Safeguarding and Child Protection Policy

Current version approved by Manager	**October 2026**
Current version approved by Board	**October 2026**
Review of policy	**As and when required, this policy will be reviewed and updated**

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There are also various other policies which relate to safeguarding, such as the Health and Safety Policy and the Behaviour Management Policy. Further information about safeguarding is set out within those policies.

This document is based on guidance from Statutory Framework for the Early Years Foundation Stage 2026, Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.

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 the team at Pavilion Day Nursery 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.

Status & Review Cycle of this policy: Annual or more frequent if new information becomes available.

Key Personnel

Designated Safeguarding Lead (DSL): **Sarah Tuman**
Deputy Designated Safeguarding Lead (DDSL**)**: **Sonia David**
Additional staff with DSL Training: **Amy Atkin, Zoe Corcoran, Michelle Scanlan, Bethany Swift, Lucy Brame, Jenny Lee, Donna Dean**
Director Designated Safeguarding Lead**: James McNulty**

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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, 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. On the whole, this will apply to pupils of our setting; however, the policy will extend to visiting children and students from other establishments.

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

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

MAP refers to the Surrey Multi-Agency Partnership.

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

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; The Childcare Act 2006 and in line with statutory guidance:

- Statutory Framework for the Early Years Foundation Stage 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026, Revised Safeguarding Statutory Guidance
- 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 toolkit for Ofsted-registered provision for September 2026

This policy also reflects the Surrey Safeguarding Children Partnership (SSCP) Procedures (www.surreyscp.org.uk/professionals/sscp-procedures/).

This policy applies to all members of staff, the Manager and Directors of the setting.

The Manager and HR review this policy annually. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation.

Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request.

Principles, Values and Aims

The Early Years Foundation Stage (2026) 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.'

Pavilion Day Nursery 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.

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 Pavilion Day Nursery or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and we will engage in partnership working to protect and safeguard children.

Whilst Pavilion Day Nursery will work openly with parents as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

Supporting Children

We recognise that Pavilion Day Nursery 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 Pavilion Day Nursery 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.

Pavilion Day Nursery will support all children:

- By treating each child as an individual so that they can learn, be resilient, capable, confident and self-assured.
- By teaching children to be strong and independent through positive relationships.
- By establishing and maintaining an ethos where children feel safe and secure, and are encouraged to share their thoughts and feelings through conversation, story-telling and role play.
- By ensuring that all children know there is an adult in Pavilion Day Nursery whom they can approach if they are worried and that adults at Pavilion Day Nursery are approachable and suitable.
- By reassuring children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- We will encourage self-esteem and self-awareness, through the Early Years Foundation Stage and through positive relationships within the community.
- We will respond sympathetically to any requests for quiet time.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care immediately if there is a concern of harm.

Training and Induction

All staff receive information about the safeguarding arrangements upon induction, the safeguarding statement, staff behaviour policy (code of conduct), Safeguarding and Child Protection policy (this policy), the role and names of the DSL and their deputy.

The name of the DSL and DDSL for Safeguarding and Child Protection, are clearly advertised on the display board in the main corridor.

All staff receive Safeguarding and Child Protection training at induction in line with advice from Surrey Safeguarding Children Partnership (www.surreyscp.org.uk/training-2/) which is regularly updated. They all undertake Working Together to Safeguard Children, Prevent and FGM training and regularly update their training.

All staff are trained in and receive regular updates in online safety and reporting concerns via regular staff meetings. Staff will be asked at supervision meetings various safeguarding scenarios/questions.

Pavilion Day Nursery will advise all staff that they must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises is securely stored, and out of reach of children, at all times.

Pavilion Day Nursery will advise staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings. Newly recruited employees will not commence their employment until their DBS has been cleared and received. Pavilion Day Nursery Recruitment processes can be found in our Recruitment Policy. Ongoing suitability of staff is checked at every half term supervision.

All staff and managers have regular safeguarding training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect.

All staff will have access to our setting's behaviour management policy.

All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones and cameras. All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant setting policies including the Code of Conduct and the Internet/Social Media, Mobile Phone, Camera, Smart Watch and Electronic Devices Policy.

Supervision and Well-being

Pavilion Day Nursery will follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Statutory Framework for the Early Years Foundation Stage states that providers must put appropriate arrangements in place for the supervision of staff that have contact with children and families.

Supervision is a regular, planned, accountable two-way process which offers support and development to individuals. Its purpose is to monitor the progress of practitioners and to help them improve the quality of their work and outcomes for children. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any other concerns raised about an individual's or colleagues practice and well-being.

This is an opportunity for employees and the Manager to reflect on practice, explore worries or concerns about the welfare of children and contribute towards developing a confident and competent staff team. Supervision should foster a culture of mutual support, teamwork and continuous improvement.

Supervision should offer a space for employees to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address any issues
- receive coaching to improve employee personal effectiveness
- confirm suitability to work with children

Other discussion points might involve:

- skills, knowledge and experience and feelings towards work and workload · develop practice and competencies
- reflect on interventions
- plan individual future action, training and support
- specific child's safety and wellbeing; in terms of safeguarding
- focus on key children and their development and progress
- monitor standards and individual performance
- exploring well-being, health and medication that might affect work

Key features of a supervision

- **Frequency**: every twelve weeks or more frequently if required
- **Location**: a quiet space with the intention of not being interrupted
- **Length of meeting**: 20-30 minutes
- **Agenda**: will be prioritised at the beginning of the session by both parties to ensure the effective use of time
- **Record**: discussions, agreements and timescales on a Supervision Record Form by Supervisor

- **Confirmation of meeting**: Supervision Record Form shared and countersigned by Supervisor and Supervisee
- **Storage**: confidentially in employee personnel file in a locked cabinet or digitally.
- **Performance monitor**: a formal mechanism to record ongoing performance and achievement of targets
- **Cancellation**: should be re-scheduled within 5 working days of the original session. It is the responsibility of both the Supervisor and Supervisee to ensure it is carried out as soon as possible.
- **Document use**: Copies of the record will be available to both the supervisor and supervisee and access permitted in the following situations: Auditing, Grievance, Disciplinary, Safeguarding and Complaints
- **Disagreements**: will be recorded on the supervision record. If unresolved may be referred to directors.

Employees are expected to engage with agreed actions and to fully participate in improving their personal practice. Employees are invited to offer suggestions for improvement to Pavilion Day Nursery.

Safeguarding Roles and Responsibilities

All staff:

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

- 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
- Respond appropriately to mental health issues
- Understand the setting's Safeguarding and Child Protection policy and procedures
- Take appropriate action to respond and report a Safeguarding concern to the DSL/DDSL
- 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 if the disclosure is an allegation against a member of staff.

Manager:

In addition to the role and responsibilities of all staff, the Manager will ensure that:

- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- The setting has effective Safeguarding policies and procedures including a Safeguarding and Child Protection Policy, Code of Conduct and a Behaviour Policy.
- The setting operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one individual person in every interview who has completed safer recruitment training. DBS checks are completed and must be clear before a new staff member commences employment.
- 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.
- All staff are provided with the setting's Safeguarding and Child Protection Policy and Code of Conduct.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager the registered person), volunteers, temporary agency staff, students and contractors 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 Keeping Children Safe in Education 2026.
- The DSL will take lead responsibility for Safeguarding and Child Protection.
- The DSL and DDSL undertake interagency training (SSCP Safeguarding in Surrey - previously Module 1 and Advanced Safeguarding in Surrey -previously Module 2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding.
- The setting will ensure application filters and monitoring systems are in place to safeguard children online.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Enhanced DBS checks (without barred list checks) are in place for all staff.
- Any weaknesses in safeguarding are remedied immediately.

Designated Safeguarding Lead:

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

- Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available for staff to discuss any safeguarding concerns.
- Ensure that staff deployment is such that either the DSL or DDSL is available on site for all nursery hours allowing staff to raise concerns, or is directly contactable.

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed).

Work with others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the "case manager" and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children's needs are considered holistically
- Liaise with the senior mental health lead/ the mental health support team · Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Know who in its cohort of children, who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Raise awareness:

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

- Ensure the policy is reviewed annually (as a minimum)
- Ensure the policy is available upon request and parents are aware of the setting's obligations to refer cases where necessary
- Link with safeguarding partners to make sure staff are aware of training opportunities and SSCP arrangements
- Help promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and Child Protection issues that a child is experiencing or has experienced with appropriate staff members.

Training, knowledge, and skills:

- Undergo training to provide them with knowledge and skills required to carry out the role (at least every two years)
- Understand Surrey's Effective Family Resilience assessment process and request for support pathway for providing Early Help and statutory intervention
- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively
- Understand the importance of providing information and support to children social care
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Understand and undertake FGM training
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting
- Can recognise the additional risks that children with additional needs and disabilities face online
- Obtain access to resources and attend any relevant or refresher training courses

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

Providing support to staff

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

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

Understanding the views of children

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

Holding and sharing information

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

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Deputy Designated Safeguarding Lead:
The deputy will be trained to the same standard as the DSL and the role will be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL, this lead responsibility will not be delegated.

Safeguarding and Child Protection Procedures
At Pavilion Day Nursery if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen positively and try to reassure the child
- Only use open questions to clarify information, e.g. Tell, Explain, Describe (TED)
- Not promise confidentiality
- Explain that they need to pass information to the DSL/other professionals to help keep the child and/or other children safe.

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

- Make an initial record of the information related to the concern
- Report it to the DSL immediately
- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
- Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
    - Dates and times of their observations
    - Dates and times of any discussions in which they were involved
    - Any injuries
    - Explanations given by the child / adult
    - Rationale for decision making and action taken
    - Any actual words or phrases used by the child
- The records must be signed and dated by the author or / equivalent on electronic based records
- In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for significant harm

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

Following a report of concerns the DSL will:
Use the SSCP Levels of Need document, to decide the relevant actions to be taken.

If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form (www.surreyscp.org.uk/documents/request-for-support-form/) by secure email to: cspa@surreycc.gov.uk and mark it as URGENT or accompany it with a phone call.

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

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

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

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

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

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

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

If we have concerns that the disclosure has not been acted upon appropriately, we will follow Surrey's FaST Escalation Procedure (https://surreyscp.trixonline.co.uk/chapter/surrey-escalation-policy).

Record Keeping
At Pavilion Day Nursery we maintain records and obtain and share information (with parents and carers, other professionals working with the child, the Police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

We record any concerns about a child's welfare or safety. This record will include the child's words and factual information. A body map will be completed if injuries are observed.

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

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

Information Sharing and Managing the Child Protection File
At Pavilion Day Nursery we ensure that Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely in either a locked cabinet or digitally. Safeguarding and Child Protection concerns, and referrals will be kept in a separate Child Protection file.

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

When children leave the setting (including in year transfers) the DSL will ensure their Safeguarding and Child Protection file is transferred to the new setting or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main child's file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving settings and schools should ensure key staff such as DSLs and SENCOs are aware as required.

If the setting is unable to locate the new setting/school, the file will be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Confidentiality

At Pavilion Day Nursery all matters relating to Safeguarding will be treated as confidential and only shared as per the Information Sharing Advice for Safeguarding Practitioners (DfE Guidance, 2024) (www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice).

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for Child Protection concerns to be shared with agencies who have a statutory duty for Child Protection.

Information will be shared with staff within the setting who 'need to know'.

Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Allegations Against/Concerns Raised in relation to a Member of Staff (including Manager), Agency Staff, Volunteers or Contractors

Pavilion Day Nursery will follow Surrey Safeguarding Children Partnerships Procedures for Allegations Against Staff or Volunteers (https://surreyscp.trixonline.co.uk/chapter/allegations-against-staff-or-volunteers).

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, 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of the setting, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations against a member of staff who is no longer at the setting should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Where 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 (C-SPA) and LADO or if 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, agency staff, contractors, students, volunteers or other adult to the Manager immediately.
- If an allegation is made against the Manager, the concerns need to be raised with the LADO as soon as possible.
- Once an allegation has been received by the Manager they will contact the LADO (as part of their mandatory duty) on 0300 123 1650 (option 3) or email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, 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.

Pavilion Day Nursery 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.

Escalation

Pavilion Day Nursery is committed to ensuring that safeguarding concerns remain visible until they are allocated to the correct agency. We will follow the Surrey FaST - Finding a Solution Together Escalation Process (https://surreyscp.trixonline.co.uk/chapter/surrey-escalation-policy?search=escalation) with reference to Finding Solutions Together Poster.

We recognise that the needs of children and their families can be complex and the range of interventions and support may not always fit into a simple formula, which will provide "the right solution" in every situation. We are fortunate to be able to access a broad spectrum of professionals to find and provide the best solutions for our children, however there is no clear right or wrong answer.

It is important that any professional disagreements are addressed and resolved as quickly as possible, so that our children and their families get the help they need, as quickly as possible. The Surrey FaST (Finding Solutions Together) resolution process is our way of enabling this.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding and Child Protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the setting's safeguarding arrangements.

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global Webpage (https://secure.ethicspoint.eu/domain/media/en/gui/107090/index.html).

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

Professional Curiosity and Unconscious Bias

Children and young people affected by abuse or neglect rarely tell us so directly – they may be frightened or ashamed, and often they don't realise that their lives are different to anyone else's. This makes it difficult for professionals to identify children who are experiencing or at risk of abuse – to do so we need to be curious about their lives, observant of their behaviour and to really listen to what they are saying to us.

Professional curiosity means exploring every possible indicator of abuse or neglect and trying to understand what the life of that child is like on a day to day basis – their routines, thoughts, feelings and relationships with family members. A professional may have the opportunity to identify abuse and neglect even if they come into contact with a family for an unrelated reason.

In order to be truly curious about a child's life, professionals also need to maintain an attitude of respectful uncertainty. This means applying a critical eye to the information given by a child's carers rather than just accepting things on face value. Does the explanation given make sense? Is there other information which sheds doubt on their account? Is it possible to independently verify the information given? It is important to acknowledge that we all work in an environment of uncertainty. Nobody can see into the future or know what happens behind closed doors and therefore practitioners need to adjust their understanding of the child's situation in order to take into account changing information and different perspectives.

Practitioners also need to be aware that we all carry a level of unconscious bias and that our own culture and background impact on the way we interpret family life. Cultural competence seeks to understand family dynamics and lifestyles in a holistic manner and avoids over-simplifying the impact of culture. An example of common oversimplification would be assuming that it is always best to allocate a family to a worker from the same country or community, when for some this could increase the sense of stigma and make it more difficult for families to be open and honest

What is Child Abuse?

The following definitions are taken from Working Together to Safeguard Children (2026). 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 Guidance on the Levels of Need (www.surreyscp.org.uk/wp-content/uploads/2021/04/Effective-family-resilience-SSCP-Dec-2020-v8-updated-May-2023-1.pdf).

Abuse

Abuse is a form 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.

Some types of bruises are often associated with non-accidental injury:

- Hand slap marks
- Marks from an implement
- Pinch or grab marks
- Grip marks on a baby (could indicate severe shaking)
- Bruised eyes (particularly when no other bruising to forehead)
- Any bruising on babies

Children are injured accidentally by not having been provided with a safe environment, such accidents could for example include scalding, fractures, and poisoning. But some types of injury are less likely to be accidental such as:

- Burns inside the mouth, inside of the arm and on genitals
- Some cigarette burns or burns with another object
- Scalds particularly on the feet and ankles
- Bite marks
- Evidence of old or repeated fractures
- Cuts to mouth or tongue
- Female genital mutilation
- Breast Ironing

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

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

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

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

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

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

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

A child suffering from sexual abuse may show physical signs in the form of:

- Bruising to breasts, buttocks, lower abdomen, thighs and genital or rectal areas which could indicate sexual abuse.
- Injuries, bleeding, or soreness to genital or rectal areas.
- Persistent vulva reddening and or discharge.
- Repeated urinary tract infections.
- Pseudo- mature or sexually explicit behaviours.
- Continual open masturbation or aggressive sexual play with peers.

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.

A neglected child may show physical signs by being:

- Underweight or obese
- Often dirty and smelly
- Poorly and/or inappropriately clothed
- Often hungry
- Unduly solemn and unresponsive
- Under stimulated and not reaching developmental milestones
- Poor impulse control
- Inability to form relationships

Behaviour Indicators of Abuse

Children who are being neglected or abused often also have behavioural difficulties. Any signs should always be looked at in conjunction with other information about a child and their family circumstances.

Behaviour may be a starting point for further assessment. Indicators might include:

- Overly compliant or watchful attitude
- Acting out aggressive behaviour, severe tantrums.
- Child only appearing happy in school or is kept away from school
- Child isolated in school and without friends
- Child unable to trust anyone
- Tummy pains with no medical explanation
- Eating problems
- Sleep disorders
- Frightened child, overly anxious, frozen
- Child self-harming
- Constantly running away from home
- Child showing signs of depression, anxiety, withdrawal, etc.

There may be other indicators which could make someone concerned about the risk of abuse or neglect of a child such as:

- A history of a parent/carers' abuse in childhood whether physical, emotional, sexual or neglect
- A history of family breakdown, separations, or disrupted care
- Parental isolation and lack of support
- Parental domestic abuse
- Parental mental ill health, learning difficulties or disability which may impact negatively on a parents' perception of the child or ability to provide care
- Parental drug, alcohol, or substance misuse
- History of transient or violent partners and exposure to domestic abuse
- History of criminal behaviour and imprisonment and in particular a conviction of a Schedule 1 offence
- Parent/carer lacking awareness of a child's development and needs
- Parent/carers who hold extreme religious, spiritual, or cultural beliefs
- Inconsistent adults within the household or rapidly changing adult relationships
- Chaotic families
- History of social services involvement or children being "looked after children"

Remember: It is not your responsibility to confirm whether a child is suffering or at risk of suffering significant harm. This is the duty of Children's Social Care, the Police, or the NSPCC. Discuss any concerns with your Manager and Designated Safeguarding Lead and follow the safeguarding procedures.

Specific Types of Abuse

Child on child abuse

All staff are aware that children can abuse other children and that it can happen both inside and outside of Pavilion Day Nursery. Child on child abuse is not tolerated within Pavilion Day Nursery and our staff are able to recognise the signs and indicators and respond appropriately.

We recognise that child on child abuse is most likely to include, but not be limited to:

- Bullying (including cyberbullying, 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.

Pavilion Day Nursery recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values. Additionally, staff recognise that that some child on child abuse issues may be affected by sexual identity, age, ability and culture of those involved, however, all child on child abuse is unacceptable and all reports will be taken seriously.

In order to minimise the risk of child on child abuse, Pavilion Day Nursery will monitor children's behaviour looking for any signs that this is occurring. This will be in line with our Behaviour Policy.

All allegations of child on child abuse will be recorded, investigated, and dealt with in line with associated setting policies, including Safeguarding and Child Protection, Behaviour Policy.

Alleged victims, perpetrators and any other child affected by child on child abuse may be supported by their key person.

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

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police. The principles from the Behaviour policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

Mental health

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

Staff are aware of how children's experiences can impact on their mental health, behaviour, and education. They will use their professional judgement and will consult the DSL/DDSL when they observe any changes to the child's usual behaviour or interactions.

Safeguarding Children with Additional Needs and Disabilities
At Pavilion Day Nursery, we acknowledge that children with additional needs or disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with additional needs and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges. The DSL will work closely with the SENCo to plan support as required.

Online Safety
At Pavilion Day Nursery, we have a policy that includes online safety which explains how we try to keep children safe in our setting and how we respond to online safety incidents.

We understand that children increasingly use electronic equipment daily to access the internet however, at the nursery this is monitored and limited to educational programmes, nursery songs/dancing, games and stories. We understand that some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

We recognise children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. Information is shared with families about online safety and all staff receive online safety training which is regularly updated. Our online safety co-ordinators are the DSL and DDSL.

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.

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

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

Looked After Children
The most common reason for children becoming looked after is because of abuse and neglect.

Pavilion Day Nursery will ensure that staff have the necessary skills and understanding to keep Looked After Children safe. Appropriate staff have information about a child's Looked After legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The DSL will have details of the child's social worker.

Female Genital Mutilation (FGM)
Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A Mandatory Reporting Duty requires staff to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the Police, (www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-informatio).

The duty applies to all persons in Pavilion Day Nursery who are employed or engaged to carry out as a key person, whether or not they have qualified practitioner status.

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

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

Staff at Pavilion Day Nursery are trained to be aware of risk indicators of FGM.

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

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

There are no circumstances in which other members of staff should examine a girl.

Breast ironing
Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts using hard or heated objects to try to stop them developing, or to make them disappear entirely.

Breast ironing is typically carried out by the girl's mother with the belief that she is:

- protecting her daughter from sexual harassment and/or rape;
- preventing the risk of early pregnancy, which would tarnish the family name;
- preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education.

This practice has been documented primarily in Cameroon, but is also practiced in Guinea-Bissau, Chad, Togo, Benin and Guinea.

While it is estimated that 3.8 million young women are vulnerable to breast ironing on a global scale, approx. one thousand 9-15 year old girls are currently thought to be at risk in the UK. According to the UN, over 50% of perpetrators will be the victim's mother.

Breast ironing is extremely painful and can cause damage to the tissue. Other possible health implications include breast infections, the formation of abscesses, malformed breasts or the eradication of one or both breasts.

The practice ranges widely in its severity, from using heated leaves to press and massage the breasts, through to using a scalding grinding stone to crush the budding gland. Due to the range of this activity, the short and long term health consequences for these young women vary from limited to significant.

County lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapon.

Young people are at risk if they become caught in county lines networks. To reduce the risk to themselves the dealers will use people they think others will not suspect, so any young person on the periphery of drug use or drug taking, or otherwise coming into contact, is vulnerable.

Sometimes gangs form a secure base in the home of a vulnerable person, forcing assistance through violence or exploiting a drug dependency. Leaders or dealers can enter into relationships with vulnerable young females, which can also lead to sexual exploitation or domestic violence. Young people can have drugs or money stolen and become indebted, needing to continue to supply to pay the money back.

Cuckooing
Cuckooing is when professional criminals target the homes of vulnerable adults so they can use the property for drug-dealing and other criminal activities. These criminals are very selective about who they target as 'cuckoo' victims and are often entrepreneurial.

Victims of 'cuckooing' are often drug users but can include older people, those suffering from mental or physical health problems, female sex workers, single mums and those living in poverty. Victims may suffer from other forms of addiction, such as alcoholism, and are often already known to the Police. Dealers often approach the victim offering free drugs to use their home for dealing.

Once they gain control, gangs move in with the risk of domestic abuse, sexual exploitation and violence. Children as well as adults are used as drug runners.

It is common for gangs to have access to several addresses. They move quickly between vulnerable people's homes for just a few hours, a couple of days or sometimes longer. This helps gangs evade detection. By 'cuckooing' the criminals can operate from a discreet property, which is out of sight, making it an attractive option.

They can then use the premises to deal and manufacture drugs in an environment under the police radar. These gangs may use accommodation in rural areas, including serviced apartments, holiday lets, budget hotels and caravan parks.

When the criminals use the victim's property for criminal enterprises, the inhabitants become terrified of going to the police for fear of being suspected of involvement in drug dealing or being identified as a member of the group, which would result in their eviction from the property. Some vulnerable adults may be forced to leave their homes, making themselves homeless and leaving the gangs free to sell drugs in their absence.

When a member of staff has a concern, they should raise it with the DSL. If a child is at immediate risk the member of staff or DSL must call the Police on 999.

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. (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 (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 on 020 7008 0151

Gaslighting

Gaslighting means a form of psychological manipulation and abuse in which the perpetrator makes his or her partner question and doubt their own perceptions, memory, judgement and sanity. Whilst it usually occurs in a domestic setting and against one person, it can be directed at individual members of a particular group. In a domestic relationship it is a manipulation tactic used to gain power and can amount to coercive and controlling behaviour. It is a highly effective form of emotional domestic abuse.

The term originates from the 1944 film Gaslight, starring Ingrid Bergman and based on the 1938 play Gas Light. In the film a husband manipulates his wife to the point where she thinks she is going insane.

Child Abuse linked to faith or belief including Witchcraft (CALFBW)

Child abuse linked to a faith or belief occurs across the country. In such cases a parent or carer has come to view a child as 'different' and they may have attributed this difference to the child being possessed. The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others.

Genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child.

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. It is likely that a proportion of this type of abuse remains unreported. There are a variety of definitions associated with abuse linked to faith or belief. The Child Abuse Linked to Faith or Belief: National Action Plan includes the following when referring to CALFBW. Belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Reasons for the child being identified as 'different' may be a disobedient or independent nature, bed wetting, nightmares or illness. Attempts to exorcise the child may

include but are not limited to: beating, burning, starvation, cutting or stabbing and or isolation within the household.

Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as 'possession', from a stammer to epilepsy, autism or a life limiting illness.

Honour-based abuse
Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- 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

Prevent
The Prevent Duty Guidance (2023) (www.gov.uk/government/publications/prevent-duty-guidance) and The Prevent Duty Guidance: safeguarding learners vulnerable to radicalisation (2023) (www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation) under section 26 of Counter Terrorism and Security Act 2015 (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 Pavilion Day Nursery are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture.

The setting promotes and embeds the fundamental British value in the setting through activities and within policies.

The Manager (the registered person) 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, anti-bullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the Prevent Referrral Form (www.surreyscp.org.uk/documents/prevent-referral-form/). If the matter is urgent then Police must be contacted on 999.

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

Child sexual exploitation (CSE)
Child sexual exploitation is a type of sexual abuse. Young people in exploitative situations and relationships might receive gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

Young people may be tricked into believing they are in a loving, consensual relationship. They often trust their abuser and do not understand that they are being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Spotting the signs of child sexual exploitation:
Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships, appearing intimidated and fearful of certain people or situations
- hang out with groups of older people, anti-social groups, or other vulnerable peers
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- have unexplained physical injuries.

When a member of staff has a concern, they should raise it with the DSL then contact C-SPA. If a child is at immediate risk the member of staff or DSL must call the Police on 999.

Sharing nude and semi-nude images and/or videos
The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people (www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people).

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the Safeguarding and Child Protection procedures and refer to the DSL immediately. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images.

The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process, if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate. Immediate request for support at the initial review stage should be made to Children's Social Care and/or Police if:

- The incident involves an adult
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to SEND)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- The imagery involves sexual acts
- The imagery involves anyone aged 12 or under
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming

If none of the above apply then the DSL will use their professional judgement to assess the risk to children involved and may decide, with input from the Manager (the registered person) to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver
- There is any coercion or encouragement beyond the sender/receiver
- The imagery was shared and received with the knowledge of the child in the imagery
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND
- There is a significant impact on the children involved
- The image is of a severe or extreme nature
- The child involved understands consent
- The situation is isolated or if the image has been more widely distributed
- There are other circumstances relating to either the sender or recipient that may add cause for concern
- The children have been involved in incidents relating to youth produced sexual imagery previously

If any of these circumstances are present, the situation will be referred according to our Child Protection procedures, including referral to the C-SPA or the Police.

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

British Values

At Pavilion Day Nursery, we aim to link each of the British Values to our early years practice making them relevant and meaningful.

The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance (including for those with different faiths).

Democracy can be demonstrated in the way everyone is treated equally and has equal rights. Staff will support children's personal, social and emotional development (PSED) and give them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources available to them. The children take turns, sharing, collaborating and making decisions together. Negotiating, setting rules and trusting friends will stick to the plan.

Rule of Law is about understanding that rules matter. Learning to manage their own feelings and behaviour: about learning right from wrong, behaving within agreed and clearly defined boundaries and dealing with the consequences. Children will start to learn the rules which keep them and others safe.

Individual Liberty. We will help children to develop a positive sense of themselves. We will provide opportunities for children to mix their own colours for leaf painting or take part in a sack race. We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Sharing a favourite book or building a compound for the dinosaurs together children will be given the time and space to explore the language of feelings and responsibility, reflect on their differences and understand that we are all free to have different opinions.

Mutual respect and tolerance. We encourage the children to treat others as we want to be treated. How to be part of a community, manage feelings and behaviour and form relationships with others. At Pavilion Day Nursery, we will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued. We share stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

We will aim to include British values in what we do and what we say every day.

Appendix 1: Signs and Indicators of Abuse and Neglect

Bullying and cyberbullying - www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying/

Child sexual exploitation - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/

Child trafficking - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/

Criminal exploitation and gangs - www.nspcc.org.uk/keeping-children-safe/types-of-abuse/gangs-criminal-exploitation/

Domestic abuse - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/

Emotional abuse - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/

Grooming - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/

Neglect - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/

Non-recent abuse - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/

Online abuse - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/

Physical abuse - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/

Sexual abuse - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/

County lines - https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,(Home%20Office%2C%202018)

Appendix 2: Additional Resources

Surrey County Council Education Safeguarding Team webpages - www.surreycc.gov.uk/schools-and-learning/schools/at-school/safeguarding

Surrey FaST - Finding Solutions Together - www.surreyscp.org.uk/wp-content/uploads/2022/03/SSCP-Finding-

NSPCC webpages - www.nspcc.org.uk

Childline webpages - www.childline.org.uk

CEOP ThinkuKnow webpages - www.ceopeducation.co.uk/

Anti Bullying Alliance webpages - www.anti-bullyingalliance.org.uk/

Childnet International - www.childnet.com

Safer Internet Centre webpage - www.saferinternet.org.uk/

Contextual Safeguarding Network webpage - www.contextualsafeguarding.org.uk/

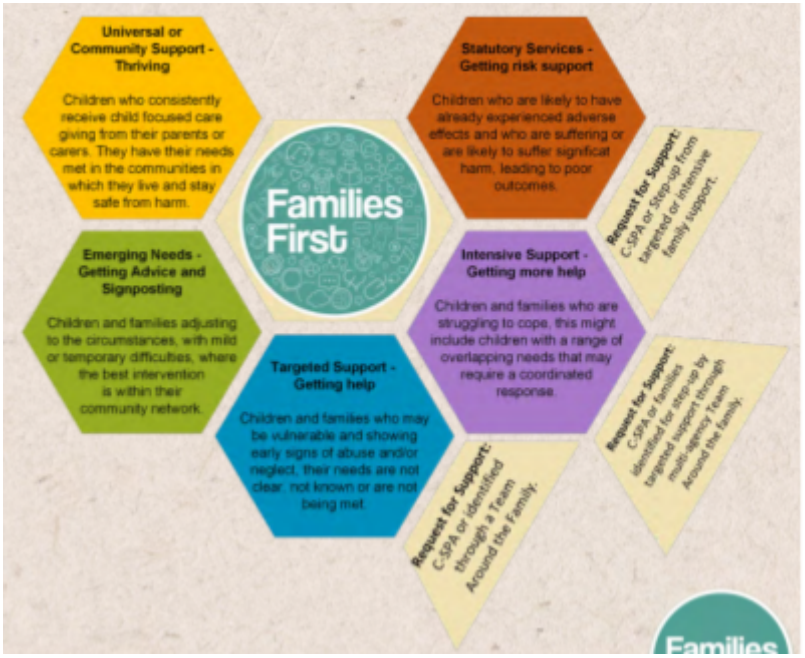
Surrey Safeguarding Children Partnership webpage - www.surreyscp.org.uk/

Lucy Faithfull Foundation webpage - www.lucyfaithfull.org.uk/

SSCP Abuse and Neglect - www.surreyscp.org.uk/abuse-neglect/#

Protect Whistleblowing UK - www.protect-advice.org.uk/

Appendix 3: Surrey Safeguarding Children Partnership - FaST (Escalation Process) Poster and Families First - Early Help Strategy Poster



Families First - Early Help Strategy

Early help is support that is provided as soon as needs emerge. It can be in the critical years of a child's life (including pre-birth and pregnancy) and in later childhood and adolescence.

It seeks to offer support at the earliest opportunity, to best meet the needs of families and to prevent these escalating.

Appendix 4: Safeguarding Meanings and Priorities

What is safeguarding?
Safeguarding is the action taken to promote the welfare of children and protect them from harm and means:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes.

What is child protection?
Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.
'Children learn best when they are healthy, safe & secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

EYFS prescribes the following safeguarding topics**:**

- Safeguard children.
- Ensure suitability of adults who have contact with children
- Promote good health.
- Manage behaviour.
- Maintain records, policies and procedures

Safeguarding Acronyms	
CSE	Child Sexual Exploitation
C-SPA	Children's Single Point of Access
CPP	Child Protection Plan
DA	Domestic Abuse
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
FGM	Female Genital Mutilation
LAC	Looked After Child
LADO	Local Authority Designated Officer
SPEND	**S**exual, **P**hysical, **E**motional, **N**eglect & **D**omestic (Core forms of abuse)
SSCP	Surrey Safeguarding Children's Partnership
TED	**T**ell me, **E**xplain to me, **D**escribe to me.

Understanding the views of children

- Encourage a culture of listening to children
- Taking account of their wishes and feelings
- Put measures in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances

Consider how to build trusted relationships which facilitate communication.

If a child discloses a safeguarding matter:

- Listen carefully
- Avoiding leading questions use (**TED**)
- Don't make promises you won't be able to keep
- Write up conversation with the child accurately

Raise the concern with the DSL or DDSL or the concern has not been taken seriously or actioned contact the C-SPA Tel: **0300 470 9100** Email: cspa@surreycc.gov.uk

Recording Concerns

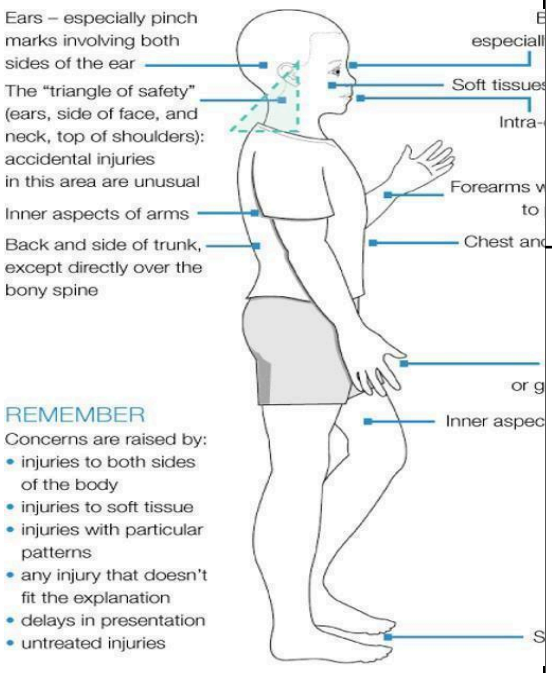
- Time / place / who was present
- Be calm
- What questions were asked
- Capture the exact child's words
- Demeanour/non-verbal behaviours of the child
- Context – indicators, vulnerability, significant events
- Body map
- Staff worries/concerns (clearly state facts & opinions)
- Initial response- relevant intervention in place
- Outcome

Allegations that a staff member or volunteer:

- has or may have harmed a child
- may have committed a criminal offence related to a child
- behaved towards a child in a way that indicates they might pose a risk of harm if working regularly or closely with children.
- raise the concern with the DSL/DDSL. If the concern is about the DSL/DDSL or the concern has not been taken seriously or actioned, contact the **LADO**

Tel: **0300 123 1650** Email: lado@surreycc.gov.uk
If a child is in immediate risk of harm, call **999**

Non-accidental injuries



Prevent Duty

The purpose of Prevent is "to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism." Prevent hopes to avoid acts of terrorism by intervening before individuals become radicalised, and stopping them from committing acts of violence for whatever extreme ideologies they have come to believe.

Surrey Prevent - preventreferrals@surrey.pnn.police.uk

British Values

These core beliefs are seen as an essential part of British society which everybody has to follow and promote in their daily lives. These are:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

Actions and speech that openly oppose these fundamental principles is seen as extremism, as they promote committing crimes or opposing the rights of others to live free lives.

Female Genital Mutilation (FGM)

FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies; new-born, during childhood or adolescence, just before marriage or during pregnancy. FGM is child abuse, dangerous and a criminal offence.

A girl at immediate risk of FGM may not know what's going to happen. She might talk about it or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or getting ready for marriage
- a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- absent repeatedly or running away from home.

Report known cases to the police on 101 or 999

Honour-based abuse (HBA)

Is a collection of practices 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 think a relative has shamed the family and/or community by breaking their honour code. HBA 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/forced into an arranged 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

Child Abuse linked to Faith or Belief (CALFB) - Witchcraft Is when families or carers genuinely believe that the victim has been completely taken over by the devil or an evil spirit, which is often supported by someone who within the community has portrayed themselves as an authority on faith and belief.

Often in the perpetrators' minds, any abuse is not going to affect the victim because he or she believes the child is effectively not there anymore and the abuse is directed at whatever has possessed the child. The victim is often convinced that this is the truth and that the abuse is "normal".

Cuckooing

Is where people take over a person's home and use the property to facilitate exploitation. It takes the name from cuckoos who take over the nests of other birds. There are different types of cuckooing:

- Using the property to deal, store or take drugs
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant

Gaslighting Is the psychological manipulation of a person usually over an extended period of time. This causes the victim to question the validity of their own thoughts, perception of reality, or memories and typically leads to confusion, loss of confidence and self-esteem, uncertainty of one's emotional or mental stability, and a dependency on the perpetrator.	**Breast Ironing / Flattening** Is the process where a young girl's breasts are ironed, massaged and or pounded down through the use of hard or heated objects or bound tightly to make the breasts disappear or delay their development. It is a form of physical abuse often resulting in lasting physical and psychological difficulties.
Professional curiosity and unconscious bias Professional curiosity means exploring every possible indicator of abuse or neglect. Trying to understand what the life of the child is like on a day to day basis – their routines, thoughts, feelings and relationships with family members. Practitioners may identify abuse and neglect even if they come into contact with a family for an unrelated reason. In order to be truly curious, professionals need to maintain an attitude of respectful uncertainty. This means applying a critical eye to the information given by a child's carers rather than just accepting things on face value. Practitioners need to be aware that we all carry a level of **unconscious bias** and that our own culture and background impact on the way we interpret family life.	

Sexual abuse is forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. **Contact abuse**, including assault by penetration (e.g. rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing/touching outside of clothing. **Non-contact abuse** where children are made to look at, or participate in the production of, sexual images, watching sexual acts, encouraging them to behave in sexually inappropriate ways, or grooming them in preparation for abuse. **Signs of sexual abuse** avoiding being alone with people thy know, language or sexual behaviour inappropriate for their age, bruises in the genital area, bleeding or discharge or pain in the genital / anal area.	**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. **Signs** of Physical abuse include bruises, cuts, red marks, broken bones, burns or scalds and bite marks.	**Emotional abuse** is 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 that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. **Signs** of Emotional abuse include being wary, anxious or unconfident, no close bond with parents, struggling to control their emotions, overly affectionate to people they don't know well.	**Neglect** **Physical neglect**: not meeting a child's basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety **Educational neglect**: not making sure a child receives an education **Emotional neglect**: not meeting a child's needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them **Medical neglect**: not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations **Supervisory neglect:** when the adult responsible for the child fails to supervise the child appropriately **Environmental neglect:** when the child's home environment is filthy e.g. rotten food, infestations **Signs of neglect:** Being smelly, hungry, in unwashed clothes, inappropriate clothing for the weather, repeated accidental injuries caused by lack	**Domestic abuse** also called "domestic violence" or "intimate partner violence", can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner. Can be physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviours that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone. Can happen to anyone of any race, age, sexual orientation, religion, or gender. It can occur within a range of relationships including couples who are married, living together or dating. Domestic violence affects people of all socioeconomic backgrounds and education levels.

			of supervision, skin issues such as nappy rash, sores, flea bites, scabies or ringworm, being withdrawn, depressed or anxious.	

Whistleblowing
An employee of an organisation shares information that they reasonably believe shows wrongdoing or a cover up by that organisation. This might be:

- Illegal or failure to meet statutory requirements
- risks others' health and safety
- is about poor practice or leadership

NSPCC Whistleblowing Advice Helpline 0808 800 5000 - email help@nspcc.org.uk

Ofsted Whistleblowing Hotline Tel: 0300 123 3155 - email whistleblowing@ofsted.gov.uk

NAVEX Global 0800 069 8180 - email whistle@protect-advice.org.uk

Disguised compliance
Involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Disguised compliance looks like?

- **Focusing on one particular issue** – parents make sure one thing goes well to deflect attention away from other areas
- **Being critical of professionals** – parents will seek to blame other professionals for things not happening, therefore deflecting attention away from things they have not done.
- **Failure to engage with services** – parents will promise to take up services offered but then not attend appointments due to other problems.
- **Avoiding contact with professionals** – parents will agree to targets then avoid contact with professionals

County Lines
County lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.

The 'County Line' is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result.

Child Sexual Exploitation (CSE)
CSE is a type of sexual abuse. When a child or young person is exploited, they are given things - gifts, drugs, money, status and affection, in exchange for performing sexual activities.

Children and young people are often tricked into believing they are in a loving and consensual relationship; both parties are equally agreeing or emotionally involved. This relationship is called 'grooming'. They may trust their abuser and not understand that they are being abused.

Summary of EYFS welfare requirements

- Child protection: Providers must be alert to any issues of concern in the child's life at home or elsewhere.
- Suitable People: Providers must ensure that those looking after children are suitable to fulfil the requirements of their roles.
- Staff qualifications, training, support and skills: This section details what qualifications are required within the setting and how staff are to be inducted.
- Key persons: Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- Staff: child ratios: Staffing arrangements must meet the needs of all children and ensure their safety, and fulfil the requirements outlined in this section.
- Health: This section includes information on medicines, food and drink and accident or injury.
- Managing Behaviour: Providers are responsible for managing children's behaviour in an appropriate way.
- Safety and suitability of premises, environment and equipment: This refers to the appropriateness of premises, outings, risk assessments, smoking on premises and other matters concerning the safety of children.
- Special educational needs: Providers must have arrangements in place to support children with SEN or disabilities.
- Information and Records: Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Your ongoing suitability to work with children

You will be asked at supervision meeting, these suitability questions:

- Have you been involved with the police, such as interviewed, questioned, subject to a court order, bound over, received a reprimand, warning, cautioned or convicted before or during your employment here?
- Do you have parental responsibility for a child who is being assessed or who has been placed on a child protection plan under Section 47 of the Children Act 1989?
- Have you had any health issues since your last supervision that could affect your suitability to do the role?
- Are you taking any medication currently? Are there any side effects that we should be aware of?
- Can I have your consent to use the DBS Update Service to carry out a DBS Status Check?
- (Not on Update Service). If we were to apply for a new Enhanced DBS today, would there be any issues? You will also be asked about your own **wellbeing** and **care concerns** you may have for any children. Along with the developmental progress of your key children.

Encouraging positive behaviours

- Show care, compassion, empathy and warmth as much as possible
- Have clear simple rules and limits
- Be a good role model
- Praise good behaviour so it will increase
- Ignore behaviour you do not want repeated
- Criticise behaviours, not your child
- Reward good behaviour with positive words
- Distract young children or use humour
- Allow children some control, joint decisions, choices
- In the case of negative behaviour the child will be removed from the situation, explain why this behaviour was not appropriate and talk about how others may feel.

Where can you get information about local help?

- Surrey County Council (www.surreycc.gov.uk)
- The Family Information Service provides helpful information and advice on the Surrey CC website.
- Any family member can also access the Family Information Directory. This provides a detailed list of a variety of services that are available in the community, including details of advice lines for local services such as health visiting again on the Surrey CC Website.
- The Surrey Children's Single Point of Access (C-SPA) is the umbrella term for the front door to support, information and advice for residents, families and those who work with Surrey children
- Phone: 0300 470 9100 (Monday – Friday 9am – 5pm) Out of hours phone: 01483 517898 to speak to the emergency duty team. Email: cspa@surreycc.gov.uk

Designated Safeguarding Lead (DSL) – Sarah Tuman

Deputy Designated Safeguarding Lead (DDSL) – Sonia David

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Tel: 01932 780005

Email: stuman@paviliondaynursery.co.uk