



Child Protection and Safeguarding Policy

September 2026

St Mary's Nursery Camberley, Watchett's Recreation Ground, Park Road, Camberley, Surrey GU15 2SR
Phone: 01276 581309 Email: office@stmarysnurserycamberley.co.uk
www.stmarysnurserycamberley.co.uk

St Mary's Nursery, Camberley is a Charitable Incorporated Organisation registered in England and Wales under charity number 1168824. Registered address as above.



This document is based on the Statutory Framework for the Early Years Foundation Stage 2026, Keeping Children Safe in Education 2026 where applicable, Working Together to Safeguard Children 2026, the current Prevent duty guidance, current information-sharing guidance, relevant legislation and Surrey safeguarding procedures.

This policy will be reviewed at least annually and updated sooner where statutory guidance, legislation, Ofsted requirements or Surrey safeguarding procedures change.

Nursery Manager & DSL: Sue Gauntlett

Chair of the Trustees: Sue Dunn

Status & Review Cycle: Annually

Next Review: September 2027



Safeguarding Statement

“Safeguarding is Everyone’s Business”

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

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

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

Key personnel

Designated Safeguarding Lead (DSL) is: Sue Gauntlett

Contact details: 01276 581309

manager@stmarysnurserycamberley.co.uk

Designated Safeguarding Lead (DSL) is: Penny Fairminer

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Deputy DSL is: Julie Gatenby

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Acting Chair of the Trustees is: Sue Dunn

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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, significant harm.

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

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

Child(ren) includes everyone under the age of 18. 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.

LADO refers to Local Authority Designated Officer

Introduction

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

- Early Years Foundation Stage 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026, Revised
- Safeguarding Statutory Guidance
- What to do if You're Worried a Child is Being Abused: Advice for Practitioners
- Ofsted early years inspection information, operating guide and toolkit for use from 1 September 2026

The policy also reflects, [Surrey Safeguarding Children Partnership](#) (SSCP) Procedures.

This policy applies to all members of staff, The Leadership Team and The Trustees of the setting.

The Leadership Team and The Trustees of the setting will review this policy at least annually and whenever there is a material change to statutory guidance, legislation or local safeguarding procedures.

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. They are also available on our website and in the foyer.

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under St Mary's Nursery equal opportunities policy. These are available on our website.

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

St Mary's Nursery also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Principles, values and aims

The Early Years Foundation Stage (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.'

St Mary's 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 St Mary's 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 St Mary's 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.

Related Safeguarding Policies

This policy should be read in conjunction with 1.5 Non Attendance & 7 Managing Behaviour

Supporting children

We recognise that St Mary's 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 St Mary's 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.

St Mary's 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
- Ensure that all children know there is an adult in St Mary's Nursery whom they can approach if they are worried
- Reassure 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 Family Help/Early Help and the safeguarding of children
- We will notify Social Care immediately if there is a significant concern

Safer recruitment

We will ensure that:

St Mary's Nursery operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children including verification of their identity, qualifications, disqualification requirements and the enhanced criminal records and barred list checks required by the EYFS. St Mary's Nursery will not permit a person to begin working or volunteering at the setting until the required enhanced criminal records and barred list check has been received and considered, subject only to the limited EYFS exception for supervised volunteers who help occasionally and are not providing personal care. We comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in August 2023. We also request two satisfactory references.

St Mary's Nursery will obtain an enhanced criminal records check and barred list check in respect of every person aged 16 and over, including relevant volunteers, who:

- work directly with children
- work on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present)

The limited EYFS exception for supervised volunteers who help only occasionally does not apply where the volunteer provides personal care, works overnight or is otherwise within regulated activity. The setting will apply the current regulated-activity requirements when deciding which checks are required.

An additional criminal records check (or checks if more than one country) will be made for anyone who has lived or worked abroad.

St Mary's Nursery ensures that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

St Mary's Nursery will record information about staff qualifications and the identity checks and vetting processes that have been completed. This is part of their induction process, all records are kept in the manager's office and in a single central record.

St Mary's Nursery will make a referral to the Disclosure and Barring Service and Ofsted where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm ([Safeguarding Vulnerable Groups Act 2006](#)).

Training and Induction

All staff receive information about the safeguarding arrangements and complete the Working Together to Safeguard Children training upon induction, the safeguarding statement, staff code of conduct, Child Protection 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 our website, parent board and internal safeguarding display board with a statement explaining our role in referring and monitoring cases of suspected harm and abuse.

All staff will have access to and, where KCSIE applies, will read Part One of Keeping Children Safe in Education 2026 in full and sign to confirm that they have read and understood it. KCSIE 2026 no longer contains the former condensed Annex A for staff.

All staff receive Safeguarding and Child Protection training at induction in line with the EYFS Annex C criteria and advice from [Surrey Safeguarding Children Partnership](#) which is renewed every two years, with annual updates/refresher activity where required to maintain knowledge and skills.

All staff are trained in and receive regular updates in online safety, including the setting's arrangements for the safe use of digital technology and any filtering and monitoring controls in place, and receive updates and reporting information via email, e-bulletins and staff meetings, as required, but at least annually.

St Mary's 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 are securely stored, and out of reach of children, at all times.

St Mary's Nursery will advise staff disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.

All staff, leaders and trustees have regular Child Protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect.

All staff will be provided with a copy of our setting's managing behaviour policy

All staff will be made aware the setting, including mobile phones, cameras and other electronic devices with imaging and sharing capabilities (including relevant smartwatches).

All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant setting policies including staff code of conduct, online safety policy.

Staff support and Supervision:

St Mary's 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.

St Mary's Nursery has in place supervision for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2026.

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

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being, including Child Protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Roles and Responsibilities

All staff:

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

- Maintain an attitude of “It could happen here” with regards to safeguarding.
- Understand that safeguarding is “everyone’s responsibility”.
- Maintain a “zero-tolerance” approach to sexual violence and sexual harassment.
- Read and understand Part One of Keeping Children Safe in Education 2026 where applicable, together with this policy and the setting’s safeguarding procedures. All staff should read Part One in full; the former condensed Annex A has been removed from KCSIE 2026.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL
- Know who and how to contact the DSL and DDSL, the Chair of The Trustees responsible for safeguarding.
- Be aware of indicators of abuse and neglect understanding that children can be at understanding that children can be at risk of harm inside and outside of the setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect?
 - requiring mental health support
 - may benefit from family help/early help.
 - where there is a radicalisation concern
 - where a crime may have been committed
- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection.
- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Have a duty of care to take appropriate action and work with other services as needed.
- Be prepared to identify children who may benefit from Family Help/Early Help
- Be aware of the local Family Help/ Early Help process and their role in it.
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- Be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Respond appropriately to mental health issues.
- Understand the setting's Safeguarding and Child Protection policy and procedures
- Record concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2026, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor.
- Report low-level concerns (as defined in KCSIE 2026) about any member of staff/supply staff/volunteer or contractor to [insert your agreed internal procedures for reporting low level concerns in line with Surrey LADO guidance and Ofsted guidance].
- Notify the DSL or their DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Be aware that children may not feel ready or know how to someone they are being abused, exploited, or neglected, and/or they may does not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

The Leadership Team and The Trustees

In addition to the role and responsibilities of all staff the Leadership Team and The Trustees will ensure that:

- All Trustees receive appropriate safeguarding and child protection training (including online safety) training at induction.
- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- The setting has an effective Safeguarding and Child Protection Policy, a Staff Behaviour Policy or Code of Conduct and a Behaviour Policy to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- That the setting has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

- That the setting's staff have appropriate knowledge of KCSIE 2026 Part Five, where applicable, and the setting's procedures for responding to harmful sexual behaviour and child-on-child abuse.
- That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. Comprehensive records of all allegations are kept.
- Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers, and contractors.
- Staff have been trained appropriately, and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the setting are effective.
- All staff are aware of the role of the DSL, including the identity of the DSL and any DDSL's.
- All staff are provided with the setting's Child Protection policy and a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy.
- Policies are consistent with SSCP and statutory requirements, are reviewed annually (as a minimum) and updated if needed.
- The setting has procedures for dealing with allegations of abuse against staff (including the Leadership Team and Chair of The Trustees), volunteers and against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in KCSIE.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- The DSL who will take lead responsibility for Safeguarding and Child Protection and that the role is explicit in the role holder's job description.
- That on appointment, the DSL and deputies undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Children are taught about safeguarding (including online safety).
- The setting has appropriate filtering and monitoring systems in place for all devices owned and used.

- Staff have received training to ensure they understand their roles and responsibilities in keeping children safe online.
- Alongside the setting the Trustees will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online.
- The Leadership Team and Trustees will do all they reasonably can to limit children's exposure to risks through the setting's IT system.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2026 Annex B, where applicable.
- Enhanced DBS checks (without barred list checks unless the governor/trustee/proprietor is also a volunteer are in place for all governors/trustee/proprietors. {amend as appropriate}
- Any weaknesses in safeguarding are remedied immediately.

The Designated Safeguarding Lead:

The EYFS states; 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'. The Trustees have appointed Sue Gauntlett, Nursery Manager as the DSL for our setting; they are appropriately qualified and experienced to enable them to fulfil this role.

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

Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available (including out of hours) for staff to discuss any safeguarding concerns.

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 or for non-urgent matters dial 101.
- 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 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 experiences 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) and their knowledge and skills are refreshed at regular intervals and at least annually.
- 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 the role in 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
- 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, UK General Data Protection Regulation (UK GDPR), and Data (Use and Access) Act 2025.
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- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- Follow the top 10 rules for information sharing.

Deputy Designated Safeguarding Lead

Any deputies should be trained to the same standard as the DSL and the role should 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 should not be delegated.

The setting will maintain a clear and reliable DSL cover arrangement, including a known route for staff to raise concerns when the DSL is unavailable (for example, a monitored confidential safeguarding mailbox or equivalent system where appropriate).

In the absence of the DSL, the DDSL should assume the responsibility to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all of the functions of the DSL.

Safeguarding and Child Protection procedures

At St Mary's 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 carefully to the child, reflecting the concern back to the child.
- Use the child's language.
- Be non-judgmental.
- Use open questions to clarify information eg. 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.)

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. 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.
4. 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
5. The records must be signed and dated by the author or / equivalent on electronic based records
 6. 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 must:

[Use the SSCP Continuum of Support for Children and Families in Surrey](#) 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](#) by secure email to: cspa@surreycc.gov.uk.

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 made to 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 Family Help/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 St Mary's 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.

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However, if it is suspected that by 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 Finding Solutions Together Process.

Record Keeping

At St Mary's 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.

At St Mary's Nursery we record any concerns about a child's welfare or safety in the Child Protection file. 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.

These records will be retained securely in accordance with the setting's records retention schedule, the EYFS requirements and applicable data protection law. The retention period will be reviewed to ensure that information is not kept for longer than necessary.

Information sharing and managing the Child Protection file

At St Mary's Nursery we ensure:

Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely. Safeguarding and Child Protection concerns, and referrals will be kept in a separate Child Protection file for each child.

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.

Where 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 pupil 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).

Confidentiality and Information Sharing

At St Mary's Nursery all matters relating to Child Protection will be treated as confidential and only shared as per the ['Information Sharing Advice for Practitioners' \(DfE 2018\) guidance](#).

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 2018 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'.

Staff must know and understand the applicable data protection laws and information-sharing duties, which allow them to share (and withhold) information appropriately.

compromise the child's safety or wellbeing.

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

Consent is not a prerequisite for safeguarding information sharing. Staff will share information lawfully, proportionately and without delay where this is necessary to safeguard or promote the welfare of a child. Parents/carers will normally be informed where appropriate, unless doing so would place the child at greater risk, prejudice an investigation, or there is another safeguarding reason not to do so. From 30 September 2026, the setting will comply with the statutory information-sharing duty under section 16LA of the Children Act 2004, as inserted by the Children's Wellbeing and Schools Act 2026, where applicable.



St Mary's Nursery trained Data Protection Officer (DPO) is Sue Gauntlett. It is a requirement by the **UK GDPR and other applicable data protection law** to ensure that our setting is **compliant** with all matters relating to confidentiality and information sharing.

New statutory information-sharing duty from 30 September 2026

The Children's Wellbeing and Schools Act 2026 inserts section 16LA into the Children Act 2004. From 30 September 2026, the statutory information-sharing duty applies to relevant persons, including designated childcare and education agencies. This includes early years and childcare settings within scope. Where the nursery holds information that it considers relevant to safeguarding or promoting a child's welfare, it must disclose that information to another relevant person where it considers that the disclosure may facilitate the recipient's safeguarding or welfare functions, unless the nursery considers that disclosure would be more detrimental to the child than not disclosing it.

The nursery will have regard to the Secretary of State's statutory information-sharing guidance and will continue to comply with applicable data protection law. Information may be shared without parental consent where there is a lawful basis and the statutory conditions for safeguarding information sharing are met.

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

St Mary's Nursery will follow [Surrey Safeguarding Children's Partnerships procedure for allegations against adults who work with Children](#).

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

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

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

St Mary's Nursery Camberley, Watchett's Recreation Ground, Park Road, Camberley, Surrey GU15 2SR
Phone: 01276 581309 Email: office@stmarysnurserycamberley.co.uk
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Procedure for reporting allegations against a member of staff:

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

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

- Report any concerns about the conduct of any member of staff, volunteer or other adult to Sue Gauntlett, Nursery Manager & DSL immediately.
- If an allegation is made against the Manager, the concerns need to be raised with Sue Dunn, Acting Chair of the Trustees as soon as possible. If not available, then the LADO should be contacted directly.
- Once an allegation has been received by the Nursery Manager they will make a referral to/seek advice from the LADO in accordance with Surrey's current LADO procedures on 0300123 1650 option 3 LADO 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.

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

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

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

At St Mary's Nursery we have a policy and process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above.

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

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

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

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

Reports should be made to the Nursery Manager, DSL in a timely manner and follow procedures by informing Ofsted. If the Nursery Manager, DSL has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

Whistle blowing

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 setting's safeguarding arrangements.

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

Specific safeguarding issues

At St Mary's Nursery we are aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience.

Child on Child abuse

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

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

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and setting staff are supported and protected as appropriate.

At St Mary's Nursery we recognise that child on child abuse is most likely to include, but may not be limited to:

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

We believe that all children have a right to attend our setting and learn in a safe environment. Children should be free from harm by adults and other children in [name of setting].

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

We are clear that sexual violence and sexual harassment is not acceptable.

We will minimise the risk of child-on-child abuse by:

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

Responding

Children making any report of sexual violence or sexual harassment including “upskirting” ([The Voyeurism Offences Act 2019](#)) will be taken seriously, kept safe and be well supported.

If the report includes an online element staff will be mindful of the [Searching, Screening and Confiscation: advice for schools 2018](#) guidance.

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

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

Risk Assessment

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

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the setting.

- The victim and the alleged perpetrator sharing classes and space at the setting
- The risk assessment will be recorded and kept under review.

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

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks.
- Other related issues or wider context.

Confidentiality:

The victim may ask the setting not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Options:

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

Ongoing Response:

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

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

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

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

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

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

- The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.
- The setting will take any disciplinary action against the alleged perpetrator in accordance with the setting behaviour policy.

- The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The setting will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The setting recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

Physical Abuse

While a clear focus of peer on peer/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 anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

Mental Health

At St Mary's 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.

Safeguarding Children with Additional Needs and Disabilities

At St Mary's 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in managing or reporting these challenges.

The DSL is also the SENCO, they will plan support as required.

St Mary's Nursery, Camberley provides an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is **Sue Gauntlett**
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disability Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures quality of access and opportunity
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the person-centred approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g., Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care Plan (EHCP) assessment.

- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We raise awareness of our special education needs and disabilities provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Anti-Bullying/Cyberbullying

Our setting's policy on anti-bullying is set out in our managing behaviour policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) are more susceptible to being bullied/victims of child abuse.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Nursery Manager, DSL will also consider child protection procedures.

Online safety (inc. mobile phones and cameras)

Policy statement

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St Mary's Nursery, Camberley takes steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
 - only go on line with a grown up
 - be kind on line
 - keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0800 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

- Children do not bring mobile phones, smartwatches or other ICT devices with them to the setting. If a child is found to have a mobile phone, smartwatch or ICT device with them, this is removed and returned to the parent if parent is still present or alternatively stored in a locked box until the parent collects them at the end of the session.

Mobile phones and Smartwatches – staff and visitors

- Personal mobile phones are not used by our staff whilst they are in the main setting they are only permitted access during lunch breaks. They are stored in named trays in the foyer.
- Staff are asked not to wear smartwatches which have a camera or the ability to take phone calls.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.

- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Practitioners seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed

- Staff are aware that grooming children and young people online is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

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.

St Mary's 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

St Mary's Nursery, Camberley is committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons

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for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the Designated Safeguarding Lead.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.

- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of child's social worker as detailed in the care plan.

Uncollected Child

In the event that a child is not collected by an authorised adult by their expected collection time, St Mary's Nursery, Camberley puts into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- A unique password for the Emergency Collection person
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child and always exchange the unique password.
- Parents are informed that if they are not able to collect their child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01276 581309.
- If a child is not collected at their expected collection time, we follow the procedures below:

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- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file unless notified by a parent.
- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned, we contact the local authority children's social care team. If the children's social care team is unavailable [or as our local authority advise] we will contact the local police.
- Surrey Children's Single Point of Access (SPA) **0300 470 9100**
- Or Emergency duty team **01483 517898**
- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious, and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed: 0300 124 4666

Non-Attendance

St Mary's Nursery, Camberley ask parents to be prompt in bringing their child to nursery and collecting them at the end of the session. Parents are also asked to inform staff when a child is not attending the nursery due to illness, holidays and other circumstances. The manager will contact parents to find out why the child has not been at the nursery, if child has not attended for a period.

Procedures

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- Parents are asked to inform the nursery if their child is going to be absent and ask them to provide a reason i.e. they are sick
- We ask parents to contact at the start of the session.
- Parents can ring or text the nursery to inform us if their child is not attending.
- Parents can email the nursery email address to inform the manager of holiday absences or tell the staff prior to the holiday.
- If a child doesn't attend the nursery for their sessions, the manager or key person would be responsible for contacting the parent to find out the reason why.
- We would speak to the parent personally.
- We ask parents to inform us of any planned holidays in advance.
- If there is no reply and the child does not come to the nursery, we would inform the C-SPA as the welfare of the child is a priority.
- The Manager would notify the FEET and Early Years Free Entitlement team at Surrey Early Years and Childcare Service when a child is absent for more than two consecutive weeks. We would tell parents that we are doing this.
- We are aware that if a child is registered to attend the setting on certain days, but is regularly absent, we will be asked to demonstrate to an auditor the reasons that we have claimed FEET/EYFE for that child for those days.
- We are aware that we can claim for a child who we know will be absent for more than two consecutive weeks only, if the parent has given us a date when the child will return to the setting.
- Parents will be informed whether or not they have to pay fees when their child is absent.
- We have an Emergency Closure Policy for unforeseen circumstances in which the setting has to close.

Missing Child

Children's safety is St Mary's Nursery, Camberley highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the child's key person/the relevant member of staff alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.

- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- The Manager will contact the Chairperson to report the incident.

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our Chairperson and reports the incident. Our Chairperson comes to our premises immediately to carry out an investigation, with our management team (where appropriate).
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our Chairperson carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with our Chairperson speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.

- When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
- What has taken place in the premises or on the outing since the child went missing.
- The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
 - They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
 - The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be our Chairperson. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
 - The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
 - In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our Chairperson will use their discretion to decide what action to take.
 - Our staff must not discuss any missing child incident with the press without taking advice.

Domestic Abuse

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

The Domestic Abuse Act 2024 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2024 Act).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness

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

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

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

Child Sexual Exploitation (CSE)

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

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

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

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

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

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

Child Criminal Exploitation (CCE)

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

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

This form of exploitation may constitute modern slavery and can be facilitated by organised networks or gangs.

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

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

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

Serious Violence

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

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

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

Modern Slavery

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

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2011). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s](#), which are identified in the course of their professional work, to the Police.

The duty applies to all persons in St Mary's Nursery who are employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status.

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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 teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher 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 teacher should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

Staff at St Mary's 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 teacher should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

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](#).

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](#) 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 020 7008 0151

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; 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.

Radicalisation, Extremism and Terrorism

[The Prevent Duty for England and Wales \(2023\)](#) under section 26 of the [Counter Terrorism and Security Act 2015](#) 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 St Mary's 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 Leadership Team which includes 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 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.

Sharing Nude and Semi Nude images and/or videos

Any incident involving the making or sharing of nudes or semi-nudes requires a safeguarding response, whether the sharing was consensual or non-consensual.

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](#)

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 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/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 Trustees 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 Family Help/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 been more widely distributed.
- There 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.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Every occasion of physical intervention must be recorded, and parents/carers must be informed on the same day or as soon as reasonably practicable.

Staff who are likely to need to use physical intervention will be appropriately trained in Positive Touch.

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

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

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

Appendix one: What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (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 Levels of Need Threshold Document](#).

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

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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.

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.

Appendix Two: Signs and Indicators of abuse and neglect

[Bullying and cyberbullying](#)

[Child sexual exploitation](#)

[Child trafficking](#)

[Criminal exploitation and gangs](#)

[Domestic abuse](#)

[Emotional abuse](#)

[Grooming](#)

[Neglect](#)

[Non-recent abuse](#)

[Online abuse](#)

[Physical abuse](#)

[Sexual abuse](#)

Additional Resources

- [Surrey County Council Education Safeguarding Team webpages](#)
- [NSPCC webpages](#)
- [Childline webpages](#)
- [CEOP ThinkuKnow webpages](#)
- [Anti Bullying Alliance webpages](#)
- [Childnet International](#)
- [Safer Internet Centre webpages](#)
- [Contextual Safeguarding Network webpages](#)
- [Surrey Safeguarding Children Partnership webpages](#)
- [Lucy Faithfull Foundation webpages](#)
- [Graded Care Profile 2](#)

This policy was adopted by	St Mary's Nursery,	<i>(name of</i>
On	Camberley	<i>provider)</i>
Date to be reviewed	<u>1st September 2026</u>	<i>(date)</i>
	<u>1st September 2027</u>	<i>(date)</i>

Signed on behalf of the provider

Name of signatory

Sue Dunn

Role of signatory (e.g. chair, director or owner)

Acting Chairperson



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