



Registered Charity No.: 1155711

Safeguarding Children Policy & Procedure

Contents

Safeguarding Children Policy	Page number(s)
Aim	2
Building a 'Culture of Safety' and Promoting Awareness	2
The Prevent Duty and British Values	2
Staffing and Volunteering	3-5
Planning for Safeguarding	5
Early Years Curriculum	5
How we respond to concerns	6-11
Legal References	11-13

Appendix Title	Appendix Number	Page Number
What to do if Flowchart	1	14
Indicators of abuse	2	15-16
Escalation process	3	17
Breast Ironing	4	18
Child Sexual Exploitation (CSE)	5	19-20
County Lines	6	20-21
Domestic abuse	7	21-23
Female Genital Mutilation (FGM)	8	24-25
Honour Based Violence (HBV)	9	26
PREVENT Duty	10	26-27
Trafficking	11	27-28
Witchcraft	12	28-30
Contacts page	13	31

Other related Policies
Absence Policy
Health and Safety Policy
Health and Safety Awareness Procedures (Staff)
Illness, Injury and Managing Children with Allergies Policy
Information Sharing Policy
Intimate care, nappy changing and toileting.
Missing Child Policy
No smoking / vaping, Alcohol and Recreational Drugs Policy
Online Safety, Tapestry and Pre-school Technology Policy
Outings Policy
Personal Conduct for Staff
Photographic images of Children Policy
Promoting inclusion equality and valuing diversity incorporating SEND

Record Keeping, Including Children's Records and Data Protection, Confidentiality, Recording and Sharing Information, Access to Records and Transfer of Records
Staffing and Employment Policy
Student and Volunteer Placement Policy
Uncollected Child Policy
Whistleblowing Policy

Aim

Our Pre-School's prime responsibility is the welfare and wellbeing of all children in our care. We are committed to:

- Building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.
- Responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.
- Promoting awareness of child abuse issues through our training.
- Complying with the local child protection procedures approved by the Surrey Safeguarding Children Partnership (SSCP) and making sure that all adults working with and looking after children can put the procedures into practice.

Building a 'Culture of Safety' and Promoting Awareness

Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) who co-ordinates child protection issues is Suzie Thomas. Our deputy DSL is Teri Morris. Our DSL and deputy understand Surrey Safeguarding Children's Partnership (SSCP) safeguarding procedures. Our DSL attends relevant SSCP training at least every two years. The DSL and Deputy support each other to undertake the role adequately and offer advice, guidance, supervision and support to the staff team and, when appropriate, parents/carers. As a committee run pre-school it is the Committee Chair who takes lead responsibility for safeguarding for the committee, and will undertake relevant training (working together to safeguard children training, Safer Recruitment and Managing Allegations).

The role and responsibilities of the DSL are:

- To consult with the Local Authority and other agencies about child protection issues.
- To ensure the Pre-School meets the safeguarding and welfare requirements (Section 3, Statutory Framework for the EYFS).
- To ensure policies are up to date and in line with Surrey Safeguarding Children Partnership (SSCP) guidance and procedures.
- To collate information when there are concerns about a child.
- To provide advice, support and guidance on an on-going basis to the staff team.
- To ensure they are adequately informed in vulnerable adult protection matters.
- To ensure that there is an adequate online safety policy in place.

The Prevent Duty

We are aware that, to be effective and lawful, we must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British/Fundamental Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

We will ensure that these values underpin practice at the Pre-School and that they are clearly understood and applied as part of our curriculum. We will ensure that:

- We focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.

We are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members.

- We act when we observe behaviour of concern.
- We always challenge discrimination/racist views and comments, whether they are made by staff, parents/carers or children.
- We can identify children who may be vulnerable to radicalisation and know what to do when they are identified.
- We assess the risk of children being drawn into terrorism and work in partnership with local partners such as the police, Prevent Co-Ordinators and the SSCP to take account of local risks, respond appropriately and make referrals if necessary if there are any concerns.

Staffing and Volunteering

- All staff understand that safeguarding is their responsibility
- All staff are trained to understand our safeguarding policies and procedures.
- All staff have up to date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the DSL, deputy DSL or local authority children's social care team or the NSPCC.
- The DSL and the deputy DSL ensure that staff are aware and receive training in social factors affecting children's vulnerability including social exclusion, domestic violence and controlling or coercive behaviour, mental illness, drug and alcohol abuse (substance misuse), parental learning disability and radicalisation.
- The DSL and the Deputy DSL ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters: abuse of disabled children, fabricated or induced illness, child abuse linked to spirit possession, , sexually exploited children, children who are trafficked and/or exploited, female genital mutilation, extra-familial abuse and threats and for children involved in violent offending, with gangs and county lines.
- Applicants for posts within the Pre-School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to conduct 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed to ensure that no disqualified person or unsuitable person works at the Pre-School or has access to the children. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

- The Pre-School asks all members of staff to subscribe to the update service once their DBS has been received or renewed (the cost of this is reimbursed by Pre-School). The Pre-School will check the DBS at least once every term.
- Information is recorded about staff qualifications and the identity checks and vetting processes that have been completed including the criminal records disclosure reference number, the date the disclosure was obtained and details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). Staff sign a declaration during each supervision.
- We ensure that safeguarding children and child protection are covered in our induction for staff and volunteers and are reviewed at staff meetings. We make staff aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- All staff are required to attend safeguarding children training every three years. This ensures that they can recognise the signs and symptoms of possible physical abuse, emotional abuse (including domestic abuse), sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.

We access the Surrey Safeguarding Children Partnership Manual of child protection procedures online at <https://surreyscb.procedures.org.uk/> and make sure that all adults working with and looking after children can put the procedures into practice.

- Staff have regular supervision sessions with the DSL / Deputy DSL, which includes discussion of any safeguarding issues. Supervision helps to foster a culture of mutual support, teamwork and continuous improvement which includes the confidential discussion of sensitive issues.
- We ensure that we have a copy of 'What to do if you are worried a child is being abused' for parents and staff are shown this at induction and, when updated, are issued with an electronic copy.
- We ensure that all staff know the procedures for reporting and recording their concerns in the Pre-School.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that the local authority have not taken appropriate action to safeguard a child, and this has not been addressed satisfactorily through normal escalation procedures.
- All staff understand their responsibilities under the General Data Protection Regulations and the Data Protection Act and understand relevant safeguarding legislation, statutory requirements and local safeguarding requirements and ensure that any information they may share about parents and their children is shared appropriately and lawfully.
- We have a duty of care to be contactable during times when the Pre-School is closed e.g. during holidays. Our Office Manager or Manager / DDSL will take the Pre-School mobile phone home and will be contactable via email during holidays and they will contact the DSL/DDSL if any contact is made of a safeguarding nature.
- We have a Whistleblowing Policy, which all staff are required to read and sign. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the DSL, Manager, Committee Chair or relevant agency. Whistleblowing is acknowledged as an important aspect of safeguarding where staff, volunteers and students are encouraged to share genuine concerns.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern. We notify the Disclosure and Barring Service of any person

who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

- We have security measures in place to ensure that we have control over who comes into the Pre-School, and so that no unauthorised person has unsupervised access to the children. We have procedures for recording the details of visitors to the Pre-School.
- Volunteers will not work with children unsupervised. This includes volunteer visitors and any paid visitors.
- All staff are required to comply with our Code of Conduct which provides clear guidelines, including relationships with Pre-School families and social networking.

Planning for Safeguarding

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.
- Adequate and appropriate staffing resources are provided (see Staffing and Employment Policy).
- Staff will not be left alone for long periods with individual children or with small groups.
- Only staff who have been registered as 'a suitable person' (i.e., their enhanced DBS disclosure has been received) will take children to the toilet and support them with intimate care and nappy changing.
- With the exception of open days or other events held at the Pre-School, where parents/carers are responsible for their own children, parents/carers are not permitted to enter the children's toilet area.
- Staff, volunteers and visitors must leave any personal device capable of recording images/video, or displaying photographs/video, including mobile phones and smart watches in the office at all times when children are present. Staff are only allowed to use their mobile phone during the lunch time period, and this should be done in an area where no children are present. Staff should not use their personal mobile phone to contact parents, except in the event of an emergency. Staff are not permitted to use their mobile phones to take images, video or audio of any child attending the Pre-School.
- Staff may only photograph children using the Pre-School devices. As part of our observations and assessment process we may photograph children washing their hands, putting on outside clothing and shoes. We always ensure children are never photographed using the toilet, having their nappy changed, or in a state of undress, either directly or in the background of a photograph. (See Photographic Images of Children policy, Personal Conduct for Pre-school staff policy).
- Children should arrive at Pre-School alert and ready to play. If a child arrives asleep or excessively drowsy, the child must be woken before parent/carers leave.
- The Accident book is reviewed by the Manager at the end of each term and the Health and Safety Rep on the Management Committee annually, or more often if considered necessary.
- The following policies set out processes and procedures to manage any potential risks to groups, children and individuals accessing the Pre-School in relation to the facilities, equipment, activities and outings associated with the provision of the Pre-School: -

Absence Policy; Missing Child Policy; Uncollected Child Policy; Health and Safety Policy; Health and Safety Awareness Procedures (Staff); Outings Policy; Illness, Injury and Managing Children with Allergies Policy; Online Safety, Tapestry and Pre-school Technology Policy; Intimate care, nappy changing and toileting.

Early Years Curriculum

- We introduce key elements of safeguarding children into our programme to promote the personal, social and emotional development of all children, so that they develop understanding of why and how to keep safe. We ensure that this is conducted in a way that is developmentally appropriate for the children.
- We create within our Pre-School a culture of value and respect for individuals having positive regard for children's heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background, thereby encouraging children to develop a positive self-image. We ensure that it is conducted in a way that is developmentally appropriate for the children.
- We promote the right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches. We help them to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We collaborate with parents to build their understanding of and commitment to the principles of safeguarding all our children.

How We Respond to Concerns

Responding to suspicions of abuse

- We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in "What to do if you're worried a child is being abused" (HMG 2015).
- We acknowledge that abuse of children can take different forms, including but not limited to; physical, emotional (including domestic abuse), sexual and neglect. When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through.
 - Significant changes in their behaviour.
 - Deterioration in their general well-being.
 - Their comments which may give cause for concern, or the things they say.
 - Changes in their appearance, their behaviour or their play
 - Unexplained bruising, marks or signs of possible abuse or neglect and
 - Any reason to suspect neglect or abuse outside the Pre-School.
- We consider factors affecting parental capacity and risk, such as social exclusion, domestic violence and controlling or coercive behaviour, parent's drug or alcohol abuse, mental or physical illness, parent's learning disability, drug and alcohol abuse (substance misuse) and radicalisation.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care department.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation or children, such as through internet abuse and Female Genital Mutilation and radicalisation that may affect, or may have affected, children attending our Pre-School.
- We are aware of the mandatory duty to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child or adult may be a victim of modern slavery or human trafficking, we will refer to the National Referral Mechanism as soon as possible and refer and/or seek advice from the local authority children's social work service and/or the police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups, child sexual exploitation, online use and from within peer groups and the wider community.
- The DSL must inform the Deputy DSL at the first opportunity of every significant safeguarding concern. However, this should not delay any referrals being made to the children's social worker services, the LADO, Ofsted or Riddor.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedure below: -
- The member of staff will use a Record of Conversation Form to make a dated record of the details of the concern at the earliest opportunity, including dates, time and location of disclosure and any potential witnesses. The member of staff then discusses what to do with the DSL.
- The DSL will advise whether the concern must be recorded on a Safeguarding Incident Reporting Form. If necessary, the member of staff must complete this form and pass it to the DSL. The Record of Conversation Form is kept in the DSL folder – Safeguarding Monitoring. The child will have a named individual pocket in the file. A Safeguarding Incident Form is kept in the DSL folder – Safeguarding Monitoring File until such time as the concerns become Level 3 or above.
- If there is a concern about a child, we will normally share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm, we will seek advice from the Children's Single Point of Access (CSPA). If a staff member or volunteer is unhappy with the decision made by the DSL in relation to whether to make a safeguarding referral the staff are aware that, because safeguarding is everyone's responsibility, that they can make a referral themselves.
- Staff must remember that an allegation of child abuse or neglect may lead to a criminal investigation, so they should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate themselves.
- All suspicions and investigations will be kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Surrey Safeguarding Children Partnership.

Disclosures

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

- Offers reassurance to the child.
- Responds to the disclosure sensitively and appropriately.
- Takes the disclosure seriously.
- Listens to the child.
- Gives reassurance that she or he will take action and they are unable to keep it a secret.

- Takes care not to influence the outcome either way through the way they speak to the child or by asking questions of the child (although they may check out/clarify the details of what they think they have said to them).
- Reassures the child that they are not at fault.

The member of staff does not question the child or ask leading questions. The member of staff must not make promises that they cannot keep, jump to conclusions, speculate or accuse anybody.

Recording suspicions of abuse and disclosures

Staff use a Record of Conversation Form to make a record of:

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

The Record of Conversation Forms and any Safeguarding Incident Reporting Forms are signed and dated by staff and parents and will be kept in the DSL folder 'Safeguarding' the child will have a named individual file in the folder and will not be accessible to people other than the DSL, deputy DSL, Manager.

The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity, and always within one working day.

Informing parents; parents are normally the first point of contact

If a suspicion of abuse is recorded, the child's parents or legal guardian are normally informed by the Pre-School's DSL at the same time as the report is made, unless the guidance of the Children's Single Point of Access (CSPA) does not allow this, for example where it is believed that the child or another person may be placed in greater danger, where it may interfere with a police investigation, or where it is otherwise unreasonable to seek consent. This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.

If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should seek advice from children's social services about whether to advise parents beforehand and should record and follow the advice given.

Referring a child

If we are not sure whether we should refer a child, advice can be sought from the Children's Single Point of Access (CSPA) by calling 0300 470 9100. If a referral is required, the information is recorded on the online referral form and emailed to the team.

CSPA responds to initial enquiries about children, young people and adults.

If it is an emergency and / or a child is at immediate risk of significant harm the Police should be contacted.

CSPA 0300 470 9100 (Monday – Friday 9am – 5pm)

Out of hours contact details 01483 517898 (Emergency Duty Team)

After a referral by telephone, the following will be applied:

- Referrals must be confirmed in writing within 48 hours using the Referral Form, including a body map where appropriate. To ensure that the latest form is used, we download it from: www.surreycc.gov.uk/safeguarding, then click on 'guidance for professionals'.
- If a referral is made to CSPA, we act within the Surrey Safeguarding Children Partnership guidelines in deciding whether we should inform the child's parents at the same time.
- CSPA will contact us to inform us of action they have taken, and we can refer back to them if necessary. If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the Surrey Safeguarding Children Partnership escalation process.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the Pre-School, which may include an allegation of abuse (see our Complaints Policy).
- We ensure that all staff, volunteers, Committee Members or any anyone else working in the Pre-School knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues. Reporting low-level concerns about the conduct of a colleague. Student, or volunteer contributes towards a safeguarding culture of openness and trust. It helps ensure that adults consistently model the pre-schools values and helps keep children safe. It protects adults working in the pre-school from potential false allegations or misunderstandings.
- We differentiate between allegations and concerns about the quality of care or practice and complaints and have a separate procedure for responding to complaints (see Complaints Policy).
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working with or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). We will also inform Ofsted of any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This will be done at the earliest opportunity, but at the latest within 14 days of the allegations being made.
- We will ensure that we maintain on-going contact and work with Ofsted and individual social workers within the Child Assessment Team. The DSL will also attend Child Protection Conferences, Core/Looked-After Meetings and court proceedings and provide written reports. The Pre-School will also consult with other professionals; health visitor, doctor, clinical and educational psychologists and therapists and implement an Individual Education Plan/Behaviour Management Plan if appropriate.
- We respond to any inappropriate behaviour displayed by members of staff, volunteers or any other person working on the premises which includes inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We will recognise and respond to allegations that a person at our Pre-School 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 in a way that indicates they may pose a risk of harm to children. This includes a low-level concern which is defined by NSPCC as 'any concern that an adult has acted in a way that: is inconsistent with the staff code of conduct, including inappropriate contact outside of work; that doesn't meet the threshold of harm or is not considered serious enough...to refer to the local authority.' Low -level concerns are part of a spectrum of behaviour that includes inadvertent or thoughtless behaviour; behaviour that might be considered in appropriate depending on the circumstances; behaviour which is intended to enable abuse. Examples of such behaviour could include being over friendly with children; having favourites; adults taking photographs of children on their mobile phone; engaging with a child on a one to one basis in a secluded area; using inappropriate sexualised, intimidating or offensive language.

- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident on a Safeguarding Incident Reporting form which is filed in the staff member's individual folder. If a member of staff makes a disclosure about another member of staff, a copy of the Safeguarding Incident Reporting form is filed in both staff folders. If a parent/carer makes a disclosure, they would be asked to complete a Safeguarding Incident Reporting Form, and this would be filed in the staff member's personal folder. If the allegation relates to the Manager, or the DSL, then the Committee Chair must be informed.
- If there is an allegation against a member of staff, we inform Surrey County Council's Local Authority Child Protection Designated Officer (LADO) on:

0300 123 1650 (select option 3 – safeguarding children unit, then select option 3 – LADO)

or by

E-mail: LADO@surreycc.gov.uk

If there is an allegation against a member of staff, then the Manager will speak to the member of staff and explain that the allegations will be investigated. It is the Manager's responsibility to gather information where an allegation has been made against a member of staff, not the DSL. The Manager will need to work in collaboration with the LADO.

- It is the Committee Chair's responsibility to gather information and deal with the investigation, if the allegation is against the Manager or the DSL. The Committee Chair will need to work in collaboration with the LADO.
- If there are more allegations after speaking to the Surrey County Council LADO, or if more advice is needed then the Early Years and Childcare Service's named person for allegations against adults working with children can be contacted on 01372 833826.
- Ofsted must be informed as soon as reasonably possible and submit a written report at the latest within 14 days of the allegations being made. If this requirement is not met and there is not a reasonable excuse, then an offence has been committed. To report an allegation against a member of staff or volunteer to Ofsted telephone 0300 1234 666.
- We follow the guidance of the Surrey Safeguarding Children Partnership when responding to any complaint that a member of staff or volunteer has abused a child. We refer any such complaint immediately to the local authority's social service department to investigate.
- When the Committee, Manager and social care team agree that it is appropriate in the circumstances, the member of staff will be suspended on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Where it is appropriate and practical and agreed with the LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative option is available that will safeguard children and not place the affected person at risk.
- The LADO should normally be informed before the child's parents, as informing parents could impede the disciplinary or investigative process. However, if there is a reason for parents to know sooner, such as a child needing medical treatment or being harmed, then the parents should be informed first.
- The member of staff should be treated fairly and honestly and helped to understand the process. If the member of staff has been suspended, they should be kept up to date about events in the workplace, by the Manager or Committee Chair. The member of staff should not contact or be contacted by members of the Pre-School team, as this may impede the investigative process.
- The member of staff should be kept informed of progress, outcome and implications of any disciplinary or related process.

- If we dismiss or remove a member of staff/volunteer from working at our Pre-School because they have engaged in activities that caused concern for the safeguarding of children, we will notify the Disclosure and Barring Service (DBS), so that individuals who pose a threat to children can be identified and barred from working with these groups. If the member of staff resigns during an investigation or before they are dismissed, we must still inform the DBS.

Support to Families

- The Pre-School believes in building trusting and supportive relationships with families, staff and volunteers.
- The Pre-School makes clear to parents its role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local social services department. A copy of our Safeguarding Children Policy is available in the Parent Information Folder and on our website.
- The Pre-School continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the Pre-School's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with our Record Keeping – Confidentiality, Recording and Sharing Information Policy and only if appropriate under the guidance of the Surrey Safeguarding Children Partnership.

Legal references

Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

Legal references

Working Together to Safeguard Children (HMG 2023)

Statutory Framework for the Early Years Foundation Stage 2023

What to Do if You're Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2022

Education Inspection Framework (Ofsted 2023)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

Further guidance

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 2010)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

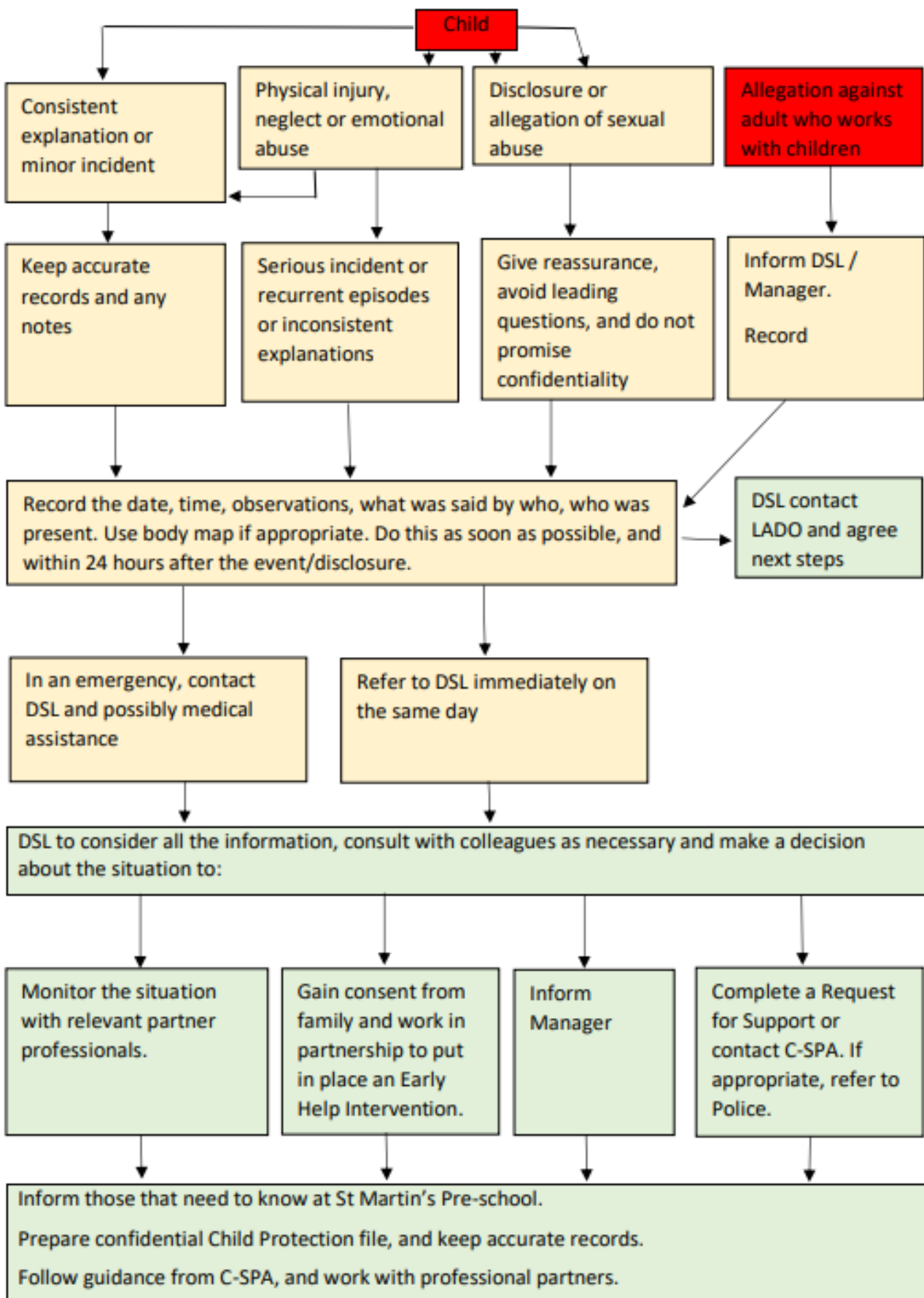
Appendices

The following appendices provide more detailed guidance for St Martin's Pre-school members of staff that should be referred to when dealing with particular issues relating to safeguarding.

Appendix Title	Appendix Number
What to do if Flowchart	1
Indicators of abuse	2
Escalation process	3
Breast Ironing	4
Child Sexual Exploitation (CSE)	5
County Lines	6
Domestic abuse	7
Female Genital Mutilation (FGM)	8
Honour Based Violence (HBV)	9
PREVENT Duty	10
Trafficking	11
Witchcraft	12
Contacts	13

Appendix 1

What to do ifFlowchart



Indicators of abuse

The following is not an exhaustive list. It is designed to draw attention to the fact that a child might be being harmed in some way and in need of protection.

Physical indicators:

Physical abuse

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.

Other injuries

Sometimes 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 (FGM) (see appendix 8)
- Breast Ironing (see appendix 4).

Sexual abuse

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

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.

Neglecting a child's need for love, care, warmth, security, and stimulation will affect their emotional and physical development over time. Some children may be left unattended without suitable arrangements for their care or with adults who for some reason (e.g., alcohol or drug misuse) are unable to be fully responsible for the child's care.

Behavioural 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:

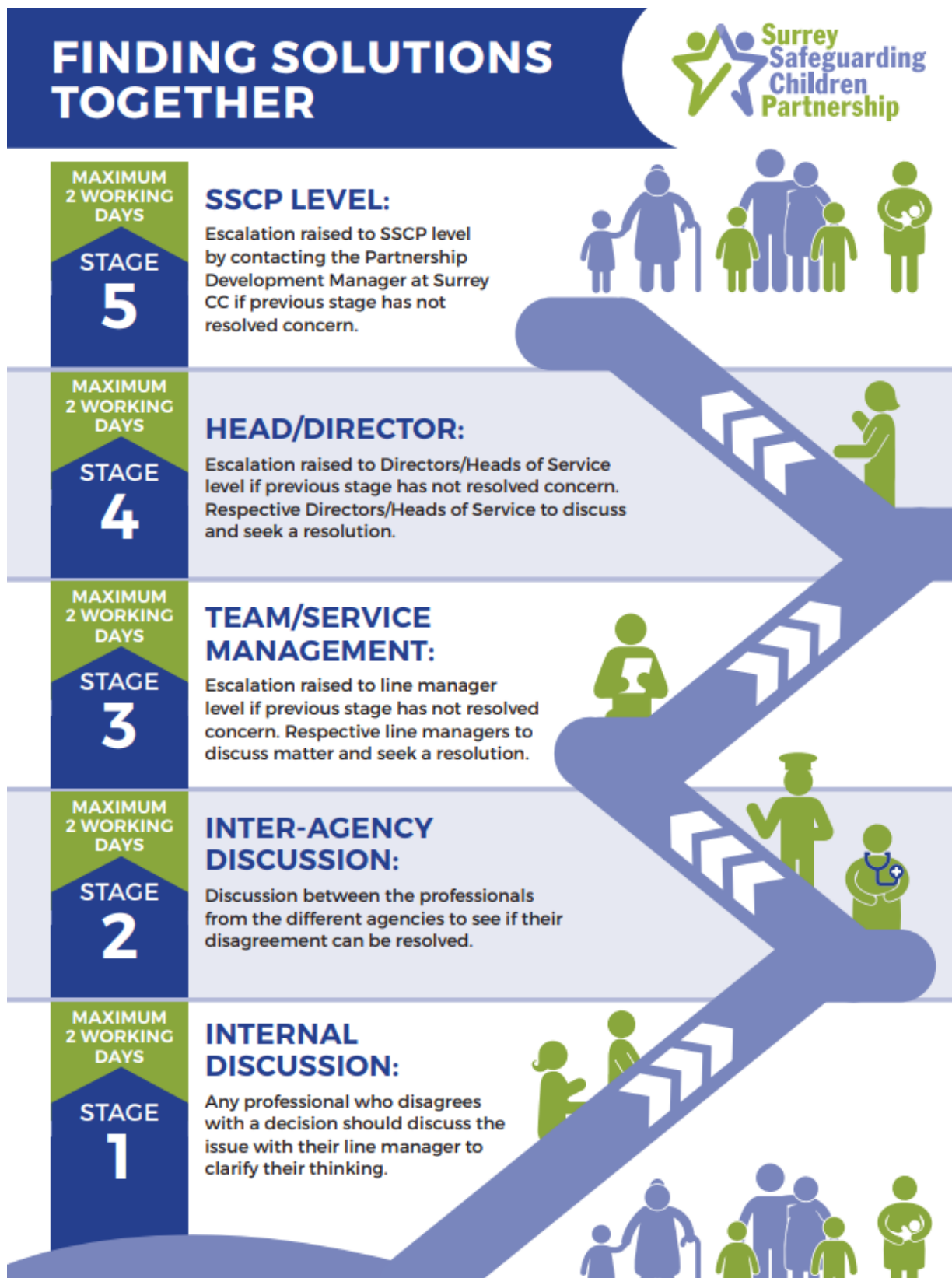
- Overly compliant or watchful attitude.
- Acting out aggressive behaviour, severe tantrums.
- Child only appearing happy in school or is kept away from school.
- Child isolated in school and without friends.
- Child unable to trust anyone.
- Tummy pains with no medical explanation.
- Eating problems.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

Other factors

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 (see appendix 9)
- 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.



Appendix 4

Breast Ironing

Breast Ironing, also known as “Breast Flattening,” is the process whereby young pubescent girls’ breasts are ironed, massaged and/or pounded down through the use of hard or heated objects, in order for the breasts to disappear or delay the development of the breasts entirely.

It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction, and early forced marriage and therefore be kept in education.

The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue of girls as young as 9 years old.

Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing.

The mutilation is a traditional practice from Cameroon designed to make teenage girls look less “womanly” and to deter unwanted male attention, pregnancy, and rape. The practice is commonly performed by family members, 58% of the time by the mother.

In many cases the abuser thinks they are doing something good for their daughter, by delaying the effects of puberty so that she can continue her education, rather than getting married.

Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone Breast Ironing.

Similarly to Female Genital Mutilation (FGM; Appendix 8), Breast Ironing is classified as physical abuse, therefore professionals must follow their Local Safeguarding Children’s Partnerships procedures.

Prevalence

The United Nations (UN) states that Breast Ironing affects 3.8 million women around the world and has been identified as one of the five under-reported crimes relating to gender based violence (<http://www.unwomenuk.org/breast-ironing-must-be-stopped/>).

Law

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm, they must refer to Surrey Safeguarding Children’s Partnerships Procedures.

Indicators

Breast Ironing is often a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone Breast Ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc.
- Reluctance in undergoing normal medical examinations.
- Some girls may ask for help but may not be explicit about the problem due to embarrassment or fear.
- Fear of changing for physical activities due to scars showing or bandages being visible.

Health consequences

Due to the instruments which are used during the process of breast ironing, for example, spoon/broom, stones, pestle, breast band, leaves etc. combined with insufficient aftercare, young girls are exposed to significant health risks.

Breast Ironing is painful and violates a young girl's physical integrity. It exposes girls to numerous health problems such as cancer, abscesses, itching, and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage and even the complete disappearance of one or both breasts.

This form of mutilation not only has negative health consequences for the girls, but often proves futile when it comes to deterring teenage sexual activity according to CAME Women and Girls. The practice not only seriously damages a child's physical integrity, but also their social and psychological well-being.

Breast Ironing in the UK Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk.

Staff worried about the risk of breast ironing should speak to the Designated Safeguarding Lead (DSL) as soon as possible. For more information on Breast Ironing: <https://safeguardinghub.co.uk/breast-ironing-a-guide/>

Appendix 5

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, drugs, alcohol, accommodation, or gifts as a result of them performing, and/or others performing on them, sexual activities. Child sexual exploitation can also occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet or mobile phones without immediate payment or gain. Children or young people may be tricked into believing they are in a loving, consensual relationship. Child sexual exploitation is a hidden crime. Young people 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 is happening. Children who work in entertainment may be sexually exploited in return for offers of TV, film or modelling/ photographic work and roles in professional stage productions.

St Martin's Pre-school recognises Child Sexual Exploitation (CSE) by the following definition taken from the Department for Education and accepted by Surrey Safeguarding Children Partnership.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of eighteen into sexual activity.

- in exchange for something the victim needs or wants.
- for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE is a complex form of abuse, and it can often be difficult for those working directly with children to identify and assess. The indicators can sometimes be mistaken for 'normal adolescent behaviours'. Consequently, normal adolescent behaviour can give rise to concerns about CSE.

It requires knowledge, skills, professional curiosity, and an assessment which identifies possible indicators and recognises personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given.

Referral

If you are concerned that a child is at risk of/experiencing CSE, you should discuss your concern that a child may be at risk of sexual exploitation with your DSL/DDSL in the first instance with a view to deciding whether a referral is required. As a professional, you must balance the need for swift action with the need to make informed decisions. If a child is at immediate risk, you must call the Police on 999.

When considering making a referral, you will also need to balance the need for confidentiality with your responsibility to share information to protect the child. Where possible, you should always ascertain the views of the child, and keep them, and their parents/carers informed about your actions. You should consult the Information Sharing policy to help guide your decision. Any decision not to share information or not to refer a child should be recorded together with the reasons for non-referral. Once you have decided to make a referral you should complete Surrey's multi-agency screening tool.

Appendix 6

County Lines

County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

In some cases, the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing. People exploited in this way will quite often be exposed to physical, mental, and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

As within child sexual exploitation, children often do not see themselves as victims or realise they have been groomed to get involved in criminality. So, it is important that we all play our part to understand county lines and speak out if we have concerns.

Definition of a gang

Groups of children often gather together in public places to socialise, and peer association is an essential feature of most children's transition to adulthood. Groups of children can be disorderly and/or anti-social without engaging in criminal activity. Defining a gang is difficult, however it can be broadly described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

Children may be involved in more than one 'gang' with some cross-border movement and may not stay in a 'gang' for significant periods of time. Children rarely use the term 'gang' instead they used terms such as 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'. Definitions may need to be highly specific to particular areas or neighbourhoods if they are to be useful. Furthermore, professionals should not seek to apply this or any other definition of a gang too rigorously; if a child or others think s/he is involved with or affected by 'a gang', then a professional should act accordingly.

Violence is a way for gang members to gain recognition and respect by asserting their power and authority in the street, with a large proportion of street crime perpetrated against members of other gangs or the relatives of gang members. Youth violence, serious or otherwise, may be a function of gang activity.

However, it could equally represent the behaviour of a child acting individually in response to his or her particular history and circumstances.

Circumstances which can foster the emergence of gangs include:

- Areas with a high level of social and economic exclusion and mobility (which weakens the ties of kinship and friendship and the established mechanisms of informal control and social support).
- Areas made up of predominantly social housing, and especially where it is high rise/high density social housing. There is a perfect correlation in London with 'gang neighbourhoods' and being amongst the 20% most deprived government lower level super output areas (based on the Indices of Multiple Deprivation 2007).
- Areas with poor performing schools - in terms of leadership, positive ethos, managing behaviour and partnership working.
- Lack of access to pro-social activities (e.g., youth service) and to vocational training and opportunities.
- Communities who have experienced war situations prior to arrival in the UK.
- Areas with a high level of gang activity / peer pressure and intimidation, particularly if the family is denying this or is in fear of the gangs.
- Family members involved in gang activity and criminality.

Our response

St Martin's Pre-school will always take what the child tells them seriously. We will assess this together with the child's presenting behaviours in the context of whatever information they know or can gather from the child about the risk factors described in the risk assessment framework for children affected by gangs and serious youth violence. Potentially a child involved with a gang or with serious violence could be both a victim and a perpetrator. This requires professionals to assess and support his/her welfare and well-being needs at the same time as assessing and responding in a criminal justice capacity.

If a member of staff is concerned that a child is at risk of harm as a victim or a perpetrator of serious youth violence, gang-related or not, the professional should, wherever possible, consult with their DSL, Line Manager.

For further information on County Lines: [County Lines - National Crime Agency](#)

Appendix 7

Domestic Abuse

The definition of 'domestic violence and abuse' was updated in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in need of Early Help services or in need of protection as they are likely to suffer significant harm.

The definition from the Home Office is as follows: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Psychological.
- Physical.
- Sexual.
- Financial.
- Emotional.

What is controlling or coercive behaviour?

Controlling or coercive behaviour is a pattern of behaviour displayed over a period of time, where one person exerts power, control or coercion over another.

Controlling behaviour is defined as behaviour "designed to make a person subordinate/dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating everyday behaviour".

Coercive behaviour is "a continuing act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten the victim".

Recognising types of behaviour

Behaviours associated with a coercive or controlling relationship include:

- Isolating a person from their friends and family.
- Depriving them of their basic needs and taking control of everyday life (e.g., where a person can go, who they can spend time with, where they can work, travel).
- Repeatedly putting a person down, e.g., telling them that they are worthless; ▽ Enforcing rules and activity which humiliate, degrade or dehumanise the victim.
- Monitoring a person via online communication tools or using spyware.
- Depriving access to support services, e.g., GP/medical services.
- Financial abuse including control of finances.
- Threats to hurt or kill.
- Threats to a child.
- Assault.
- Criminal damage (such as destruction of household goods).
- Rape.

It is important to note that some of the above may constitute criminal offences in their own right.

Domestic Violence Disclosure Scheme (DVDS)

The Domestic Violence Disclosure Scheme (DVDS) gives members of the public a formal mechanism to make enquires about an individual who they are in a relationship with, or who is in a relationship with someone they know, where there is a concern that the individual may be violent towards their partner. This scheme adds a further dimension to the information sharing about children where there are concerns that domestic violence and abuse is impacting on the care and welfare of the children in the family.

Members of the public can make an application for a disclosure, known as the 'right to ask'. Anybody can make an enquiry, but information will only be given to someone at risk or a person in a position to safeguard the victim. The scheme is for anyone in an intimate relationship regardless of gender.

Partner agencies can also request disclosure is made of an offender's past history where it is believed someone is at risk of harm. This is known as 'right to know'.

If a potentially violent individual is identified as having convictions for violent offences, or information is held about their behaviour which reasonably leads the Police and other agencies to believe they pose a risk of harm to their partner, a disclosure will be made.

For further information see: Clare's Law- The Domestic Violence Disclosure Scheme.

As part of our commitment to safeguarding children and young people, St Martin's Pre-school have signed up to Operation Encompass a national scheme that operates jointly between schools and all police forces. We have ensured that our Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have

been trained as a Key Adult in Operation Encompass Procedures. You will find a poster for parents displayed in our reception area, on Tapestry and on our website. For more information please speak to either Suzie (DSL /Deputy Manager) or Teri (DDSL / Manager).



OPERATION ENCOMPASS



Registered Charity No.: 1155711

OPERATION ENCOMPASS

Operation Encompass is a national scheme that operates jointly between schools and all police forces.

“ Children who live in homes where there is domestic abuse, or who experience domestic abuse in their own teenage relationships, can be negatively impacted by this experience. ”

“ We have ensured that a member of our staff, (Designated Safeguarding Lead) known as a Key Adult, has been trained about Operation Encompass procedures. This allows us to use the information that has been confidentially shared with us by the police, to understand how a child may be impacted by domestic abuse and to then offer support to the child/ren in our care. ”

“ This information means that we can understand a child’s behaviour and support that child in whatever way they may need or want. ”



“ Children who experience domestic abuse are recognised as victims of domestic abuse in their own right! ”

“ Operation Encompass means that our school will be told, prior to the start of the next school day, when police have attended an incident of domestic abuse where there is a child or young person who attends our school who is related to any of those involved in the incident. ”

“ We are keen to offer the very best support possible to all our pupils and we believe that being part of Operation Encompass helps us to do this. ”

Appendix 8

Female Genital Mutilation (FGM)

The World Health Organisation defines female genital mutilation (FGM) as:

- all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. There are, however, particular characteristics of FGM that front-line professionals should be aware of to ensure that they can provide appropriate protection and support to those affected.

Surrey Safeguarding Children's Partnership recommend that the following principles should be adopted by all agencies in relation to identifying and responding to those at risk of, or who have undergone FGM, and their parent(s)/carer(s) or guardians.

- The safety and welfare of the child is paramount.
- All agencies should act in the interests of the rights of the child, as stated in the United Nations Convention on the Rights of the Child (1991).
- FGM is illegal in the UK.
- FGM is an extremely harmful practice - responding to it cannot be left to personal choice.
- Accessible, high quality and sensitive health, education, Police, social care and voluntary sector services must underpin all interventions.
- As FGM is often an embedded social norm, engagement with families and communities plays an important role in contributing to ending it.
- All decisions or plans should be based on high quality assessments (in accordance with Working Together to Safeguard Children 2015 statutory guidance in England, and the Framework for the Assessment of Children in Need and their Families in Wales 2001).

If a child under the age of eighteen identifies one or more serious or immediate risks from the list below, or other risks that in your judgment appear to be serious, then refer to Surrey Children's Services:

- A child or sibling asks for help.
- A parent/carer or family member expresses concern that FGM may be carried out on the child.
- Girl has confided that she is to have a "special procedure" or to attend a "special occasion".
- Girl has talked about going away to "become a woman" or to "become like my mum and sister".
- Girl has a sister or other female child relative who has already undergone FGM.
- Family/child is already known to Children's Services - if known and have identified FGM within a family you must share this information with Children Services.

Signs that FGM has taken place.

- Prolonged absence from school with noticeable behaviour changes on the girl's return.
- Longer/frequent visits to the toilet particularly after a holiday abroad, or at any time.
- Some girls may find it difficult to sit still and appear uncomfortable or may complain of pain between their legs.
- Some girls may speak about 'something somebody did to them', that they are not allowed to talk about.
- A professional overhears a conversation amongst children about a 'special procedure' that took place when on holiday.
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

Any information or concern that a female is at immediate risk of FGM, should result in a safeguarding referral to the C-SPA.

A disclosure from the girl or professional observing a physical sign that an FGM procedure has taken place should be reported to the Police via mandatory reporting pathway.

The Serious Crime Act 2015 places a duty on all health care professionals to notify the Police of known cases of FGM relating to children under eighteen. It is therefore extremely important that any information relating to potential FGM is passed on to the DSL/DDSL and if necessary, the Police.

Further information and procedures can be found in the following Government document:
http://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga_20030031_en.pdf
http://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga_20030031_en.pdf

Appendix 9

Honour Based Violence (HBV)

Forced marriage is an offence and is when a person uses violence, threats or any other types of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe that the conduct may cause the other person to enter into the marriage without free and full consent.

Honour Based Violence (HBV) is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.

HBV includes various forms of violence arising from notions of so-called honour and in line with the terminology used by academics, statutory and non-statutory agencies worldwide in relation to such violence.

HBV is a type of abuse recognised in the Care Act. That means that it requires a safeguarding response where the victim is an adult (or child) at risk.

Honour Based Violence is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour.

Such violence can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code.

Honour Based Violence can also be the term specifically used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Police definition of so-called HBV is: 'a crime or incident, which has been or may be committed to protect or defend the honour of the family and/or community'.

St Martin's Pre-school staff should respond in a similar way to cases of honour violence as with domestic violence and forced marriage:

- In facilitating disclosure.
- Supporting other agencies responsible for developing individual safety plans.
- Ensuring the child's safety by according to them confidentiality in relation to the rest of the family.
- Referrals to be made via C-SPA and the Police, as honour based violence can be extremely serious.

Appendix 10

PREVENT

The PREVENT strategy aims to stop people becoming terrorists, supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Those working with other families and communities play a key role in ensuring young people and their communities are safe from the threat of terrorism.

The PREVENT strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. St Martin's Pre-school has a duty of care to children and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people.
- Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately.
- taking appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.

Children and young people can be drawn into violence, or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language Possession of violent extremist literature.
- Behavioural changes.
- The expression of extremist views.
- Advocating violent actions and means.
- Association with known extremists.
- Seeking to recruit others to an extremist ideology.

St Martin's Pre-school will arrange "PREVENT" training for all members of staff so that they are aware of the signs and know what action to take if they suspect that a child or the child's family may be at risk of becoming involved in extremist ideas and ideology.

Members of staff should refer any concerns relating to potential radicalisation in the first instance to the Designated Safeguarding Lead (DSL) or DDSL and also to local Police. As issues relating to radicalisation may be quite complex and sensitive in nature it may not always be clear on what action should be taken.

The Surrey Safeguarding Partnership recommended flow chart can be used when deciding on the most appropriate action to take.

Further information and guidance can be found in the following Government document:
https://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk and assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned
-

Sections 36 to 41 of the Counter-Terrorism and Security Act 2015 set out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into any form of terrorism. This guidance has been issued under sections 36(7) and 38(6) of the act to support panel members and partners of local panels.

The document:

- provides guidance for Channel panels.
- provides guidance for panel partners on Channel delivery (that is, those authorities listed in Schedule 7 to the Counter-Terrorism and Security Act 2015 who are required to co-operate with Channel panels and the police in conducting their functions in Chapter 2 of Part 5 of the Counter-Terrorism and Security Act 2015)
- explains why people may be vulnerable to being drawn into terrorism and describes signs to look for.
- provides guidance on the support that can be provided to safeguard those at risk of being drawn into terrorism.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

For further information, please see: <https://www.gov.uk/government/publications/channel-guidance>.

Appendix 11

Trafficking

The organised crime of child trafficking into the UK has become an issue of considerable concern to all professionals with responsibility for the care and protection of children. Any form of trafficking children is an abuse. Children are coerced, deceived, or forced into the control of others who seek to profit from their exploitation and suffering. Some cases involve UK-born children being trafficked within the UK.

Most children are trafficked for financial gain. This can include payment from or to the child's parents. In most cases, the trafficker also receives payment from those wanting to exploit the child once in the UK. Trafficking is carried out by organised gangs and individual adults or agents.

Trafficked children may be used for:

- Sexual exploitation.
- Domestic service.
- Sweatshop, restaurant, and other catering work.
- Credit card fraud.
- Begging or pick pocketing or other forms of petty criminal activity.
- Agricultural labour, including tending plants in illegal cannabis farms.
- Benefit fraud.
- Drug mules, drug dealing or decoys for adult drug traffickers.
- Illegal inter-country adoptions.
- Contemporary slavery.

Trafficked children are victims of serious crime, and this will impact on their health and welfare. In order to coerce and control, they are commonly subject to physical abuse including use of drugs and alcohol, emotional and psychological abuse, sexual abuse and neglect as a result of a lack of care about their welfare and the need for secrecy surrounding their circumstances.

Whenever a St Martin's Pre-school staff member or volunteer comes into contact with a child, who they feel may be trafficked, the practitioner should raise the issue with their DSL / DDSL and make a referral to the C-SPA.

Further information and guidance can be found in the following document produced by Department for Education: Care of Unaccompanied migrant children and child victims of modern slavery: Statutory guidance for local authorities November 2017

Appendix 12

Witchcraft – Faith Based Abuse

What is Witchcraft?

Witchcraft means different things to different people. However, for the purpose of this publication, it is simply "the invocation of alleged supernatural powers to control people or events, using sorcery or magic".

In many African traditional beliefs, such powers are said to be given by "spiritual" entities. The agent or medium of the powers is called a witch. The powers are usually malevolent, associated with an intention to do evil to others. However, in other cases, these powers are said to be benevolent, bestowing health and material benefits.

Witchcraft is described by some as the belief in the existence of a dark world inhabited by bad beings who are in a constant interaction with the living in the physical world where humans live. It is said that these beings have the powers to override human wills and wishes and can manifest their powers through human agents. In many parts of Africa and indeed other parts of the world, people believe that these beings roam around seeking someone to possess for evil deeds. They entice their victims in different ways, for example through giving them edible substances like food where the evil spirit can be passed on to the victims. In other instances, certain individuals are said to seek out such powers in order to perpetrate evil. In all these cases, those possessed of these evil powers are called witches. Those who are victims, enticed in different

ways to take on these powers are believed to act unconsciously, unaware of the evil they cause. Many children branded as witches are seen to fall under this category.

Witches bear different names in different parts of Africa. In the Congo, they are Ndoki. In parts of Tanzania, they are called the evil eye or “djinn”. In Nigeria, among the Yoruba, they are “Aje”. In Igboland they are called “Ogbanjé” or “Amozu”. In Rwanda, they are known as “Abazimu” and in Uganda they are called “Emandwa”.

Many Christians believe in spirit possession but make a distinction between possession by the Holy Spirit and possession by evil spirits. Witchcraft is considered to be the work of the devil. The manifestation of spiritual utterances and the power to cast out evil spirits, including witchcraft spirits, are seen as supreme forms of religious experiences in Christianity.

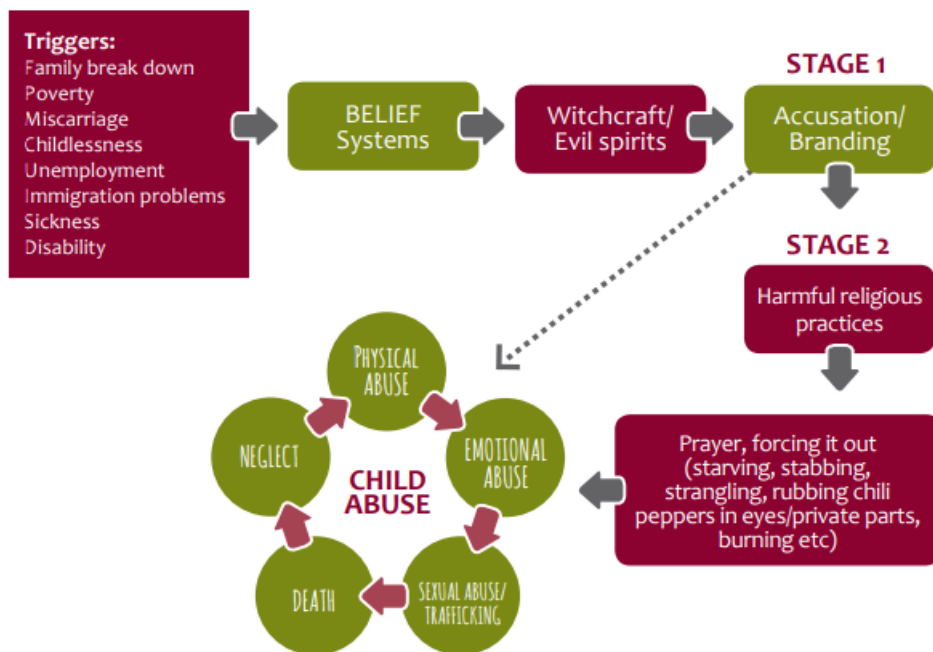
Islam also recognises the existence of evil spirits called jinns that can take control of human beings. Islam explicitly forbids the practice of witchcraft (Sihr). For example, Islam recognises that evil spirits are able to affect people’s lives by causing physical ailments.

What is witchcraft abuse?

Historical evidence shows that humankind, from prehistoric times, has had belief in super-natural entities and powers. The underlying motive has been the quest for man to find answers to unexplained phenomenon and problems including evil in the world, the meaning of human existence and what happens when one dies. Many new communities in the UK today face so many social and economic problems that create a fertile ground for the belief in the influence of evil spirits to flourish. These include poverty and deprivation, unemployment, lack of success, immigration problems, housing problems, family breakdown, ill health, and many others.

These “triggers” lead to children being scapegoated as the sources of these problems leading to them being labelled as witches. The labelling of children as witches is a huge form of emotional abuse in itself and cannot be ignored. Subsequent to that, such children are subjected to many other forms of abuses and harm to punish them for their evil deeds, but also in efforts to exorcise them from the evil spirits ‘possessing’ them. Due to the seriousness of the abuse and harm children branded as witches experience and the long term damage this causes to their overall well-being, we have termed this phenomenon: “Witchcraft Abuse”.

Figure One: Stages of Witchcraft Abuse



What are the signs of Witchcraft abuse?

In many instances, many of the indicators that can alert other people to the fact that a child is being abused because he or she is believed to be a witch are no different from other signs of abuse. While some of the signs below might not in themselves be indicators of witchcraft abuse, taken together, they should arouse suspicion and induce further inquiry:

- Unexplained bruises or marks on the body
- Incision marks on the body
- Says he or she will go to hell or is a bad person
- Is ostracised in the home or by other children from the same community
- Does not go to school or does not go to school regularly
- Has limited freedom of movement
- Is malnourished or steals food
- Claims to be fasting for many days at a time
- Is not taken to hospital when ill
- Looks unkempt and uncared for
- Looks sad, miserable and lonely
- Does not have any friends or is ignored by other children

Whenever a St Martin’s Pre-school staff member or volunteer comes into contact with a child, who they feel may be suffering from Witchcraft abuse, the practitioner should raise the issue with their DSL / DDSL and make a referral to the C-SPA.

For more information about Witchcraft: <https://afruca.org/wp-content/uploads/2017/05/What-is-Witchcraft-Booklet-2017.pdf>

Appendix 13

Contacts Page

C-SPA

CSPA 0300 470 9100 (Monday – Friday 9am – 5pm) Out of hours contact details 01483 517898 (Emergency Duty Team)

LADO

0300 123 1650 (select option 3 – safeguarding children unit, then select option 3 – LADO) or by E-mail: LADO@surreycc.gov.uk

Prevent

Report to police on 0800 789 321, 999 if urgent police assistance is required or report online via [Report terrorist or extremist content online – Report possible terrorist or extremist activity online | Action Counters Terrorism](#)

FGM

Any information or concern that a female is at immediate risk of FGM, should result in a safeguarding referral to the C-SPA.

A disclosure from the girl or professional observing a physical sign that an FGM procedure has taken place should be reported to the Police.

This policy has been adopted by St Martin’s Pre-School Committee:

Date:	September 24
Signed:	Hayley Simms
Role of signatory:	Committee Chair