps.co.uk/_files/ugd/a79a6e_1a7fcda3b1a74937a754c1de7616274d.docx?dn=Missing%20child%20procedure%20-%20safeguarding.d)
* [Uncollected Child/Late Collection Procedure](https://www.fgps.co.uk/_files/ugd/a79a6e_bf3c389d13a1436b91d9a6df5838bd88.docx?dn=Uncollected%20child%20or%20late%20collection%20pro)
* Low Level Concerns
* [Incapacitated Parent/Carer Procedure](https://www.fgps.co.uk/_files/ugd/a79a6e_4156635a89294a8092cb7ef1a95043c7.docx?dn=Incapacitated%20parent%20carer%20procedure%20-Sa)
* [Key Person Supervision](https://www.fgps.co.uk/_files/ugd/a79a6e_91f26bd08b724cb782c188084eb2e9e6.docx?dn=Key%20person%20supervision%20-%20Safeguarding.docx)

# Supporting children

We recognise that Frimley Green Pre-School 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 Frimley Green Pre-School 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.

Frimley Green Pre-School will support all children by:

• Treating each child as an individual so that they can learn, be resilient, capable, confident, and self-assured.

• Teaching children to be strong and independent through positive relationships.

• Establishing and maintaining an ethos where children feel safe and secure, and are encouraged to share their thoughts and feelings through conversation, storytelling, and role play.

• Ensuring that all children know there is an adult in Frimley Green Pre-School whom they can approach if they are worried.

• Reassuring children who report concerns that they are being taken seriously and that they will be supported and kept safe.

• Encouraging self-esteem and self-awareness through the Early Years Foundation Stage and through positive relationships within the community.

• Responding sympathetically to any requests for quiet time.

• Liaising and working in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

• Notifying Social Care immediately if there is a significant concern.

# Safer Recruitment

Frimley Green Pre-School will ensure that recruitment procedures are thorough and designed to safeguard children. We operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children. This includes verification of their identity, qualifications, references and a satisfactory DBS check in accordance with the EYFS requirements. We comply with the [Disqualification under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006) guidance August 2023.

The following measures will be taken regarding references:

* We will obtain at least one reference before employment is offered, ensuring that references are from credible and reliable sources.
* Open references, such as "To Whom It May Concern," will not be accepted.
* We will not rely on applicants to obtain their own references. Instead, the employer or training provider must submit them directly.
* References will be obtained from the applicant’s current or most recent employer, or from a recognized training provider or educational institution. The references must be completed by someone in a senior position with appropriate authority.
* References from family members or friends will not be accepted.
* If the applicant is not currently employed, we will verify their most recent relevant period of employment.
* A reference will be obtained from the applicant’s most recent employer where they worked with children, or, if they have never worked with children, from their current employer, training provider, or educational setting.
* We will ensure that all electronic references are sourced from a legitimate email address or platform and are verifiable.
* If a reference lacks sufficient detail or clarity, we will contact the referee to clarify the information provided.
* Any discrepancies between the application form and the reference will be discussed with the candidate to ensure consistency and transparency.
* The reason for leaving the applicant’s most recent post will be thoroughly explored and considered as part of the recruitment process.
* Any concerns raised during the reference process will be fully investigated and resolved before a job offer is confirmed.

Frimley Green Pre-School will obtain an enhanced DBS check for every person aged 16 and over, including for unsupervised volunteers and supervised volunteers who provide personal care, who:

• Work directly with children

• Work on the premises where childcare is provided (unless they do not work in the areas where childcare takes place or 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.

Frimley Green Pre-School ensures that there is at least one person on every recruitment interview panel who has completed safer recruitment training. If an individual is conducting interviews alone, they must have completed the safer recruitment training.

Frimley Green Pre-School will record information about staff qualifications, identity checks, and vetting processes in staff files. These records are regularly updated to ensure compliance with current guidelines.

Frimley Green Pre-School will make a referral to the Disclosure and Barring Service (DBS) and Ofsted if a member of staff is dismissed (or would have been dismissed had they not left the setting first) because they have harmed a child or put a child at risk of harm, in accordance with the [Safeguarding Vulnerable Groups Act 2006](https://www.legislation.gov.uk/ukpga/2006/47/contents)

**Training and Induction**

All staff receive information about the safeguarding arrangements upon induction, including the safeguarding statement, staff Conduct Policy, Child Protection policy, and the roles and names of the DSL and any Deputy DSL’s.

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

All staff will read and have relevant training to help them to understand Part 1 of the statutory guidance of [Keeping Children Safe in Education Act 2024](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf). Those working directly with children will also read Annex B. Staff will sign to say they have read and received training to ensure they understand it.

All staff receive Safeguarding and Child Protection training at induction, in line with advice from the [Surrey Safeguarding Child Partnership](https://surreyscp.org.uk/) which is regularly updated.

All staff are trained in and receive regular updates on online safety and reporting concerns via email, e-bulletins, and staff meetings, as required, but at least annually.

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

If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly. All medication on the premises are securely stored, and out of reach of children, at all times.

Frimley Green Pre-School will advise staff that they have a duty to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.

All staff and supervisor and committee members have regular safeguarding training, this is updated by the DSL as appropriate, to ensure they maintain their understanding of the signs and indicators of abuse and neglect.

All staff will be provided with a copy of our setting’s behaviour management policy

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

Staff Support and Supervision:

Frimley Green Pre-School will adhere to its legal responsibilities under the [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents), ensuring fair and equal treatment of all practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Frimley Green Pre-School have established a system of supervision for all staff members in contact with children and families, in line with the Early Years Foundation Stage (EYFS) 2024.

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

Supervision provides opportunities for staff to:

• Discuss any issues concerning children’s development or well-being, including Child Protection concerns.

* Identify solutions to address issues as they arise.
* Receive coaching to improve their personal effectiveness.

Roles and Responsibilities:

All staff have a key role in identifying concerns early and 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. Those working directly with children will also read Annex B
* In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL
* Know who and how to contact the DSL and DDSL, the Chair of Governors/Proprietor/ Management committee [or equivalent – amend as necessary], and the Governor/ Proprietor/ Management committee member responsible for safeguarding.
* Be aware of indicators of abuse and neglect understanding that children can be at understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
* Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
  + who may need a social worker and may be experiencing abuse or neglect?
  + requiring mental health support
  + may benefit from early help.
  + where there is a radicalisation concern
  + where a crime may have been committed
* Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection.
* Provide a safe environment in which children can learn.
* Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
* Have a duty of care to take appropriate action and work with other services as needed.
* Be prepared to identify children who may benefit from Early Help
* Be aware of the local Early Help process and their role in it.
* Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
* Be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
* Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
* Respond appropriately to mental health issues.
* Understand the setting’s Safeguarding and Child Protection policy and procedures
* Record concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a DDSL should be informed.
* Be prepared to refer directly to the Children’s Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
* Follow the allegations procedures, as set out in this policy and KCSIE 2024, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contactor.
* Report low-level concerns (as defined in KCSIE 2024) about any member of staff/supply staff/volunteer or contractor to [insert your agreed internal procedures for reporting low level concerns in line with [Surrey LADO guidance and Ofsted guidance]](https://surreyscb.procedures.org.uk/qkyqql/safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4560).
* Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
* Be aware that children may not feel ready or know how to someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

# The Supervisor and Committee

In addition to the roles and responsibilities of all staff, the Supervisor and Committee will ensure At least one member of the staff/committee has completed safer recruitment training.

* All Committee members receive appropriate safeguarding and child protection training (including online safety) training at induction.
* 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 2024 guidance.
* The setting has an effective Safeguarding and Child Protection Policy, a 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
* That the setting has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
* That the setting’s staff have appropriate knowledge of KCSIE. part 5.
* That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. Comprehensive records of all allegations are kept.
* Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
* Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers, and contractors.
* Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective.
* All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL’s.
* All staff are provided with the setting’s Child Protection policy and a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy.
* Policies are consistent with SSCP and statutory requirements, are reviewed annually (as a minimum) and updated as required..
* The setting has procedures for dealing with allegations of abuse against staff (including the Supervisor or Committee members), volunteers and against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
* Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or “low level concerns” as defined in KCSIE.
* All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
* The DSL who will take lead responsibility for Safeguarding and Child Protection and that the role is explicit in the role holder’s job description.
* That on appointment, the DSL and deputy DSL’s undertake Surrey County Council DSL New to Role training, with ‘Refresher’ training every two years.
* Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
* Children are taught about safeguarding (including online safety).
* The setting has appropriate filtering and monitoring systems in place for all devices owned and used.
* Staff have received training to ensure they understand their roles and responsibilities in keeping children safe online.
* Alongside the setting, the supervisor and committee will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online.
* The DSL & Supervisor will do all they reasonably can to limit children’s exposure to risks through the setting’s IT system.
* Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
* Ensure that safeguarding and child protection files are maintained as set out in KCSIE Annex C.
* Enhanced DBS checks (without barred list checks unless the trustee is also a volunteer, are in place for all trustees).
* Any weaknesses in safeguarding are remedied immediately.

**The Designated Safeguarding Lead (DSL)**

The EYFS states; ‘a practitioner must be designated to take lead responsibility for safeguarding children in every setting’.

The Supervisor and Committee have appointed Karen Johnstone, Deputy Supervisor, as the DSL for our setting; they are appropriately qualified and experienced to enable them to fulfil this role.

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

**Lead Responsibility:**

• Hold the lead responsibility for Safeguarding and Child Protection (including online safety).

• Be available for staff to discuss any safeguarding concerns.

• Ensure a Deputy DSL is in place to act in their absence.

• In the rare event that both the DSL and Deputy DSL are absent, they will be contactable by telephone or staff can call the C-SPA helpline at 0300 470 9100. For urgent concerns outside of office hours, staff can call the emergency duty team at 01483 517898.

**Manage Referrals:**

The DSL is expected to refer cases:

• Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.

• To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.

• Report concerns that a child may be at risk of radicalisation or involvement in terrorism, using the [Prevent Referral Form](https://surreyscp.org.uk/documents/prevent-referral-form/). If the matter is urgent, contact the Police by dialing 999. In cases where further advice is required, dial 101 or contact - **Claire McDonald** - **Prevent Supervisor  - Surrey**  **Counter Terrorism Policing South East** - [claire.mcdonald@sussex.pnn.police.uk](mailto:claire.mcdonald@sussex.pnn.police.uk) or Mobile: 07795 043842 or **Helene Morris - Dfe Regional Prevent Co-ordinator for South East** - **Counter- Extremism. Department for Education Prevent Coordinator for South-East** - [Prevent.SouthEast@service.education.gov.uk](mailto:Prevent.SouthEast@service.education.gov.uk)

• To the Disclosure and Barring Service (where a person is dismissed/left due to risk/harm to a child).

• To the Police (where a crime may have been committed).

**Work with Others:**

• Act as a source of support, advice, and expertise for all staff.

• Act as a point of contact for the safeguarding partners: Local Authority, Police and Health.

• Liaise with the “case manager” and the Local Authority Designated Officer.

• Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) to consider children’s needs holistically.

• Liaise with the senior mental health lead/mental health support team.

• Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, especially in challenging circumstances.

• Identify and understand the academic progress and attainment of children who have or have had a social worker, 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 educational outcomes.

**Raise Awareness:**

• Ensure each member of staff has access to and understands the Child Protection and Safeguarding policy and procedures.

• Ensure the policy is reviewed annually (at a minimum).

• Ensure the policy is available upon request and that parents are aware of the setting’s obligations to refer cases where necessary.

• Link with safeguarding partners to ensure staff are aware of training opportunities and Surrey Safeguarding Child Partnership arrangements.

• Help promote educational and developmental outcomes by sharing information about the welfare, safeguarding, and Child Protection issues a child experiences or has experienced with appropriate staff members.

**Training, Knowledge, and Skills:**

• Undergo training to provide the knowledge and skills required for the role (refreshed at least every two years).

• Understand Surrey’s Effective Family Resilience assessment process and request for support pathways for providing Early Help and statutory intervention.

• Have a working knowledge of how local authorities conduct Child Protection case conferences/review conferences and attend/contribute effectively.

• Understand the role’s importance in providing information and support to children’s social care.

• Understand the importance of the role I. Providing information and support to children’s social care.

• Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health, and well-being, and respond accordingly to promote educational outcomes.

• Be alert to the specific needs of children in need, those with additional needs and disabilities, those with relevant health conditions, and young carers.

• Understand the importance of information sharing, both within the setting and with safeguarding partners, other agencies, organisations, and practitioners.

• Understand and support the setting regarding the requirements of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.

• Understand the unique risks associated with online safety and have the relevant knowledge and up-to-date capability to keep children safe online at the setting.

• Recognise the additional risks that children with additional needs and disabilities face online.

• Obtain access to resources and attend relevant or refresher training courses.

In addition to the formal training set out above, the DSL and Deputy DSL’s will keep their knowledge and skills up to date. They will do this via e-bulletins, attending DSL Network meetings, Bitesize Training and reading and digesting 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 roles.

**Additional Training for Staff:**

The DSL will ensure that staff are aware of and receive training in social factors affecting children’s vulnerability, including:

• Social exclusion

• Domestic violence and controlling or coercive behaviour

• Mental illness

• Drug and alcohol abuse (substance misuse)

• Parental learning disability

• Radicalisation

The DSL will also ensure that staff are trained in other ways children may suffer significant harm and stay up to date with contextual safeguarding matters, including:

• Abuse of disabled children

• Fabricated or induced illness

• Child abuse linked to spirit possession

• Sexually exploited children

• Children who are trafficked and/or exploited

• Female genital mutilation

• Extra-familial abuse and threats

• Children involved in violent offending, with gangs and county lines including ‘cuckooing’

*Cuckooing* is a crime where a criminal, or criminal gangs, exploit vulnerable people. The most common form of cuckooing is where drug dealers take control of the victim’s home to store, prepare, or distribute drugs, often as part of county lines networks.

**Unconscious Bias Training**:

In addition to the above, the DSL will ensure that staff receive training on unconscious bias. This training aims to help staff recognise and address their own implicit biases, promoting fair and equitable treatment of all children and families. Understanding unconscious bias is crucial in safeguarding practices to prevent misinterpretations and ensure that personal prejudices do not influence professional judgments.

By including unconscious bias training, we aim to create a more inclusive and supportive environment, ensuring that all children receive equitable care and protection.

In addition to formal training, the DSL should refresh their knowledge and skills regularly (at least annually) through e-bulletins, meetings with other DSLs, attending Early Years network meetings, or staying updated with safeguarding developments.

**Providing Support to Staff**

The Designated Safeguarding Lead (DSL) will support and advise staff to help them feel confident on welfare, safeguarding, and Child Protection matters. This includes:

• Ensuring that staff are supported during the referrals processes.

• Assisting staff in understanding how safeguarding, welfare, and educational outcomes are linked, which helps inform the provision of both academic and pastoral support.

**Understanding the Views of Children**

The Designated Safeguarding Lead (DSL) will:

• Encourage a culture of listening to children and taking into account their wishes and feelings among all staff, and in any measures the setting may implement to protect them.

• Understand the difficulties children may face in approaching staff about their circumstances and consider how to build trusted relationships that facilitate open communication.

**Holding and Sharing Information**

**Importance of Information Sharing:**

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

• Collaborate effectively with safeguarding partners, other agencies, organisations, and practitioners to ensure the safety and welfare of children.

**Data Protection Legislation:**

• Have a thorough understanding of relevant data protection laws, particularly the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

• Ensure compliance with these regulations to protect the privacy and confidentiality of children’s information.

**Record Keeping:**

• Maintain detailed, accurate, and secure written records of concerns and referrals.

• Understand the purpose of meticulous record-keeping, which includes documenting all concerns, discussions, decisions, and the rationale behind these decisions.

• Ensure that records are accessible only to authorised personnel and are stored securely to protect sensitive information.

**Deputy Designated Safeguarding Lead (DDSL)**

**Training and Role:**

• Any deputies should be trained to the same standard as the Designated Safeguarding Lead (DSL), and their role should be explicitly outlined in their job description.

• While the DSL can delegate safeguarding activities to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL. This lead responsibility should not be delegated.

**Responsibilities in Absence:**

• In the absence of the DSL, the DDSL should assume the responsibility to ensure the 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.

**Safeguarding and Child Protection Procedures**

At Frimley Green Pre-School, if a member of staff suspects abuse, notices signs or indicators of abuse and neglect, or receives a disclosure of abuse, they must:

**Listen Positively and Reassure:**

• Listen attentively to the child, reflecting the concern back to the child.

**Be Non-Judgmental:**

• Approach the situation without making judgments or assumptions.

**Use Open Questions:**

• Only use open questions to clarify information, such as “Tell me,” “Explain to me,” and “Describe to me” (TED).

**Use the Child’s Language:**

• The child’s experience should be accurately represented without interpretation or bias. Recording the child’s exact words can prevent miscommunication and ensures that the child’s voice is heard authentically.

**Avoid Promising Confidentiality:**

• Do not promise the child that the information will be kept confidential.

**Explain the Next Steps:**

• Inform the child that the information will be shared with the DSL or other professionals to ensure their safety and the safety of other children.

The following procedures apply to all staff working in the setting and will be covered in training to enable staff to understand their role and responsibility.

The aim of the procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at the 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 the adult, the interests of the child must be paramount.

Very young children and those with disabilities, special needs or 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 with limited mobility.

Additional consideration should be given to children with communication difficulties and to those whose preferred language is not English. It is crucial to communicate with children in a manner that is appropriate for their age, understanding, and preferences.

**Safeguarding Procedures for Staff**

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must make an initial record of the information related to the concern as soon as possible.

1. **Initial Record:**

**Include**:

* - Date
* - Time
* - Place
* - Who was present?
* - Context
* - Details of disclosure/concern (using the child’s words)
* - Demeanour/non-verbal/non-verbal behaviours of the child
* - Any injuries
* - Rationale for decision making
* - Actions taken
* - signed and dated by author

2. **Report:**

• Report the concern to the Designated Safeguarding Lead (DSL) immediately.

3. **Medical Intervention:**

• The DSL will assess whether immediate medical intervention is required. However, if urgent medical attention is necessary and the DSL is not available, do not delay seeking medical assistance.

4. **Referral Protocol:**

• In the absence of the DSL or their Deputy, staff must be prepared to refer directly to the Children’s Single Point of Access (C-SPA) and, if appropriate, the police, especially if there is a potential for significant harm.

In all cases, if staff are unsure how to proceed, they will always consult the DSL or deputy.

**Following a Report of Concerns**

After receiving a report of concerns, the DSL must:

**Use SSCP Continuum of Need Matrix** [**SSCP Continuum of Need**](https://surreyscp.org.uk/wp-content/uploads/2024/11/Continuum-of-Support-for-children-and-families-in-Surrey-V2-July-2024-2.docx)

* Decide the relevant actions to be taken based on the document.

**Contact the C-SPA:**

• If we suspect a child is suffering, or is likely to suffer, harm or abuse, the DSL must contact the C-SPA by sending a Request for Support Form via secure email to: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk).

• If a child is in immediate danger and urgent protective action is required, call the Police (dial 999) and notify the C-SPA of the occurrence and actions taken.

**Assess Risk:**

• If there is no risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.

**Seek Advice:**

• The DSL may seek advice or guidance from the C-SPA consultation line **0300 470 9100** before deciding the next steps.

**Urgent Medical Attention:**

* When a child needs urgent medical attention and there is suspicion of abuse, the DSL or their Deputy should take the child to the nearest accident and emergency unit, at the nearest hospital, after notifying the C-SPA.

• The DSL will seek advice about what action to take and whether to inform the parents/carers, remembering that parents/carers would usually be informed when a child requires urgent medical hospital attention.

**FGM Cases:**

The exception to this process will be in cases of known FGM.

• In cases of known FGM, there is a mandatory requirement for the teacher to report directly to the Police, or where informing parents/carers would put the child further at risk. The DSL should also be made aware.

**Family Discussion:**

• We will make all attempts to discuss any concerns about a child’s welfare with the family and where possible seek their agreement before making a referral to the C-SPA.

• If there are doubts or reservations, the DSL will clarify with the C-SPA or the Police whether the parents should be informed about the referral, and if so, when and by whom.

• If it is suspected that informing the parents will increase the risk to the child or impede a Police investigation, advice will be sought from the C-SPA and/or the Police about next steps.

**What Happens Next?**

**Follow-Up:**

• Ensure concerns are followed up and it is everyone’s responsibility to ensure they are.

• The DSL will inform the reporting staff member of the actions taken following their report. If they do not receive this information, they should seek it out.

**Escalation:**

• If there are concerns that the disclosure has not been acted upon appropriately, we will follow [Surrey’s Inter-Agency Escalation Procedure](https://www.surreyscp.org.uk/wp-content/uploads/2019/06/SSCB-escalation-policy-flowchart-1.pdf) (Finding a Solution Together).

# 

**Record Keeping**

At **Frimley Green Pre-School**, we are committed to maintaining accurate and secure records to support the safety and well-being of all children. We collect, store, and share information with appropriate parties (such as parents, carers, other professionals working with the child, the Police, social services, and Ofsted) to ensure the safe and efficient management of the setting, and to meet the needs of all children.

Please refer to our Record Keeping Procedures and Policy available on our website.

[Record Keeping Policy](https://www.fgps.co.uk/_files/ugd/a79a6e_5544120c6a2e4196ba523bf8f7f77def.docx?dn=Record%20Keeping%20Policy.docx)

[Children’s Records and Data Protection](https://www.fgps.co.uk/_files/ugd/a79a6e_bf9c73715f4747b0a7853413bd5ef097.docx?dn=Record%20Keeping%20Procedures%20-Children%27s%20Records%20and%20Data%20Protection.docx)

[Confidentiality, Recording and Sharing Information](https://www.fgps.co.uk/_files/ugd/a79a6e_fe448c4535774acd803b0e6100f45159.docx?dn=Record%20Keeping%20Procedures%20-%20Confidentiality%2C%20recording%20and%20sharing%20information.docx)

[Transfer of Records](https://www.fgps.co.uk/_files/ugd/a79a6e_afb6ebb4585948c9927367dd8bb9f196.docx?dn=Record%20keeping%20procedures%20-%20Transfer%20of%20records.docx)

[Privacy Notice](https://www.fgps.co.uk/_files/ugd/a79a6e_6565c225faaa4bef9fcb22386013a490.docx?dn=Privacy%20notice%202025.docx)

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

Frimley Green Pre-School will follow [Surrey Safeguarding Children’s Partnerships procedure for allegations against adults who work with Children.](https://surreyscb.procedures.org.uk/qkyqql/safer-workforce-and-managing-allegations-against-staff-carers-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/" \l "s4559)

This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer, 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.

**Procedure for Reporting Allegations Against a Member of Staff:**

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

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

* Report any concerns about the conduct of any member of staff, volunteer, contractor or other adult to Deborah Franklin, Supervisor & DSL immediately.
* If an allegation is made against the Supervisor, the concerns need to be raised with Kirsty Barrett, Chair of Committee as soon as possible. If not available, then the LADO and Ofsted should be contacted directly.
* Once an allegation has been received by the Supervisor or DSL they will contact the LADO and Ofsted (as part of their mandatory duty) on 0300123 1650option 3LADO orEmail: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) immediately and before taking any action or investigation.
* Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

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

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

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

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

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

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

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

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

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

Reports should be made to theDSL 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.

**Whistleblowing**

Please refer to our Whistleblowing policy. This can be found on our website or on request. [Whistleblowing Policy](https://www.fgps.co.uk/_files/ugd/a79a6e_8cab7616dc3a4b5eaa5eee4ce9fa631f.docx?dn=Whistleblowing%20Policy%20-%20Safeguarding.doc)

**Specific safeguarding issues**

At Frimley Green Pre-School 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 at of harm, or concerns may be identified where there are risks for children’s family members or siblings, and/or young staff members, including for example, children on work placements/experience.

**Child on Child/Peer on Peer Abuse**

At Frimley Green Pre-School, we are committed to ensuring that all children are safe and protected from any form of abuse, including **child-on-child abuse** (also referred to as **peer-on-peer abuse**). We understand that children may abuse other children, and this can occur both within the setting and outside of it. Peer-on-peer abuse will not be tolerated at Frimley Green Pre-School, and we are vigilant in recognising the signs and responding appropriately.

While peer-on-peer abuse is more common in older children, we recognise that younger children, including those in early years settings, may also engage in harmful behaviour towards their peers. This may include, but is not limited to:

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

We believe that all children have a right to attend our setting and learn in a safe environment. Children should be free from harm by adults and other children in Frimley Green Pre-School.

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

At Frimley Green Pre-School, we recognise that all forms of child-on-child abuse are unacceptable, regardless of the cultural, faith, or social backgrounds of the children involved. We acknowledge that some of these issues can be influenced by factors such as sexual identity, age, ability, and cultural differences, but abuse of any kind will not be tolerated. All reports of peer-on-peer abuse are taken seriously and investigated thoroughly.

To minimise the risk of child-on-child abuse, we ensure that we maintain appropriate staff-to-child ratios and implement good practices for supervision. Staff are trained to identify potential risks, respond effectively, and provide a safe and nurturing environment for all children.

In addition to this, we will minimise the risk of child-on-child abuse by:

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

# Sexual Violence and Sexual Harassment

Frimley Green Pre-School will consult C-SPA in all cases.

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

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

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 staff are supported and protected as appropriate.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our Child Protection policy and in line with KCSiE (2023) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of peer on peer/child on child abuse by taking a whole setting approach to Safeguarding and Child Protection and providing staff with appropriate training. We will provide a clear set of values and standards, underpinned by the setting’s behaviour policy and pastoral support. We will engage with specialist support and interventions

## Responding

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

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

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

## Risk Assessment

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

The risk assessment will consider;

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

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

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/safeguarding) – [education.safeguarding@surreycc.gov.uk](mailto:education.safeguarding@surreycc.gov.uk)

## 

## Action:

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

## The DSL will consider:

* The wishes of the victim.
* The nature of the incident including whether a crime has been committed and the harm caused.
* Ages of the children involved.
* Developmental stages of the children.
* Any power imbalance between the children.
* Any previous incidents.
* That sexual violence and sexual harassment can take place within intimate personal relationships between children.
* Importance of understanding intra familiar harms and any necessary support for siblings following incidents
* Ongoing risks to 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 children’s social care.
* Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

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

**Options:**

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

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

## Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children’s Social Care.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, settings should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on the setting’s premises and on transport where appropriate.

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

Where a criminal investigation into sexual assault leads to a conviction or caution, the setting will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the setting, the Supervisor should continue keeping the victim and perpetrator in separate spaces and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

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

**Physical Abuse**

Physical abuse is any form of assault, including initiation violence or rituals that cause harm to children.

While sexual abuse and harassment are often a focus in cases of child-on-child abuse, physical violence is equally unacceptable and will not be tolerated at Frimley Green Pre-School.

If physical abuse is suspected, we will immediately assess the situation. If there is evidence or suspicion that a crime has been committed, it will be reported to the Police.

In all cases of physical abuse, the principles from our anti-bullying policy will be applied, with the understanding that any police investigation will take priority over internal procedures. Our aim is to ensure that children feel safe and supported, and that incidents are dealt with swiftly and appropriately.

**Mental Health**

At Frimley Green Pre-School, staff are trained to understand that mental health difficulties can sometimes be a sign that a child is suffering or at risk of abuse, neglect, or exploitation. We are aware that a child’s experiences—whether at home, within the community, or in the school—can significantly impact their mental health, behaviour, and academic performance.

Staff are encouraged to stay vigilant, especially when there are signs of a child’s emotional distress or sudden changes in behaviour. We will work closely with the **SENDCo** to plan appropriate support, ensuring that the child’s needs are met in a sensitive and timely manner. Where necessary, staff will contact the **Surrey Early Years Team** for additional guidance and support.

**Safeguarding Children with Additional Needs and Disabilities**

At Frimley Green Pre-School, we recognise that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges. These challenges include, but are not limited to:

• Assumptions that indicators of potential abuse (such as behaviour, mood, or injuries) are solely related to the child’s condition, without further investigation.

• A higher risk of peer group isolation or bullying (including prejudice-based bullying) than their peers.

• The potential for children with additional needs and disabilities or certain medical conditions to be disproportionately affected by behaviours such as bullying, without outwardly showing any signs.

• Communication barriers, making it difficult for these children to report or express concerns related to their care or safety.

The DSL will work closely with the SENDCo if there are any reports of abuse. The setting will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

**Disguised Compliance**

Disguised compliance refers to a situation where a parent or carer appears to be cooperating with child welfare agencies to avoid raising suspicions, while subtly undermining the intervention process. Recognising disguised compliance is crucial to safeguarding:

**Signs of Disguised Compliance:**

• No significant progress in the child’s situation despite ongoing professional involvement.

• Parents/carers agree with professionals but make minimal effort to change their behaviour or circumstances.

• Change is driven by external interventions (e.g., agencies or resources) rather than the parents/carers’ efforts.

• Parents/carers engage with only certain aspects of a safeguarding or intervention plan.

• Parents/carers may align themselves with specific professionals while excluding others.

• Inconsistent reports from the child versus the parents or carers, indicating a potential mismatch or deceit.

**Substance Misuse**

At Frimley Green Pre-School, we recognise that substance misuse by parents or carers—including the use of drugs and alcohol—can significantly impact a child’s safety, health, and development. Such circumstances may lead to neglect, emotional distress, and physical harm, adversely affecting a child’s well-being and educational progress.

Our staff are trained to identify signs of substance misuse and understand its potential effects on children. Staff will be alert to signs of substance misuse such as erratic behaviour, frequent lateness, or signs of intoxication in parents or carers.If a parent or carer appears to be under the influence when collecting a child, we will assess the situation carefully.

Should we determine that the individual’s condition may compromise the child’s safety, we will:

• Contact an alternative authorised adult from the child’s records to arrange for collection.

• Follow our safeguarding procedures, which may involve contacting local child protection services or the police if necessary.

Our primary concern is the welfare of the child. We are committed to working collaboratively with families, offering support and guidance to address substance misuse issues, and ensuring that children are provided with a safe and nurturing environment both within our setting and at home. 

**Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is a form of child abuse and violence against women. It is illegal in England and Wales under the FGM Act (2003). Teachers and staff have a mandatory duty to report ‘known’ cases of FGM in under-18s that they become aware of in the course of their professional duties. This includes both qualified teachers and anyone employed or engaged to carry out teaching work, regardless of whether they hold qualified teacher status.

**Mandatory Reporting Duty**

• If a teacher/staff member is informed by a child or becomes aware that a girl under 18 has undergone FGM, they must report the case to the Police immediately.

• **Immediate Reporting:** If a teacher/staff member is informed that FGM has been carried out, or if they observe signs indicating that FGM has been performed on a girl, and there is no reason to believe it was necessary for health or birth-related reasons, they must personally report it to the Police (calling 101) or, in urgent cases, dial 999.

• This duty is on the individual staff member who becomes aware of the case—it is not to be transferred to the Designated Safeguarding Lead (DSL), although the DSL should be informed immediately.

**Role of Staff at Frimley Green Pre-School**

• All staff are trained to recognise potential risk indicators of FGM. These can include concerns raised by children or visible signs such as physical injury or trauma.

• Suspicious Behaviour: Staff should be particularly alert if a female child expresses concerns about going on a long holiday, especially during the summer, which may indicate potential risks related to FGM.

• Concerns not falling under mandatory reporting should be handled through the Child Protection Procedures, with all concerns about possible abuse, including FGM, being reported promptly.

**Additional Considerations**

• It is critical to consider the potential risk to other girls in the family or wider community, particularly where there is a known risk of harm or abuse.

• If there is imminent danger or a likelihood of serious immediate harm, staff should immediately report the matter to the Police, dialling 999 if appropriate.

• No physical examination of a child should be carried out by a staff member. Only medical professionals are authorised to perform such examinations.

**Forced Marriage**

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

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

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

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

Frimley Green Pre-School 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.

**So-Called ‘Honour-Based Abuse’ (HBA)**

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.

**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.

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

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

**Self-Harm**

Self-harm refers to intentional behaviours where individuals inflict harm upon themselves as a coping mechanism for emotional distress. In children and young people, this may manifest through actions such as cutting, burning, or other forms of self-injury. Recognising signs of self-harm is vital; indicators can include unexplained injuries, wearing concealing clothing regardless of weather, withdrawal from social interactions, and expressions of hopelessness or worthlessness.  Staff should approach suspected cases with sensitivity and without judgment, encouraging open communication to understand underlying issues. It’s essential to follow Frimley Green Pre-School’s safeguarding procedures, ensuring that concerns are documented, and appropriate support services are engaged to provide the necessary care and intervention for the child’s well-being.

**Physical Intervention**

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

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

Staff who are likely to need to use physical intervention have completed Positive Touch Training.

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

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

**Faith-Based Abuse**

This occurs when children are believed to be possessed by evil spirits, sometimes resulting in physical or emotional abuse, including exorcism attempts.

**Indicators of Faith-Based Abuse include**:

• Physical signs like bruises or burns

• Withdrawal or confusion

• Deterioration in personal care (e.g., weight loss, poor hygiene)

• Unexplained absence or irregular school attendance

• Reports of being accused of evil or demonic behaviour

Staff at Frimley Green Pre-School will report any concerns about HBA or Faith. Based Abuse according to the setting’s safeguarding procedures.

**Radicalisation, Extremism and Terrorism - Prevent Duty**

[The Prevent Duty for England and Wales (2023](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)) under section 26 of the [Counter Terrorism and Security Act 2015](https://www.legislation.gov.uk/ukpga/2015/6/contents) places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.

Staff at Frimley Green Pre-School are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive [training](https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html) 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.

The Supervisor and the DSL will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, [due diligence checks for external speakers and private hire of facilities](https://www.surreycc.gov.uk/__data/assets/word_doc/0008/154655/Due-diligence-checks-for-External-Speakers-and-Private-Hire-of-Facilities-January-2018.docx), anti-bullying policy and other issues specific to the setting’s profile, community and philosophy.

**If staff have concerns**:

• Speak with the DSL immediately.

• Follow safeguarding procedures to report the concern.

• Email [**preventreferrals@surrey.pnn.police.uk**](mailto:preventreferrals@surrey.pnn.police.uk)(using the Prevent referral form).

• For urgent concerns, call **999**.

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

**Domestic Abuse**

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

The [Domestic Abuse Act](https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted) 2021introduces 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.

As part of our commitment to safeguarding and promoting the welfare of children, our setting participates in **Operation Encompass**. This national initiative facilitates early information sharing between police and educational settings regarding incidents of domestic abuse. When the police attend a domestic abuse incident where a child is present, they will inform our Designated Safeguarding Lead (DSL) before the start of the next school day. This timely communication enables us to provide immediate, tailored support to the child, ensuring their safety and well-being during sensitive times. Our staff have undergone the necessary **Operation Encompass training** to handle such information with the utmost confidentiality and professionalism. By integrating Operation Encompass into our safeguarding procedures, we aim to create a secure and supportive environment for all children in our care.

**Homelessness**

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

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

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

**Child Sexual Exploitation (CSE)**

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

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

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

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

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

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

**Child Criminal Exploitation (CCE)**

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

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

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

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

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

**Serious Violence**

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

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

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

**Modern Slavery**

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

# Appendix one: What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Surrey Safeguarding Children Partnership Levels of Need Threshold Document](https://www.surreyscb.org.uk/wp-content/uploads/2018/12/Effective-family-resilience-SSCB-Final-March-2019-1.pdf).

## What is abuse and neglect?

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

## Physical abuse

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

## Emotional abuse

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

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

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

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

## Sexual abuse and recognising grooming

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

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

Grooming is a manipulative process where an abuser builds a relationship with a child to gain their trust for the purpose of exploitation and abuse.  Groomers may also establish trust with the child’s family or friends to appear trustworthy. Recognising signs of grooming is crucial; these may include unexplained gifts, secrecy about new relationships, changes in behaviour, or social withdrawal.

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

## Neglect

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

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

At Frimley Green Pre-School we have a trained member of staff, Deborah Franklin, who is trained in the Graded Care Profile2 Neglect Tool.

The [Neglect Risk Assessment Tool i](https://www.surreyscb.org.uk/resources-category/sscbmultiagencyforms/)s used to support with the initial identification of neglect.

# Appendix Two: Signs and Indicators of abuse and neglect

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

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

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

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

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

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

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

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

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

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

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

[Self-harm](https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/self-harm/)

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

# Additional Resources

* [Surrey County Council Education Safeguarding Team webpages](https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/advice-and-support/safeguarding)
* [NSPCC webpages](http://www.nspcc.org.uk/)
* [Childline webpages](http://www.childline.org.uk/pages/home.aspx)
* [CEOP ThinkuKnow webpages](https://www.thinkuknow.co.uk/)
* [Anti Bullying Alliance webpages](http://anti-bullyingalliance.org.uk/)
* [Childnet International](http://www.childnet.com/)
* [Safer Internet Centre webpages](http://www.saferinternet.org.uk/)
* [Contextual Safeguarding Network webpages](https://www.contextualsafeguarding.org.uk/)
* [Surrey Safeguarding Children Partnership webpages](https://www.surreyscp.org.uk/)
* [Lucy Faithfull Foundation webpages](https://www.lucyfaithfull.org.uk/)
* [Graded Care Profile 2](https://www.surreyscp.org.uk/professionals/resources-for-professionals/abuse-neglect/)

###### Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)