

## Child Protection and Safeguarding Policy

<b>Governors' Committee Responsible:</b>	Full Governing Body
<b>Governor Lead:</b>	Mike Quinlan
<b>Nominated Lead Member of Staff:</b>	Lisa Fuller
<b>Status &amp; Review Cycle:</b>	Statutory Annual
<b>Next Review Date:</b>	April 2019

### Safeguarding Statement

At Buckles and Bows we work with children, parents and the community to ensure the safety of children and to give them the very best possible start in life. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the Pre - school's safeguarding responsibilities.

### Key Personnel

**The Designated Safeguarding Lead (DSL) is:** Lisa Fuller

Contact details: email: [manager@bucklesandbows.org.uk](mailto:manager@bucklesandbows.org.uk) Telephone: 01932 827556

**The deputy DSL is:** Leanne Rogers

Contact details: email: [SENco@bucklesandbows.org.uk](mailto:SENco@bucklesandbows.org.uk) Telephone: 01932 827556

**The Chair of the Committee is:** Mike Quinlan

Contact details: email: [chair@bucklesandbows.org.uk](mailto:chair@bucklesandbows.org.uk) Telephone:



### **Aim of the policy**

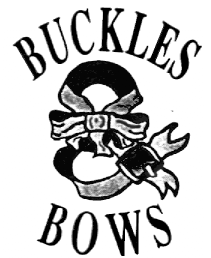
Our overall aim is to ensure children in our care are kept safe from harm through implementing this policy and promoting children's right to be strong, resilient and listened to by:

- Creating an environment that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background
- Encouraging children to develop a sense of autonomy and independence.
- Enabling children to have the self-confidence and the age appropriate vocabulary to keep themselves safe.
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Working with parents to build their understanding of and commitment to the Principles of safeguarding all our children.
- Being alert to any issues for concern in the child's life at home or elsewhere.

This Policy is included on our website and highlighted to parents when they register their children or during our induction sessions.

### **Liaison with other bodies/ Safeguarding documents**

- We work within the Surrey Safeguarding Children Board guidelines. All staff are issued with this in their Employers Handbook?
- 'What to do if you are worried a child is being abused' is accessible to parents and staff. We have regard to the Government's statutory guidance 'Working together to Safeguard Children 2013'  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- If we have concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay (This means the



Surrey Multi-Agency Safeguarding Hub - MASH Tel. 0300 470 9100, and in emergencies, the Police)

- We follow Surrey's Safeguarding Procedure for Early Years and Play Providers 2014.
- We notify Ofsted of any allegations of serious harm or abuse by any person, living working or looking after children on our premises. This is done within 14 days of these allegations.
- If a referral is to be made to the Surrey Multi-Agency Safeguarding Hub, we act under their guidance and within Surrey's Safeguarding Procedure for Early Years and Play Providers 2014 in deciding whether we must inform the child's parents at the same time.

### **Staffing and volunteering**

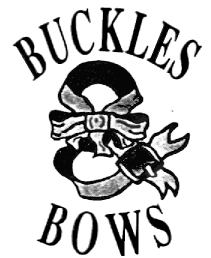
- The designated practitioner is responsible for liaison with Surrey's Children's Social Care Referral and Assessment Team and the Police
- The designated practitioner will provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue within the setting as required.
- The designated practitioner will undertake the appropriate level of child protection training (as detailed in the Surrey Safeguarding Board Training Pathway) to equip them to identify, understand and respond appropriately to signs of possible abuse and neglect and take the lead in responding to safeguarding concerns.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure Baring Service (DBS) before posts can be confirmed.



- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We inform staff, volunteers, students and others of their requirement to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). A reminder of this requirement is within their regular 1:1 or Supervision cycle.
- If we become aware of relevant information which may lead to disqualification of an employee we will take appropriate action to ensure the safety of the children.
- We will not employ or continue to employ a person who has a disqualification.
- We will meet our disqualification requirements within the Early Years Foundation Stage, Statutory Framework, Safeguarding and Welfare Requirements 2014.
- We do not allow people whose suitability has not been checked, including a criminal records check through the Disclosure Baring Service to have unsupervised contact with children being cared for or to change nappies or help with toileting.
- We abide by the Safeguarding Vulnerable Groups Act 2006 requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- In the event of the disqualification of a registered provider, a childcare worker, a person living in the same household as the registered provider, or a person employed in that household, the provider will not continue as an early years provider - nor be directly concerned in the management of such provision. Where a person is disqualified, the provider will not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, we will take appropriate action to ensure the safety of children.



- We are aware that a registered person or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.
- We will notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event.
- We will give Ofsted the details laid out in section 3.17 of the Early Years Foundation Stage, Safeguarding and Welfare Requirements.
- Ofsted will be informed within 14 days of the date that as a provider we are aware of the information.
- We abide by Ofsted requirements in respect of references, Criminal records checks through the Disclosure and Barring Service and other suitability checks for staff, volunteers, students and others (including those living or working on the premises) to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. This includes recording information about staff qualifications, checks and vetting processes and the carrying out of staff identity checks
- Volunteers do not work unsupervised.
- All staff will be required to read this policy and Surrey's Safeguarding Procedure for Early Years and Play Providers 2014 during their induction and confirm they have read and understood the contents by signing the register at the back of our copy of Surrey's Safeguarding Procedure for Early Years and Play Providers. They will be required to read and confirm understanding of the contents of the above documents annually.
- We have procedures for recording the details of visitors to the setting plus checking their identification and recording this.
- We take all reasonable security steps to ensure we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

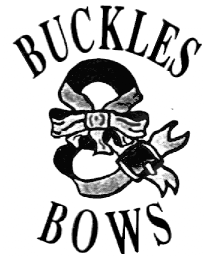


### Procedure for checking the identity of visitors

- If the visitor or prospective parent is unknown to the setting we check their credentials and reason for visit before allowing them to enter the setting
- We ask for at least 1 form of identification to verify who they are and which organisation they work for (eg official identity badge, driving licence, bankcard which shows signature)
- If we require further verification we will contact the main landline telephone number of their organisation and ask to be put through to the visitor's manager
- We ensure that the visitor or prospective parent is supervised throughout their visit
- We record together with the visitor's name, reason for visit, time and date in our Visitor's book/log. The Visitor or prospective parent is required to sign the book/log.
- If the visitor or prospective parent is known to the setting we check that they have a valid reason to enter. They are then required to complete the visitor's book/log and will not be left unsupervised in the setting.

### Allegations against staff

- All allegations will be taken seriously and investigated promptly by the DSL (Lisa Fuller)
- If an allegation is made against the DSL it will be made to the Deputy DDSL ( Leanne Rogers)
- A record of the allegation will be recorded, together with all statements by all adults involved.
- We ensure that all parents know how to complain about staff or volunteers within the setting, including an allegation of abuse.
- All staff and volunteers are made aware of the role of Surrey LADO (Local Authority Designated Officer)
- We follow the guidance of the Surrey Safeguarding Board when responding to any complaint that a member of staff or volunteer has

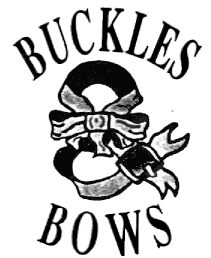


abused a child.

- We respond to any disclosure by children or staff that abuse by a member of staff may have taken place, or is taking place, by first recording the details of any such alleged incident.
- We refer the allegation to The Complaints Investigations and Enforcement Team at Ofsted (0300 1231231) within 14 days. The Local Authority Duty Officer (LADO) number is 0300 2001 006 (select option 4 Safeguarding Children Unit and option 3 LADO).
- We co-operate entirely with any investigation carried out by the Local Authority Designated Officer in conjunction with the police and Ofsted.
- Our policy is to suspend the member of staff on normal pay for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- We notify Ofsted of any allegations of serious harm or abuse by any person, living, working or looking after children on our premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). This will be done as soon as is reasonably practicable, but at the very latest within 14 days of these allegation
- Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify Ofsted as soon as is reasonably practicable, but at least within 14 days of the incident

### **Physical Intervention**

If a child is endangering him/herself or others physical intervention may be required (See Behaviour Management Policy). Staff only use physical intervention as a last resort to protect the child or others, serious damage to property or serious disruption to the environment. Such events will be recorded on a physical handling form and signed by the parents/carer.



## Whistle Blowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- A concern would first be reported to the DSL (Lisa Fuller) of Buckles and Bows Pre-School. If this would be detrimental to the Nursery the Chairperson of the committee would be informed and they in turn would inform Surrey County Council Early Years and Childcare services
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the Nursery, they should speak in the first instance, to the Area Education Officer/LADO
- All concerns would be treated in confidence and the identity of the staff member who raised the concerns would be protected unless subsequent enquiries makes this untenable.
- Concerns can be raised verbally and in writing. If a written report is made then the background of the concern, names, dates, places and the reason for the report must be noted.

The whistleblowing hotline number is 0300 1233155 or email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

## Training

- The designated practitioner will attend child protection training that equips them to carry out their role and is in line with Surrey's Child Protection Training Pathway for staff working in childcare settings i.e. Foundation Modules 1 and 2
- In line with Surrey's Child Protection Training Pathway for staff working in childcare settings, all staff (other than the designated practitioner) are trained to understand and implement our safeguarding policy and procedures i.e. at least to Basic Awareness level. All new staff complete the Surrey Safeguarding Children Board's [Working Together to Safeguard Children](#) e-learning course





as part of their induction. Staff then complete safeguarding refresher training every three years.

- The training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This will also include inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images (Refer to Surrey Safeguarding Procedure for Early Years and Play Providers 2014)

### **Early Years Foundation Stage/ Curriculum**

- Children's personal, social and emotional development is promoted so that they feel emotionally safe in our setting and grow to be strong, resilient, and listened to and develop an understanding of why and how to keep themselves safe.
- Children are provided with opportunities and experiences which foster a culture of mutual value and respect through having positive regard for each other's heritage arising from their colour, gender, ethnicity, languages spoken at home, cultural and social background.

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.



- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting designated practitioner. The information is stored in a personal Safeguarding file sealed in a brown envelope. The practitioner will follow Surrey's Safeguarding Procedure for Early Years and Play Providers
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

### **Disclosures**

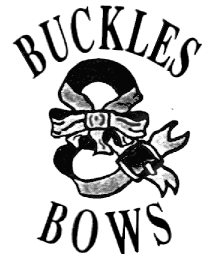
Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child
- listens to the child
- if appropriate, gives reassurance that she or he will take action

The member of staff does not question the child

### **Looked After Children**

- The most common reason for children becoming looked after is as a result of abuse and neglect. Buckles and Bows Pre-school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The DSL has details of the child's social worker and the name and contact details of the Surrey County Council's virtual Pre-school head for children in care. The DSL for looked after child works with the virtual



Pre-school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the Pre-school and meet the needs in the child's personal education plan.

### **Children Missing Education**

- Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

### **Recording suspicions of abuse and disclosures**

Staff make a record of:

- the child's name
- the child's address
- the age of the child
- the date and time of the observation or the disclosure
- an objective record of the observation or disclosure
- the exact words spoken by the child as far as possible
- the name of the person to whom the concern was reported, with date and time
- the names of any other person present at the time
- Action taken and by whom

These records are signed and dated and kept in a personal Safeguarding file sealed in a brown envelope.

### **Making a referral to the local authority Referral and assessment Team**

- We follow Surrey's Safeguarding Procedure for Early Years and Play Providers 2014 when contacting the Surrey Multi-Agency Safeguarding Hub (MASH) with any concerns.



- If a referral is to be made to Surrey Multi-Agency Safeguarding Hub (MASH), we act within Surrey's Safeguarding Procedure for Early Years and Play Providers 2014 in deciding whether we must inform the child's parents at the same time.

### **Informing parents**

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Surrey Safeguarding Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Surrey Safeguarding Children Board.

### **Support to families**

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.



- We follow the Child Protection Plan as set by the social care department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

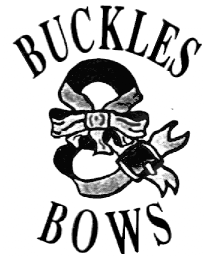
### **E-Safety**

We aim to ensure that adults work safely and responsibly and help them to monitor their standards and practice. We aim to minimise the risk of misplaced or malicious allegations being made against the staff and other adults within our setting. We comply with the law on discrimination, data protection and the health and safety of employees. We aim to project a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary action will be taken

### **Methods**

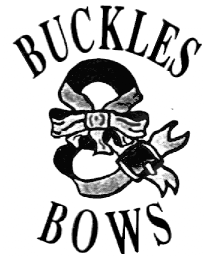
In order to achieve this aim, we operate the following e-safety policy.

- The presence of the e-safety policy is included within staff and voluntary staff inductions. The policy is available for all parents and carers. All staff are asked to sign to show that they have read and understood the policy.
- All mobile phones will be placed within a box in the kitchen and staff may only access these during their breaks, the phones must not be taken into any of the children's rooms with them.
- Staff will need to ensure that the Manager has up to date contact information and that staff make their families aware of the Nursery telephone number. This is the responsibility of the individual staff



member.

- The cameras belonging to the setting must be kept on the premises at all times, the SIM cards are securely stored and all photographs are wiped from them once used for the learning journeys. Any photographs used for advertising purposes will only be done so with the written agreement of the parents or carers of the children concerned.
- Under the Data Protection Act 1998 the pre-school must seek parental consent to take photographs. Photographs may be taken during indoor and outdoor play and displayed within the pre-school or a child's learning journey for parents/carers to look through. Often photographs may contain other children in the background.
- Photographs will only be taken of the children during normal pre-school activities. Cameras will never be taken into the toilet/changing area.
- Events such as Christmas and Fundraising events may be recorded by video and photographs by staff and parent/carers but will always be in full view of all attending. If parent/carers do not wish their child to be included in such photographs, it is their responsibility to inform the Manager of this. Videos of such events must not be shared on social media by staff/ parents/carers.
- All children will be constantly supervised whilst using the computers within the setting.
- Staff are aware that they are not allowed to use any of the settings IT equipment for anything other than work purposes, any accessing of inappropriate material will result in a disciplinary procedure.
- Buckles and Bows Pre-School respects employees rights to a private life. However, staff need to be aware that online relationships should



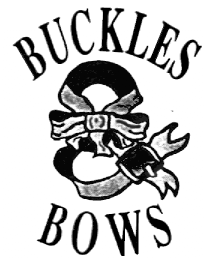
not be fostered between themselves and parents or carers of the children. They should also not use their own IT to contact parents or carers.

- Staff need to monitor very carefully what information they put onto social media and social networking sites - they must ensure that they must not compromise their professional integrity or bring the setting into disrepute.
- Staff need to be aware that the confidentiality required within the setting extends to outside of the setting and also to all social media.
- We are committed to ensuring that all our employees are treated with dignity and respect at work. Bullying and harassment of any kind will not be tolerated in the workplace. Cyberbullying methods could include using text messages, mobile phone calls, instant messenger services, by circulating photos or video clips or by posting comments on web sites, blogs or in chat rooms. Personal blogs that refer to colleagues without their consent are also unacceptable.
- Any e-safety concerns can be reported to, or discussed with, Lisa Fuller (DSL)

Where any indecent images of children or other unsuitable material are found these will immediately be reported, we will make no attempt to investigate or evaluate the material as this may lead to evidence being contaminated which may in turn lead to criminal prosecution.

Criminal Online Content will be reported to:

Internet Watch Foundation [www.iwf.org.uk](http://www.iwf.org.uk) or to CEOP  
[www.ceop.police.uk/report-abuse](http://www.ceop.police.uk/report-abuse). Reports  
are confidential and can be submitted anonymously.



## **Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- The staff and committee of Buckles and Bows Pre-School
- Discussions with children and staff
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Logs of bullying/racist/behaviour incidents
- Review of parental concerns and parent questionnaires

## **The legal framework for this Policy**

### *Primary legislation*

Data Protection Act 1998

The Children Act 1989 - s 47

The Children Act 2004 (Every Child Matters)

Safeguarding Vulnerable Groups Act 2006

Protection of Freedoms Act 2012

### *Guidance*

Working Together to Safeguard Children (revised 2013)

What to Do if You are Worried a Child is Being Abused (revised 2006)

### *Secondary Legislation*

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Equality Act 2010

Rehabilitation of Offenders Act 1974

The Legal Framework surrounding e-safety:





The Computer Misuse Act 1990 (sections 1-3) Copyright, Design and Patents Act 1988

Data Protection Act 1998

Malicious Communications Act 1998 (section 1) Obscene Publications Act

1959 and 1964 Public Order Act 1986 (sections 17-29) Protection of

Children Act 1978 (section 1) Protection from Harassment Act 1997

The Equality Act 2010

Regulation of Investigatory Powers Act 2000 Sexual Offences Act 2003



Addendum to Safeguarding Policy The Prevent Duty & Promoting British Values

## **British Values**

### **TEACHING BRITISH VALUES**

Promoting British Values at Buckles and Bows Pre-School Nursery

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Buckles and Bows these values are reinforced regularly and in the following ways:

**As part of the focus on self-confidence and self-awareness, managing feelings and behaviour and making relationships as cited in Personal, Social and Emotional Development**

#### **Democracy:**

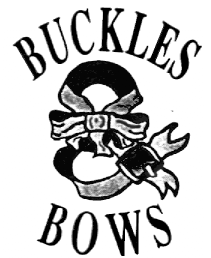
We listen to children’s and parent’s voice. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

#### **The Rule of Law:**

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

#### **Individual Liberty:**

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a pre-school we educate and provide boundaries for young children to make choices safely, through our provision of a



safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

**Mutual Respect:**

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions/words can affect others. Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**As part of the focus on people & communities as cited in Understanding the World:**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events. Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued. Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

The Protecting British Values section of this policy was adopted at a meeting of the pre-school held on:

Signed on behalf of the pre-school.....

Position within group.....

Review date:



## **Appendix 1**

### **Recognising signs of child abuse**

#### **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

#### **Signs of Abuse in Children:**

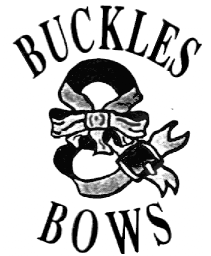
The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm



- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

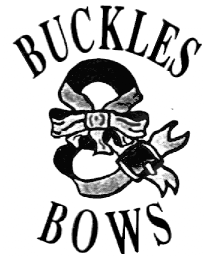
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**



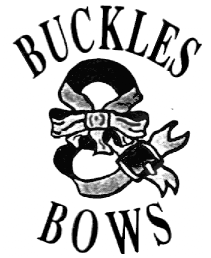
The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush



- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

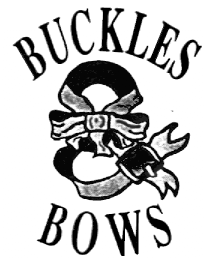
Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation



Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.





The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation

- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

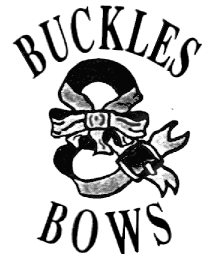
Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



## Appendix 2

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.



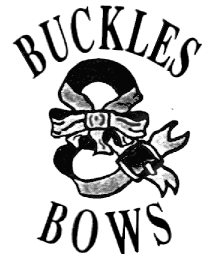
Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- ❖ **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- ❖ **Consent** - agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- ❖ **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool<sup>1</sup>. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

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<sup>1</sup> <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>



## Appendix 3

### Child Sexual Exploitation

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017)<sup>2</sup> for comprehensive guidance on Child Sexual Exploitation.

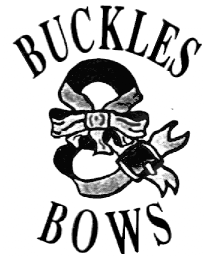
The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

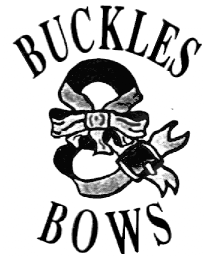
- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.

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<sup>2</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)



- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.



## Appendix 4

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement



- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

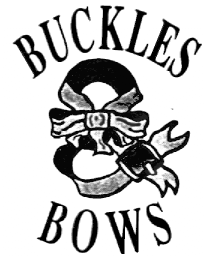
### **Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity





- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services or to police if the circumstances come under the mandatory reporting duty for those employed or engaged to carry out 'teaching work' in the school.



## **Appendix 5**

### **Domestic Abuse**

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

#### **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

#### **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690



South West Surrey Outreach Service - Covering Guildford and Waverley -  
01483 577392

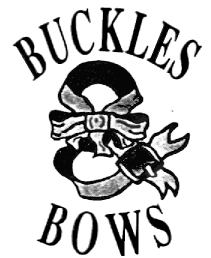


## Appendix 6

### INDICATORS OF VULNERABILITY TO RADICALISATION

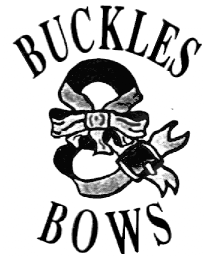
1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.  
We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
  - Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances - migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
  
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
  
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;



- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.



## Appendix 7

### Multi-agency Safeguarding Hub (MASH)

#### What is the MASH?

The Surrey Multi-Agency Safeguarding Hub (MASH) is the single point of contact for reporting concerns about the safety of a child, young person or adult. It aims to improve the safeguarding response for children and adults at risk of abuse or neglect through better information sharing and high-quality and timely responses.

The Surrey MASH achieves this by co-locating agencies. It brings together Surrey County Council social care workers for both children and adults, early help services, health workers and police as well as a vast array of virtual partners across Surrey. By being able to share relevant information between the co-located agencies, the MASH aims to identify need, risk and harm accurately to allow timely and the most appropriate intervention.

The Surrey MASH should be contacted if you would like to report a concern about the safety of a child, young person or an adult.

However, please note, if the child already has an allocated social worker, please contact them directly.

MASH contacts:

Telephone: 0300 470 9100

Internal email name: Surrey MASH/CAE/SCC

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

Secure email: [mash@surreycc.gcsx.gov.uk](mailto:mash@surreycc.gcsx.gov.uk) or Egress

The MASH telephone number connects you to adult and child social care only. You can contact the police using the non-emergency number, 101, or in an emergency where the safety of a child, young person or adult is at immediate risk, dial 999.

#### Working time

The team of multi-agency staff will be based at Guildford Police Station, with the social care staff working 9am to 5pm Monday to Friday. The police staff in the MASH, operate



a 7-day service (excluding Bank Holidays), working 8am to 5pm Monday to Friday and 8am to 4pm Saturday and Sunday.

MASH team Surrey Police PO Box 101 Guildford Surrey GU1 9PE

#### Out of hours

Outside these hours, if you would like to contact adult or child social care, the existing 01483 517898 for our emergency duty team will continue to operate. If you wish to report a concern to the police you can contact them directly by dialing 101 for non-urgent situations or 999 in an emergency.

Contacts relating to adults: **11 Adult Social Care locality teams (social workers or social care practitioners) including hospital teams**

General or non-safeguarding queries for adults or young adults

For any general or non-safeguarding concerns in relation to an adult (including young adults) please contact Surrey County Council's Contact Centre:

Telephone: 0300 200 1005

Minicom: 020 8541 9698

Fax: 020 8541 9575

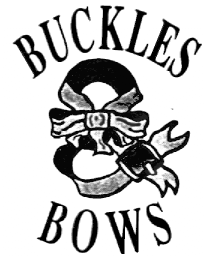
Email: [contact.centre@surreycc.gov.uk](mailto:contact.centre@surreycc.gov.uk) SMS: 07527 182861

Contacting the Police: If you wish to report concerns directly to the Police, please call 101, or in an emergency where the immediate safety of a child, young person or adult is at risk, dial 999.

#### Why does the Surrey MASH have both social workers from Adult Social Care and Children's Social Care?

By offering advice from social workers from both adults and children services, we can take a whole family approach—adults look after children/ young people and vice versa—concerns/ risks often affect both adults and children. For example, an adult at risk who is experiencing abuse could also be a parent and the abuse they are experiencing could impact on their child. A MASH which covers both can look at the risks for both adult and child and come up with a holistic plan that supports the family.





Is there a difference between safeguarding children and safeguarding adults?

Yes, safeguarding children applies to all children. It is defined as:

- Protecting children from maltreatment
  - Preventing impairment of children's health or development
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes

Safeguarding adults applies to adults who have care and support needs and because of those needs are unable to protect themselves from abuse or neglect (Care Act 2014).

### The MASH partners

The Surrey MASH is made up of staff from Adult Social Care, Children's Social Care, Health and Surrey Police. We also have a virtual team of partners who support the MASH via information sharing.

This includes workers from the WiSE (What is Sexual Exploitation) Project, Education workers, Independent Domestic Violence Advisers, Youth Support Services, Probation Service, Ambulance, Hospitals, Surrey Fire and Rescue Service, Trading Standards, schools and colleges, a Data Analysis team as well as four Early Help Co-Ordination hubs.

Because of closer partnership working, there is clearer accountability and less duplication.

### How does the MASH work?

The MASH will consider all matters that come to its attention and decide what the best level of support, or most appropriate service, is. If there is not enough information to make this decision, the MASH will request other agencies such as police, health and schools, for information to be able to make that decision and get it right the first time.



## What are the benefits of the MASH?

The Surrey MASH will:

- • make sure every child, young person and adult has the opportunity to access a service relevant to the level of need, harm and risk identified by the safeguarding partnership;
- • make sure the voice of the child, young person and adult is always first and foremost, and the Surrey MASH will make sure that the best interests of children, young people, families and adults are central in all considerations and decisions;
- • ensure every concern regarding a child or young person is considered and forwarded to the appropriate service, both statutory or within the early help offer;
- • deliver effective co-ordination between all safeguarding agencies to identify need, harm and risk as early as possible and deliver improved outcomes for all.

## How does MASH and Early Help work together?

Early Help co-ordination will support all Surrey agencies, preventing and reducing the repetition of youth and parental crime, schools' pupil absence and exclusion, domestic abuse and or violence, child abuse and neglect, poor family physical and emotional health, substance misuse, homelessness and financial exclusion.

Improved compliance by the safeguarding partnership with provision of help earlier with an audit trail showing outcomes to agencies involved.

## Data Sharing in the MASH

Any data or information in the MASH is shared using a secure IT system. Only information that is 'lawfully' relevant to each case will be shared. The data will be used to inform our decision on the most appropriate service by gaining a better understanding of risk and need. All other information that is not relevant, necessary or proportionate to the need or risk of that individual case will not be shared and will not be accessible to any third parties.