



Riverbank
Nursery
at Teesside High School

EYFS Safeguarding and Child Protection Policy

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Committee	Education

Key Reference for Safeguarding:

NAMED PERSONNEL for 2026-27

Senior Designated Safeguarding Lead Miss Nicola Stephens (NJS)	Deputy Head (Pastoral) and a member of the Senior Leadership Team, NJS is the Senior Designated Safeguarding Lead (DSL) for child protection throughout all sections of the school. Email (nstephens@teessidehigh.co.uk). She can also be contacted via School Reception or DSL@teessidehigh.co.uk
Deputy Designated Safeguarding Lead including EYFS Mrs Carolyn Williams (CWI)	Director of Prep, Riverbank Nursery Manager, and a member of the Senior Leadership Team, CWI is the Deputy Designated Safeguarding Lead (responsible for EYFS) Email: (cwilliams@teessidehigh.co.uk). She can also be contacted via the School Reception or DSL@teessidehigh.co.uk
Other Designated Safeguarding Leads:	
Miss Rebecca Hall	DSL; Riverbank Deputy Manager,. Contact via School Reception or DSL@teessidehigh.co.uk
Mrs Andrea Hannah	DSL; Prep School Teacher. Contact via School Reception or DSL@teessidehigh.co.uk
Mr Daniel List	DSL; Assistant Head Curriculum & Staffing Contact via School Reception or DSL@teessidehigh.co.uk
Mr Adam Meyerhoff	DSL, Assistant Head Teaching and Learning Contact via School Reception or DSL@teessidehigh.co.uk
Mrs Jodie Connolly	Pastoral Support Officer (Senior School); DSL Contact via School Reception or DSL@teessidehigh.co.uk
Mrs Kirsty Furness	Head of Sixth Form, Head of Drama Contact via School Reception ofrDSL@teessidehigh.co.uk
*Mr Charlie Watson	* The Nominated Governor for Safeguarding (cwatson@teessidehigh.co.uk)

RIVERBANK NURSERY AT TEESSIDE HIGH SCHOOL

POLICY NAME	EYFS Safeguarding and Child Protection Policy
PURPOSE	To provide clear direction to all staff and governors, and information to parents, in dealing with safeguarding issues. <i>'Riverbank Nursery is committed to ensuring the safeguarding of our pupils. This policy applies to all of the children in Teesside High School, including those in the EYFS setting.'</i>
APPLIES TO	Riverbank Nursery (EYFS provision for ages 0–4) at Teesside High Nursery and Reception Class. (ages 4-5)
Other Associated Policies and Documents	Staff Code of Conduct, Data Protection Policy, ICT Acceptable Use and Mobile Phone, Whistle Blowing, Prevention of Bullying, Behaviour, Sanctions, Reward and Conduct Policy, relevant Risk Assessments, the THS Single Central Register, Safer Recruitment Policy. THS Safeguarding and Child Protection Policy, Riverbank Toilet and Intimate Care Policy, Riverbank Safer Eating Policy, Riverbank Safe Sleeping Policy, Riverbank Uncollected Child Policy, Riverbank Missing Child Policy, Riverbank Attendance Policy, EYFS Safer Eating Policy, Riverbank Allergy Policy. Keeping Children Safe in Education (KCSiE) September 2026 and Working Together to Safeguard Children 2026 - GOV.UK , Relationships Education, Relationships and Sex Education (RSE) and Health Education - GOV.UK, Early Years Foundation Stage (EYFS) Statutory Framework September 2026, Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK, DfE Teaching Online Safety in School, Prevent duty guidance: for England and Wales (accessible) - GOV.UK, DfE Preventing and Tackling Bullying 2017, Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK, DfE Contextual Safeguarding and other relevant DfE documents which are hyperlinked within the body of the Policy. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/Working together to improve school attendance - August 2024 - GOV.UK Tees Safeguarding Children Partnerships' Procedures. https://www.teescpp.org.uk/ Disqualification under the Childcare Act 2006 HM Gov. Information Sharing, July 2018

PART 1: SAFEGUARDING CHILDREN AND CHILD PROTECTION PROCEDURES

INTRODUCTION

Riverbank Nursery is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding

children and promoting their welfare through building a safer organisational culture.

It is a requirement that all staff and governors have read the current DfE document *Keeping Children Safe in Education Part One (page 8-27)*. A copy of this document is available at [Keeping children safe in education 2026 - GOV.UK](#). This link can also be found in our electronic staff handbook in Shared Drive in Google Drive and a hard copy is posted to the Staff Room notice board.

All adults, including volunteers who are working in, or on behalf of Riverbank Nursery and Teesside High School have a responsibility for safeguarding children, being vigilant and identifying and reporting any safeguarding concerns, in line with this and supporting policies. We ensure all staff, students and volunteers have the necessary knowledge and skills to carry out their duties and are confident to implement these policies and procedures on an ongoing basis to support them in promoting and safeguarding the welfare of children. This is achieved through recruitment and induction processes and by offering ongoing training and support to all staff, appropriate to their specific role, in line with the criteria set out in Annex C of the EYFS Framework.

This policy is reviewed at least annually to ensure it remains in line with statutory guidance. Its effectiveness is monitored through staff and stakeholder reviews, appraisals and feedback to ensure appropriate knowledge and awareness is in place.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to a Designated Safeguarding Lead (DSL) or Headteacher, as appropriate.

Any information or personal data obtained in conjunction with this policy will be processed lawfully, in accordance with our Data Protection policy and under Data (Use and Access) Act 2025 and GDPR, in order for us to fulfil our contractual and/or legal obligations to you. Please refer to the School's Data Protection Policy for more information relating to how the School processes your personal data and your rights.

POLICY INTENTION

The policy makes it clear that all staff, governors, students and volunteers have a responsibility to safeguard children and young people and to protect them from harm. It aims to raise awareness of how to safeguard and promote the welfare of children and provides procedures should a child protection issue arise.

This policy applies to all children within the EYFS and the THS Safeguarding and Child Protection Policy applies to all children between the ages of 5-18 years whether living with their families, in state care, or living independently (*Working together to safeguard children*).

Safeguarding and promoting the welfare of children, in relation to this policy, is defined as:

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

- Promoting the upbringing of children with their birth parents, or otherwise family network through a kinship care arrangement, wherever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is an integral part of safeguarding children and promoting their overall welfare. In this policy, child protection shall mean:

- The activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. ([Working Together to Safeguard Children 2026 - GOV.UK](#))

To safeguard children and promote their welfare we will:

- Develop a safe organisational culture where all staff are confident to raise concerns about professional conduct
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives
- Share information with other agencies as appropriate.

We promote:

- Always listening to children
- Positive images of children
- Children developing independence and autonomy as appropriate for their age and stage of development
- Safe and secure environments for children
- Tolerance and acceptance of different beliefs, cultures and communities
- British values
- Providing intervention and help for children and families in need.

We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, refer to the Designated Safeguarding Lead (DSL). If there is a concern, never do nothing (Laming, 2009), always do something, including sharing information with any relevant agencies. Safeguarding is everybody's responsibility.

Riverbank Nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will support children to develop an

awareness of how to keep themselves safe, healthy and develop positive relationships

- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the additional potential impact of the trio of vulnerabilities on children and Adverse Childhood Experiences (ACEs)
- Ensure that all staff feel confident and supported to act in the best interest of the child, maintaining professional curiosity around the welfare of children, sharing information, and seeking help that a child may need at the earliest opportunity
- Ensure that all staff are trained at least every two years and updated regularly with child protection training and procedures, and kept informed of changes to local and/or national procedures, including thorough annual safeguarding updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by our local Safeguarding partners at the Hartlepool & Stockton on Tees Safeguarding Children Partnership (HSSCP)
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that staff identify, minimise and manage risks while caring for children
- Follow clear whistleblowing procedures by taking any appropriate action relating to poor or unsafe practices and allegations of harm or abuse against any person working with children, including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery, and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate, and make sure it complies with any legal requirements and any guidance or procedures issued by Tees Safeguarding Children Partnership (HSSCP).

DESIGNATED SAFEGUARDING LEAD (DSL)

Riverbank Nursery and Teesside High School maintain a team of Designated Safeguarding Leads (DSLs) who work collaboratively to promote and safeguard the welfare of children across the whole setting. This collective approach ensures effective oversight, continuity of provision and timely decision-making in line with *Keeping Children Safe in Education (2026)* and the *Early Years Foundation Stage Statutory Framework (2026)*.

The Senior Designated Safeguarding Lead (SDSL) holds overall strategic responsibility for safeguarding and child protection, providing leadership, supervision and quality assurance across the DSL team. The Deputy Designated Safeguarding Lead (DDSL) is the appointed safeguarding lead for the Early Years Foundation Stage (EYFS) and has specific oversight of safeguarding matters relating to our youngest pupils.

While the DDSL takes operational lead responsibility for EYFS concerns, they do not undertake this role in isolation. All safeguarding concerns are managed within the wider DSL structure to ensure robust scrutiny, shared professional judgement, and a consistent, whole-school safeguarding approach.

The Designated Safeguarding Leads (DSL) are externally trained in child protection and multi-agency

working, which is provided by an external welfare agency acceptable to HSSCP on a two- year cycle. We currently use HSSCP.

There is always at least one designated person on duty during the opening hours of the setting. A DSL secure email is available to ensure all concerns are picked up and responded to in a timely manner (dsl@teessidehigh.co.uk)

THE ROLE OF THE DSL

- To maintain close contact by reporting all incidents to Senior Designated Safeguarding Lead.
- To be a point of contact and support for all staff in cases of suspicion or disclosure.
- To set up and coordinate an agreed monitoring system within the School (CPOMS).
- To ensure that there is support within the School for the children who have been abused.
- To familiarise themselves with the HSSCP procedures and understand the importance of sharing information both with School and with local safeguarding partners, other agencies, organisations and practitioners.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- To oversee the implementation of online safety education for all students throughout the school.
- To ensure staff feel supported and confident in applying this policy and our safeguarding procedures, we incorporate regular discussions on safeguarding, policy implementation and scenario exploration into our weekly briefings and one-to-one supervision meetings. Additional support and guidance is to be provided on an ongoing basis, and on any specific safeguarding issue, as required.

THE ROLE OF THE SENIOR DESIGNATED SAFEGUARDING LEAD (SDSL)

- Will be a member of the SLT.
- Will ensure they or another DSL is always available during term time and working hours for staff in school to discuss safeguarding concerns. They will arrange adequate cover for out of hours and in holiday periods if needed.
- Will be responsible for overseeing the implementation and review of filtering and monitoring for online safety and ensure staff are aware and trained in the mechanisms and responsibilities for this.

Referrals

- Any concern about the safety or welfare of a child in EYFS must be immediately raised with the local authority children's social care team, using local reporting procedures. In emergency situations, the police should be informed from the outset.
- If, following this reporting, it was deemed that children were not to be in danger of suffering significant harm or danger and may be in need of additional support from one or more agencies, the procedure followed should lead to multi-agency assessment using local processes,

Family Help Assessment Team, including use of the Team around the Child/Family (TAC/F) approaches. Also including referrals to the Channel programme

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- Liaise with Head to inform her of any issues and ongoing investigations and ensure there is always cover for this role.
- Understand the relevance of sharing information, both within school, with local safeguarding partners, other agencies, organisations and practitioners. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police documents should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. This is particularly pertinent when responding to reports of sexual violence and/or sexual harassment.
- In the case of a child in the EYFS, inform OFSTED as soon as is reasonably practical, but no later than 14 days of any allegations of harm or abuse by any person working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. In such cases, the actions taken in response to the allegations will also be provided to Ofsted. Riverbank Nursery and THS recognises that failure to do so is an offense.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of Tees Safeguarding Children Partnerships procedures along with other local authorities of our pupils, the conduct of child protection case conferences, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy, including Part 1 of KCSIE, particularly new, part time and supply staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. All new members of staff will receive a copy of the Child Protection Policy (which includes arrangements for CME, dealing with child on child abuse and online safety, including expectations of filtering & monitoring and who has responsibilities for this), the Behaviour, Conduct, Sanctions and Rewards policy, Staff Code of Conduct, KCSIE Pt One and be introduced to SDSL and DSLs.
- Ensure that all staff have access to half termly updates, in line with the HSSCP advice, This should include updates and developments in Prevent, online safety and how to manage reports of child on child sexual violence and harassment in addition to any further national developments or concerns within school. This may take the form of termly whole school staff meetings or the half termly safeguarding bulletin.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

- To identify any weaknesses in these procedures and provide remedies without delay.

Raising Awareness

- Ensure the School's Safeguarding Policy and procedures are updated and reviewed annually. Including working with the governing body and ensuring that full and adequate discussion of Safeguarding issues take place.
- Ensure parents are able to examine copies of the Safeguarding Policy and procedures via the School Website and, in the case of Riverbank Nursery, the Family app. Alert them to the fact that referrals may be made and the role of the school in this process so as to minimise any conflict later.
- When children leave the School, ensure that their child protection file is securely transferred to the new establishment as soon as possible (ideally within 5 working days), but transferred separately from the main pupil file. They may decide it would be appropriate to share information with the new school in advance of a child leaving to ensure seamless safeguarding provision.
- Oversee the implementation of online safety education for all students throughout the school.

Confidentiality

- All child protection records must be kept centrally in CPOMS. These records are not kept with the child's general records. No records, letters or information supplied by other agencies or previous schools should be shown or available to parents by the School. Access to these records within the School must be restricted:
- The DSLs have access to pupils' records via CPOMS. This level of access is restricted to the DSL team and the Headteacher.

Transfer of Safeguarding Files

Where children leave or arrive at Riverbank Nursery or THS, the DSL will ensure their child protection file is transferred to or from 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 to allow support to be in place when the child arrives.

- Transfer should be secure and confirmation of receipt obtained
- DSL to decide what information from the transferred file should be shared on to appropriate staff (SENDCo, named persons etc)
- Information should also be shared where a risk assessment should be considered for the leaving/arriving student
- See Annex B KCSIE

Training Programme

- All employees: annual update/policy and procedure review training in autumn term, led by SDSL or, in the case of Riverbank Nursery, the DDSL.
- All new employees (including supply staff): to have safeguarding training incorporated into the Induction Programme.
- To ensure Governors receive appropriate safeguarding and child protection training, including online safety, filtering & monitoring. 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 at THS are effective and support the delivery of a robust whole school approach to safeguarding. This should be updated regularly.

- All contractors (e.g. transport, Duke of Edinburgh): to distribute Safeguarding policy and training details to their Senior Person annually. The manager to attend Child Protection training in School or access appropriate levels of training with certification as proof.
- DSLs to be trained formally by HSSCP or suitable external agency at least biennially and/or attend termly Safeguarding Forums and Serious Case Reviews.
- All employees and volunteers to be trained in Child Protection regularly in line with advice from HSSCP and Safeguarding First. The SDSL/Head's PA shall keep a record of all training undertaken.

THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure they facilitate a whole school approach to safeguarding, including Riverbank Nursery. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart

Where there is a safeguarding concern, the governing body and SLT will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

They will ensure systems are in place (particularly with regards to child on child abuse and filtering and monitoring of online behaviour), and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. They will work within the updated guidance on both Human Rights Act, the Equality Act and the Public Sector Equality Duty as outlined in paras 81-92 of KCSIE when overseeing safeguarding provision.

Riverbank Nursery and Teesside High School has appointed a Safeguarding Governor at senior board level, to support the Senior Designated Safeguarding Lead in her role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure the Senior Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The Head and the Nominated Governor, will review the policies and procedures relating to safeguarding children on at least an annual basis, together with a review of the efficiency with which the duties described herein are discharged. They should be prepared to supply information as requested by local safeguarding partners as well as ensuring induction and training for staff is in line with advice from local safeguarding partners.

- This will take place at the Education Committee meeting in September following a review by the SDSL and DDSL.
- Safeguarding is also a standing item for this committee at every meeting where a written report is given by the SDSL; this is open to scrutiny and challenge at this level.
- Safeguarding is also a standard at full board meetings where reviews of policy, procedures and effectiveness of implementation are further reviewed.

- Findings and recommended changes to the whole school policy and procedures are then discussed and agreed with all members of the full governing body, who have collective responsibility for this area. This takes place at every full board meeting.
- Minutes from committee and Board meetings should be sufficiently detailed to demonstrate the depth of review.
- With regards Data Protection, the governing body should have due regard to data protection principles and be confident of the processing conditions under Data (Use and Access) Act 2025, effective from Jan 2026, DPA 2018 and GDPR, storage and sharing of information for safeguarding purposes including 'special category data'
- They should also be aware that DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allow practitioners to share information (e.g. without consent if gaining it would place a child at risk)
- The Governing Body will ensure the DSLs and SDSL should understand and have due regard to the relevant data protection principles, legislation and regulations (especially DPA 2018 and GDPR) which allow them to share (and withhold) personal information. This includes being confident of processing conditions for storing and sharing safeguarding information which is sensitive and personal and should be treated as 'special category data.' DSLs will be guided by [Information sharing advice for safeguarding practitioners](#) and the new [Data protection: toolkit for schools](#) where further information can be found.
- It is important to note that GDPR and Data Protection do not prevent the sharing of information for the purposes of keeping children safe. Fears of sharing information must not be allowed to stand in the way of the need to safeguard and promote welfare.
- The Governing body will ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety,, that safeguarding training for staff, including online safety training (including filtering and monitoring), is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition, the nominated governor will;

- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements and to ensure there is a zero tolerance approach to abuse of any kind. Governors should receive appropriate safeguarding and child protection training, including online safety. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place at THS are effective and support the delivery of a robust whole school approach to safeguarding. This should be updated regularly.
- Ensure that they liaise with the local authority and/or local safeguarding parties, partner agencies on issues of child protection and in the event of allegations of abuse made against the Head or member of the governing body.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Head to account on all matters involving safeguarding through an effective Safeguarding and Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure SDSL prepares and presents detailed, accurate reports to the Education sub-committee which are open to scrutiny and challenge at that level.
- Do all they reasonably can to limit children's exposure to online harm through effective IT

systems. They should ensure appropriate filters and monitoring systems are in place and regularly review their effectiveness. They should ensure the leadership team and relevant staff have an awareness of the provisions and manage them effectively, knowing how to escalate a concern if it arises, balancing the proportionality of cost versus safeguarding risks.

Parents may request a copy of the School's Safeguarding Policy and the Safer Recruitment Policy. Both these documents are published on the school's website ([Policies](#)) and are available in hard copy by request from the Heads PA. The school has a policy that any changes, amendments, deficiencies or weaknesses in Safeguarding arrangements are remedied without delay, once identified. This includes updates or changes required by local and central government departments.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

MULTI AGENCY WORKING

Riverbank Nursery and Teesside High School has a pivotal role to play in multi-agency safeguarding arrangements. Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting the welfare of children including in relation to their educational outcomes. The Governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. If named as a relevant agency, Riverbank Nursery and THS, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Refer to Pt2 KCSIE for further details. THS as a relevant agency should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered as part of a Family Help Assessment. DSLs should be familiar with the type of services which can be provided as informed by their local authorities.

We understand that the safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data. This includes sharing information without consent where there is good reason to do so and that this information should be shared in a timely manner.

The Data Protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. More detail around sharing of information can be found in KCSIE Para 138-150.

THE USE OF MOBILE PHONES, CAMERAS AND OTHER ELECTRONIC DEVICES WITH IMAGING AND SHARING CAPABILITIES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, there are individuals who abuse children through taking, using and manipulating images. The Nursery must ensure that safeguards are in place. To protect children, we will:

- obtain parents' and carers' consent for photographs to be taken or published (for example, on

our website or in newspapers or publications). This permission is then recorded on the Family platform;

- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure that staff do not use their own mobile phone, camera or any other electronic device with imaging and sharing capabilities (including smart watches) to take photographs within the EYFS setting in nursery or the school (see Staff code of conduct). Staff must not bring personal mobile phones, cameras or other electronic devices into the nursery or reception setting. If brought into the building, these are to be stored in a locked cupboard in the Deputy Manager's Office during the school day and are only permitted to be accessed during staff break times when not in the presence of pupils. Staff are permitted to wear a smartwatch, however 'airplane mode' must be enabled and these devices will be subject to regular, random checks by the DSL team.
- ensure that only the Nursery or School's designated cameras/devices and equipment is used
- ensure parents and carers are not permitted to take photographs of children in the nursery or school setting, including grounds, or out of school at an event or trip with a camera or mobile phone, unless prior consent has been obtained by the Nursery Manager and parents of the children involved have provided written consent for their child to be photographed or filmed. This could include, for example a special event, such as a play, concert or presentation. These images are to be used for personal use only and should not be shared with others, eg on social media.
- ensure all cameras, mobile phones or any other electronic devices with imaging and sharing capabilities (including smartwatches) are open to scrutiny.

MONITORING CHILDREN'S ATTENDANCE

As part of our requirements under the statutory framework, we must follow up on absences in a timely manner. See our Attendance Policy for further details about the processes we will take to implement this requirement.

We are required to monitor children's attendance patterns and trends to ensure they are consistent and no cause for concern. We ask parents/carers to inform Nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day by 9.00am so the Nursery Management are able to account for a child's absence.

If a child has not arrived at Nursery by 9.00am, the parents/carers will be contacted to ensure the child is safe and healthy. If the parents are not contactable, then the emergency contact numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established, then we would assess if a home visit is required to establish that all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

PROCEDURES - WHAT TO DO IF WE HAVE A CONCERN FOR A CHILD.

All staff working with Riverbank Nursery and THS are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. It is important to understand that young children and those with protected characteristics or equally those with medical conditions (including allergies) may find it more difficult to speak out about abuse and providing safe space and staff to speak out to and share concerns with is important.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges, e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead. Extra pastoral support may also be required.

If you have any concerns about a child's welfare, you should act on them immediately. See Appendix 3 of this policy for a flow chart setting out the process for staff when they have concerns about a child. Also Pg 26 KCSIE.

This will result in one of the following outcomes:

- managing any support for the child internally via our own pastoral support processes;
- undertaking a family help assessment. (DSL to be the lead liaison with other agencies and set up inter agency assessment as appropriate; in some cases acting as the lead practitioner);
- making a referral to statutory services, e.g. as the child might be in need, is in need or suffering, or is likely to suffer harm.

The case must be referred to the local authority safeguarding services where the child is resident as a child protection concern immediately, and that in cases of serious harm the police must be informed from the outset.

INFORMING PARENTS/CARERS

Parents/ carers are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's social care team, police or LADO does not advise this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

SUPPORT TO FAMILIES

Riverbank Nursery takes every step in its power to build up trusting and supportive relationships among families and staff within EYFS. Riverbank Nursery and THS will continue to welcome a child and their family whilst enquiries are being made in relation to concerns in the home situation. Parents and families will be treated with respect in a non-judgmental manner, whilst any external investigations are carried out in the best interest of the child.

CONFIDENTIALITY

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office helpline on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

RECORD KEEPING AND DATA PROTECTION

Riverbank Nursery and Teesside High School use CPOMS to record all safeguarding concerns, disclosures, incidents, actions taken and outcomes. This secure electronic system supports the timely identification of children and families who may benefit from Family Help and enables safeguarding leaders to identify patterns, cumulative concerns or emerging risks over time.

All records are factual, objective and completed as soon as possible after the concern arises. Entries are made in chronological order. Where appropriate and safe to do so, records will include details of discussions held with parents or carers.

The Designated Safeguarding Leads (DSL) regularly review safeguarding records to ensure that children's needs are considered holistically and that appropriate action has been taken in line with statutory guidance, including escalation where required. This oversight supports effective multi-agency working and ensures compliance with Keeping Children Safe in Education (2026) and the Early Years Foundation Stage Statutory Framework (2026).

All safeguarding information is managed in accordance with our Data Protection and Confidentiality Policy, the UK General Data Protection Regulation (UK GDPR), and the Data Protection Act 2018. Safeguarding information is treated as highly sensitive and is shared strictly on a need-to-know basis in order to protect children. Access to CPOMS and related records is restricted to authorised staff involved in safeguarding processes.

Information may be shared with relevant safeguarding partners, including Children's Social Care, the police, Ofsted and other statutory agencies, where it is necessary to safeguard and promote the welfare of a child. All information sharing decisions will be proportionate, lawful and in the best interests of the child.

PART 2: DEFINITIONS OF ABUSE

DEFINITION OF SIGNIFICANT HARM

The Children Act 1989 introduced the concept of significant harm as '*the threshold that justifies compulsory intervention in family life in the best interests of children*'. It gives LAs a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect

- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

DEFINITIONS OF 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 within a family, institution or community setting by those known to them or, more rarely, a stranger. Perpetrators of abuse can be an adult, or adults, another child or children. ([What to do if you're worried a child is being abused Advice for practitioners](#) and [Working Together to Safeguard Children 2026 - GOV.UK](#))

KCSIE refers to children as including everyone under the age of 18. All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery (see below), understanding that children can be at risk of harm inside and outside of the school/college, 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.

INDICATORS OF CHILD ABUSE

The signs and indicators listed below may not necessarily indicate that a child has been abused, but can help to indicate that something may be wrong, especially if a child shows a number of these symptoms, or any of them to a marked degree.

Emotional signs	Physical signs
Failure to thrive and meet developmental milestones Fearful or withdrawn tendencies Significant changes to behaviour patterns.	Failure to thrive and meet developmental milestones Unexplained injuries to a child or conflicting reports from parents or staff Repeated injuries Unaddressed illnesses or injuries

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

Emotional states: Fearful, withdrawn, low self-esteem.

Behaviour: Aggressive, habitual body rocking.

Interpersonal behaviours:

Indiscriminate contact or affection seeking

Over-friendliness to strangers including healthcare professionals

Excessive clinginess, persistently resorting to gaining attention

Demonstrating excessively 'good' behaviour to prevent parent disapproval

Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed

Coercive controlling behaviour towards parents

Lack of ability to understand and recognise emotions

Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

CHILD ON CHILD ABUSE

Child on child abuse, formerly known as peer on peer abuse; children are included as potential abusers in our policies. Child on child abuse may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. Reporting procedures in these instances remain the same, although additional support from relevant agencies may be required to support both the victim and the perpetrator. Children who develop harmful behaviours are also likely to be victims of abuse or neglect.

If child on child abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

If physical abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

Fabricated Or Induced Illness (FII)

This abuse is when a parent fabricates the symptoms of, or deliberately induces, illness in a child. The

parent may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms, or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

FI is a form of physical abuse and any concerns must be reported in line with our safeguarding procedures.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community.

Whilst all staff should speak to the Designated Safeguarding Lead with regard to any concerns about FGM, there is a specific legal duty on teachers and nursery practitioners. If a teacher or nursery practitioner, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they must report this to the police. See Annex A for further details. [Multi-agency statutory guidance on female genital mutilation - GOV.UK](#)

FGM is a form of physical abuse and any concerns must be reported in line with our safeguarding procedures.

Breast Ironing Or Breast Flattening

Breast ironing, also known as breast flattening, is a process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. These actions can cause serious health issues such as abscesses, cysts, itching, tissue damage, infection, discharge of milk, dissymmetry of the breasts or severe fever.

Breast ironing/flattening is a form of physical abuse and any concerns must be reported in line with our safeguarding procedures.

EMOTIONAL ABUSE

Working together to safeguard children defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.' Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child the opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as interactions that are

beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction

- Serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation, neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression or appearing to lack confidence or self-assurance.

If emotional abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

SEXUAL ABUSE

Sexual abuse involves forcing, or enticing, a child to take part in sexual activities. Sexual abuse does not necessarily involve a high level of violence and includes 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 penetration with an object 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males are not the sole perpetrators of sexual abuse; women also commit acts of sexual abuse, as do other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of our procedures to deal with it. This policy applies to all children within the EYFS and the THS Safeguarding and Child Protection Policy applies to all children between the ages of 5-18 years

Action must be taken if staff witness symptoms of sexual abuse, including a child indicating sexual activity through words, play or drawing, having an excessive preoccupation with sexual matters or having an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

Additional signs of emotional and physical symptoms are shown below.

Emotional signs	Physical signs
Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age or stage of development Personality changes, such as becoming insecure or clingy Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys Sudden loss of appetite or compulsive eating Being isolated or withdrawn Inability to concentrate Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer Becoming worried about clothing being removed.	Bruises, bleeding, discharge, pains or soreness in their genital or anal area, sexually transmitted infections, pregnancy.

If sexual abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

NEGLECT

Working together to safeguard children defines neglect as '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. Once a child is born, neglect may involve adults involved in the care of the child failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect them from physical harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Respond to their basic emotional needs.

The NSPCC statistics briefing for 2024 has found neglect continues to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed. A child may be persistently hungry if a caregiver is withholding or not providing enough food. A child who is not receiving the attention they need at home may crave it from other adults, such as at nursery or school.

If neglect is suspected, then any concerns must be reported in line with our safeguarding procedures.

DOMESTIC ABUSE

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

Behaviour of a person (A) towards another person (B) is 'domestic abuse' if:

- *A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

Behaviour is 'abusive' if it consists of any of the following:

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)*
- *Psychological, emotional or other abuse.*

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and domestic abuse can happen at any stage in a relationship.

Signs and symptoms of domestic abuse are shown below. This is not an exhaustive list.

Emotional signs	Physical signs
Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.) Stalking, including excessive phone calls or messages Partner or ex-partner exerting an unusual amount of control or demands over work schedule Frequent lateness or absence from work.	Visible bruising or single, or repeated, injury with unlikely explanations Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)

All children can witness and be adversely affected by domestic abuse in the context of their home life. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Where incidents of domestic abuse are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved. We work with our local Police Forces to support our pupils through the Operation Encompass process [Operation Encompass](#).

If domestic abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

CONTEXTUAL SAFEGUARDING

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures, we will work in partnership with parents and other agencies to work together to safeguard children and provide support around contextual safeguarding concerns.

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 (*Keeping children safe in education*).

Child Sexual Exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology and may be without the child's immediate knowledge, such as through others copying videos or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts that they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if it is suspected that they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

If CSE or CCE is suspected, then any concerns must be reported in line with our safeguarding procedures.

COUNTY LINES

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other forms of 'deal lines.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:

- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars, etc.)
- Missing from home or school and/or a significant decline in performance
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community, including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults
- A child being unfamiliar with where they are.

If involvement in county lines is suspected, then any concerns must be reported in line with our safeguarding procedures.

CUCKOOING

Cuckooing is a form of county line crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in a resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

If cuckooing is suspected, then any concerns must be reported in line with our safeguarding procedures.

CHILD TRAFFICKING AND MODERN SLAVERY

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold. For a child to have been a victim of trafficking there must have been:

- *Action:* recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- *Purpose:* sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse, such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

- Being under control and reluctant to interact with others
- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

If child trafficking or modern slavery are suspected, then any concerns must be reported in line with our safeguarding procedures.

FORCED MARRIAGE

A forced marriage is defined as ‘a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.’

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

If it is suspected that a forced marriage is being planned, then any concerns must be reported in line with our safeguarding procedures.

‘HONOUR’ BASED ABUSE (HBA)

HBA is described as ‘incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.’ (*Keeping children safe in education*). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their ‘honour’

code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse, such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure, and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not wearing 'western' clothing or make-up
- Visible injuries, or repeated injuries, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

If honour based abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.

CHILD ABUSE LINKED TO FAITH OR BELIEF (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

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

If CALFB is suspected, then any concerns must be reported in line with our safeguarding procedures.

EXTREMISM AND RADICALISATION

Under the Counter-Terrorism and Security Act 2015, there is a duty 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation to prevent them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources, and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually, it's a gradual process, so those who are affected may not realise what's happening. Radicalisation is a form of harm.

The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information, visit [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#).

If radicalisation or extremism is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.

PREVENT STRATEGY

In addition to the procedures already covered in this policy in relation to protecting children from radicalisation and being drawn into terrorism, there are additional safeguards and procedures in place to safeguard children.

- All visiting speakers are suitably and appropriately supervised throughout their visit.
- All staff will be asked to complete the Prevent general awareness training online (course 1) at [YOU HAVE ACCESSED THE E-LEARNING TRAINING ON PREVENT](#) and print and submit their certificate of completion within one term of starting their employment. This training should be refreshed three yearly (refresher course) All DSLs will complete, in addition, course 2&3 (Referrals and Channel Panel)

ONLINE SAFETY

While the growth of the internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation and radicalisation. As such, it is essential that they are safeguarded from potentially harmful and inappropriate online material.

There are four main areas of risk associated with online safety:

- Content – Exposure to inappropriate, harmful, or illegal material. In the early years, this includes extreme physical/sexual violence, age-inappropriate media and AI-generated content or ‘deepfakes’. It also encompasses early exposure to radicalisation, misogyny, misinformation, disinformation or conspiracy theories.
- Contact – Harmful interaction with other users. For early years children, this includes the risk of grooming or exploitation via connected devices (e.g., smart toys, gaming platforms), interaction with generative AI applications designed to simulate real-time conversation, or engagement with adults posing as children for sexual, criminal, or financial purposes.
- Conduct – Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images including those generated by AI (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and

online bullying. While less common for toddlers to initiate, this includes children inadvertently capturing or sharing images, interacting unsafely with devices, or the creation/manipulation of images via Generative AI.

- **Commerce – Commercial exploitation**, including exposure to inappropriate advertising, hidden in-app purchases within educational apps, or data privacy breaches, online gambling, or financial scams.

Reporting Procedures

- **Internal:** Report all online safety concerns immediately to the Designated Safeguarding Lead (DSL).
- **External (Abuse/Exploitation):** Report suspected online child sexual abuse to the Child Exploitation and Online Protection Centre (CEOP) at www.ceop.police.uk/Safety-Centre/.
- **External (Inappropriate Content):** Inappropriate content received via email must be reported to the Internet Watch Foundation (IWF) at www.iwf.org.uk/en/uk-report/.

Further Guidance

Guidance on understanding the safety considerations and legal responsibilities of using Generative AI is available at: [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

EYFS Screen Use

In line with the EYFS Framework 2026 Riverbank Nursery and Reception class implement strict controls regarding the use of digital screens. We maintain that all screen-based activity must be purposeful rather than passive.

- **Children under two years of age:** Screen use is prohibited, with the exception of exceptional circumstances, such as facilitating communication with family members.
- **Children aged two to five years:** Screen use is limited, intentional and directly linked to explicit learning objectives. Digital devices are not to be utilised for background entertainment or as a behaviour management strategy.

Staff are expected to exercise professional judgement when incorporating technology, ensuring that all digital tools, including tablets, televisions and interactive whiteboards, are used to enhance educational outcomes. Pedagogical practice must prioritise the quality of content and ensure that screen use is supported by adult engagement. This practice also complements our comprehensive approach to online safety.

Filtering & Monitoring

We have mechanisms to identify, intervene in and escalate any incident, where appropriate, through effective filtering, monitoring and reporting systems, namely Smoothwall (see ICT Acceptable Use and Mobile Phone Policy). This aims to block harmful, inappropriate content without unreasonably impacting teaching and learning. We use the DfE document Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK to assist in ensuring we meet this duty. Annual reviews of effectiveness will be carried out by SLT, DSL, IT support and Governors. Termly checks will be made to ensure all filters are working appropriately using [Test Your Internet Filter | Test Filtering](#) .; records will be kept of these checks.

Opportunities to Teach Safety and Online Safety

The EYFS setting at Riverbank Nursery and THS provides regular, age-appropriate opportunities within the daily routine and continuous provision to help children understand how to stay safe,

recognise risk, and build personal boundaries.

When utilising digital tools or interactive media, children are taught, at a level appropriate to their age and stage of development, what it means to be online, that not everything they see or hear digitally is real or safe, and whom to talk to if something makes them feel worried or uncomfortable. Staff actively model safe, respectful online and offline behaviour. Any use of technology by children is strictly supervised and restricted to vetted setting-owned devices.

We recognise that very young children access technology at home. We share practical online safety guidance, age-rating awareness and digital wellbeing tips with parents/ carers to ensure a consistent safety bridge between the setting and the home environment.

UP SKIRTING/DOWN BLOUSING

Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual.

If up skirting or down blousing is suspected, then any concerns must be reported in line with our safeguarding procedures.

BANNED DOG BREEDS

Banned dog breeds (dogs to which section 1 of the Dangerous Dogs act 1991 applies, including the XL bully type), are not permitted on the premises at any time, even if the dog's owner has a certificate of exemption issued under the dangerous dogs act 1991.

PART 3: REPORTING PROCEDURES

REPORTING CONCERNS

Any DSL should be informed immediately, in person, by an employee of the school, volunteer, student, pupil of the school, parent of the school or other persons, in the following circumstances:

- If they believe a child is in need of Family Help assessment taking action where necessary
- Suspicion that a child is at risk of being harmed.
- Where there is evidence that a child is being harmed. It is important that staff should:
 - Not assume a colleague or other professional will take action and share information that might be critical in keeping a child safe
 - Be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about safety and welfare of children (at any stage of problems occurring - early, or when they are already known to social care)
 - Include as much information as possible (is it online, discriminatory etc). Children's social care assessments will consider where children are being harmed in contexts outside the home, so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm
 - Not let fears about sharing information stand in the way of the need to promote welfare and protect safety of children

- Understand that DPA 2018 and GDPR do not prevent or limit the sharing of information for purposes of keeping children safe
- Be aware of information sharing advice which includes the seven golden rules for sharing information ([Information sharing advice for safeguarding practitioners](#))
- Speak to DSL or SDSL if in doubt about sharing information.

Record Keeping

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in CPOMS; this information will be kept confidential and secure. Safeguarding records will be kept in CPOMS separate to the child's school file or Family profile
- Records should include;
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - note of any action taken, decisions reached and the outcome.
- If in doubt about recording requirements, staff should discuss with a DSL.

PROCEDURES TO FOLLOW IN THE CASE OF A DISCLOSURE:

Listening to Children

Children who disclose to a member of staff that they are victims of abuse must be listened to and heard, whatever form their attempts to communicate their worries take. They must be reassured they will be taken seriously, supported and kept safe and not made to feel they are creating a problem for reporting abuse, sexual harassment or sexual violence.

Follow the flow chart for acting upon a disclosure or concern in the Appendix of this policy

When recording an allegation or description of an incident, close adherence to the following points is crucial at all stages of an investigation, whoever undertakes this. At no point in the recording should a pupil be promised secrecy or confidentiality, either by implication or statement. The child should be reassured that the matter will be disclosed only to people who need to know about it. The support needs of a child who expresses concerns about harm should be considered and met, utilising resources within and/or beyond the school as necessary. This is in accordance with the local procedures agreed with HSSCP and the Hartlepool Children's Hub (or agency relevant to the child's area of residence).

Account should be taken of the age and understanding of the child and whether the child or other children may be at risk of significant harm.

Make timed and dated notes at the time of disclosure, these should then be discussed with DSL and uploaded to CPOMS

-
- It should be factual.
- It should not include personal comment or opinion;
- It should include a verbatim account of anything said by the child
- It should include any relevant background information (including dates, times, places, who was present etc.)
- It should not include any leading questions.
- It should reflect that the child is being listened to, not interviewed. This includes not suggesting that there are alternative explanations for their concerns or worries.

- The child should not be interrupted when recalling significant events.
- Care should be taken that assumptions are not made about what the child is saying, and in not seeking to make interpretations.
-
- In addition:
- Do not discuss the matter with parents/carers or the person accused of the abuse.
- Do not discuss the matter with other staff members other than DSL team
- The written record should be signed and dated by the person who received them and uploaded to CPOMS within 24 hours.
- All subsequent actions should be recorded to CPOMS

In the case of pupils identified as being at risk of radicalisation, Teesside High School will consider the level of risk to identify the most appropriate referral. This could include Channel or Children's Social Care, e.g. Hartlepool Children's Hub

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parent(s) and pupil, their consent is not required for a referral when there are reasonable grounds to believe a child is at risk of significant harm.

In the case of FGM (female genital mutilation), from October 2015, it is mandatory for staff to report to the police cases where they discover that an act of FGM appears to have been carried out or believe this is about to be carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate.

SAFEGUARDING CONCERNS ABOUT ANOTHER STAFF MEMBER

Anyone (not only Riverbank Nursery or Teesside High School staff) can make a referral.

If the allegation involves a member of staff (in any context, including trainee teachers, contractors, volunteers, students on placement and supply staff) **the Headteacher must be informed immediately who will consider whether an onward referral to the LADO is required.** In her absence (or should the concern be about the Head) the concern is reported to the Chair of Governors. The only exception to this is if reporting to the Head would be considered a conflict of interest, for example the member of staff of concern is related to the Headteacher, or the concern is related to the Chair of Governors. In this case the concern would be reported directly to the Chair of Governors or LADO.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

The THS governing body ensures there are procedures in place (as described below) to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children. Concerns including allegations that meet the threshold of the harms test should be addressed as set out in section one of Part four of KCSIE. Should the allegation not meet the harms test threshold (low level concerns) then the protocol below and in section two of Part Four of KCSIE should be followed.

Should we need to consider an allegation against an individual not directly employed by THS; for

example, supply teachers, trainee teachers or contracted staff provided by an employment agency or business. Where this applies, we share safeguarding responsibilities with the employment agency or business. We remain responsible for gathering the facts and managing the safeguarding process, while working closely with the employment agency or business, which will usually lead on any disciplinary action. We are still responsible for ensuring that allegations are dealt with properly. In no circumstances would we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Governing body should discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst we carry out the investigation. These expectations are the same for trainee teachers and their overseeing organisation. See Para 252-256 KCSIE for full details on this procedure.

In accordance with the Early Years Foundation Stage Statutory Framework (2026), Riverbank Nursery and Teesside High School will notify Ofsted of any allegations of harm or abuse made against a person working with children within the EYFS provision. This applies whether the alleged incident occurred on the premises or elsewhere.

The notification will include details of the allegation and the action taken by the Nursery and School in response, including referral to the Local Authority Designated Officer (LADO) and any other relevant agencies, in line with safeguarding and managing allegations procedures.

Ofsted will be informed as soon as reasonably practicable, and in all circumstances within 14 days of any allegation of harm or abuse towards a child being made, in addition to detailing the actions taken in response to the allegations. The setting recognises that failure to notify Ofsted within this timescale constitutes an offence and may result in regulatory action.

LOW-LEVEL CONCERNS

Concerns That Do Not Meet The Harm Threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of Low-Level Concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing Low-Level Concerns

At Riverbank Nursery and THS we recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as above, directly to the Headteacher
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to Low-Level Concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record Keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either

through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

The Information Commissioner has published guidance on employment records in its, The Information Commissioner Employment Practices Code which provides some practical advice on record retention which can be found here: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://actnow.org.uk/media/articles/The_Information_Commissioner_Employment_Practices_Code_commentary.pdf

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Concerns Meeting The Harms Threshold

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (see below). In the case of proven professional misconduct the Teaching Regulation Agency (TRA) would be notified. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

The guidance in Pt 4 of KCSIE should be followed where it is alleged that anyone working in the nursery, school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Head must be informed immediately, or in her absence the Chair of Governors, and keep a detailed written and dated record of the event. Staff should be reassured that they have immunity from 'whistleblowing' in good faith, (please refer to Whistleblowing Policy). The Head must not undertake their own investigation prior to consultation with the LADO or the Police (in

most serious cases), which must be, within 24 hours, one working day, of the allegation being received or suspicion reported. This will be without telling the subject of the allegation or suspicion. This process should avoid all unnecessary delays.

In borderline cases or if the Head/Chair of Governors have any doubts about their decision to report, discussions with the LADO can be held informally and without naming the school or individual.

Where the allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

If the allegation is about the DSL, it must be reported to the Head.

If the allegation is about the Head, they must be reported to the Chair of Governors, this contact must be made without the Head being informed.

If the allegation involves the Chair of Governors the referral should be directly to the LADO (contact details are at the back of this document and in the Staff Handbook in Shared Google Drive) immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.

Discussions should be recorded in writing, and communication with both the individual and parents of the child/children agreed. The School must consider carefully whether the circumstances of the case warrant suspension of the member of staff or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO and this policy when making a decision about this.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Since 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers. The Nursery and School will make every effort to maintain confidentiality and guard against unwanted publicity. This restriction will apply to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency (TRA) publishes information about the investigation or decision of a disciplinary case.

Staff will be supported to challenge decisions by other agencies; therefore, Staff will be

supported to follow through their concerns in respect of safeguarding children. Staff will be empowered to discuss matters with their managers and positively challenge other agencies to improve safeguarding arrangements for children and young people.

If a member of staff has concerns about Safeguarding Practices in School:

- They should use procedures outlined in the THS Whistleblowing Policy.
- They may also seek advice from the Government document Whistleblowing for employees
- The NSPCC 'what to do to report abuse' dedicated helpline is another useful resource (Tel 0800 028 0285 8am-8pm Mon-Fri or email help@nspcc.org.uk)

Retention of Data relating to Allegations of Sexual Abuse

Records will be preserved by THS which contain information about allegations of sexual abuse for IICSA for the term of the inquiry. All other records about allegations against staff should be retained until the accused has reached normal pensionable age or a period of 10 years from the allegation if that is longer.

Incoming Injuries

Parents/ carers are asked to notify the setting of any accidents or injury that their child may have sustained outside of the nursery setting via the Family app or in person. A dialogue should take place at drop off between the practitioner and parent/carer to follow up on the reported accident or injury. The staff member should exercise professional curiosity.

If a staff member notices a mark or injury on a child on arrival at the setting and the parent has not notified us in advance, the staff member should complete an accident or incident form via the Family platform (detailing the time the injury was noticed). This should be done with the person who has brought the child to the setting present, the explanation of the injury should be recorded as described. The staff member should immediately report this to the Designated Safeguarding Lead (DSL).

If a staff member does not notice the mark or injury on arrival but later into the session, then they must complete an accident or injury form retrospectively, indicating that this occurred at home, detailing the time the injury was noticed. Staff should record the details of an injury/mark, and be as specific as possible about size, shape, location and colouration of any mark or injury. The staff member should immediately report this to the Designated Safeguarding Lead (DSL).

If the child with an injury has a Social Worker, then the Designated Safeguarding Lead (DSL) must immediately report it to them (by telephone and then followed up in writing). If the Social Worker is unavailable by telephone, concerns should be discussed with a duty social worker or a team manager. Please note: it is not appropriate just to email the social worker in these cases; contact must be made with the social worker/duty worker/team manager by telephone, on the same day.

If the child with an injury does not have a Social Worker, then the Designated Safeguarding Lead (DSL) would use their professional judgement to assess the situation. This may involve seeking advice from local authority children's social care team, depending on the nature of the injury and any history of injuries, in most cases however the Designated Safeguarding Lead (DSL) would usually ask the child's Key Worker to speak to the child's parent and ask how the injury occurred. This

information given by the parent must be immediately shared with the Designated Safeguarding Lead (DSL) and accurately recorded. The Designated Safeguarding Lead (DSL) will then assess using their professional judgement if the explanation is plausible and consistent with the children's development level or whether it is a safeguarding issue. If Riverbank Nursery or Teesside High School have any concerns about the child's safety or welfare, the DSL must immediately notify their child's local authority children's social care team, in line with local reporting procedures and, in emergencies, the police.

When noting explanations from parents/carers regarding injuries, staff should record whether a parent/carer volunteered the information on arrival or whether the staff member had to ask for the explanation.

Concerns If A Parent/Carer May Be Under The Influence Of Alcohol Or Drugs

At Riverbank Nursery and Teesside High School, we will always put the safety of the child first. All safeguarding decisions will be child-centred, proportionate, and in line with local safeguarding partnership procedures.

If a member of staff has reasonable cause to believe that a parent/ carer, or authorised adult collecting a child may be under the influence of alcohol or drugs, they must remain calm and act professionally while prioritising the immediate safety of the child. The member of staff must immediately inform a Designated Safeguarding Lead (DSL). The child must remain appropriately supervised while the concern is assessed. Any judgement will be based on observable behaviour and professional concern rather than assumption.

The DSL will assess the situation and determine whether the adult appears capable of providing safe care. This assessment will focus on whether releasing the child would place them at risk of harm. The decision-making process will be defensible, proportionate and clearly aligned with safeguarding responsibilities under statutory guidance.

Where it is determined that handing the child over would place them at risk of significant harm, the child will not be released to the adult concerned. The Nursery Manager or DSL will contact the child's other authorised contacts and emergency contacts to arrange safe collection. The child will remain in a safe and supervised environment until suitable arrangements are made.

If no authorised person is available and there are immediate safeguarding concerns, the DSL will contact the Local Authority Children's Social Care team without delay. Where there is an immediate risk to the child's safety, or where an adult is attempting to leave the premises with the child while impaired, the police will be contacted.

If a parent or carer is believed to be over the legal alcohol limit or under the influence of illegal substances and intends to drive with the child, staff will take reasonable steps to prevent the child from entering the vehicle. If necessary, and particularly where an individual attempts to drive whilst impaired, the police will be contacted immediately in order to safeguard the child.

Where concerns suggest ongoing substance misuse that may be impacting on parenting capacity, or where there is reason to believe that the child is suffering or likely to suffer significant harm, the DSL will follow the school's child protection procedures. This may include making a referral to the Local Authority Children's Social Care in accordance with local safeguarding thresholds.

All incidents, concerns, decisions made and actions taken will be recorded promptly, factually and contemporaneously. Records will clearly document the rationale for decisions and will be stored securely on CPOMS. These records will be reviewed by the DSL to identify any emerging safeguarding concerns or patterns.

THE THRESHOLD FOR REFERRALS:

Whilst guidance places responsibility for making decisions about referrals with the DSL, care must be taken not to impose high thresholds for such referrals in practice. Borderline cases should be referred in line and with informal advice from the [Tees Safeguarding Children Partnerships](#) Tees Safeguarding Children Partnership (LADO and Stockton on Tees Family Help Point. Hartlepool Children's Hub details found at Appendix 1). Guidance notes in KCSIE outline the importance of children receiving the right help at the right time to address risks and prevent issues escalating. It also refers to the importance of acting on early information and referring early signs of abuse, neglect and radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Any member of staff can and should, make a referral for reconsideration if they feel the child's situation does not appear to be improving (see contacts in Appendix 1).

A failure to report externally by a nursery or school must be investigated by the local authority and, if justified, appropriate action taken (such action to be determined according to the legal framework).

A failure to report internally by staff must be investigated by the nursery or school and, if justified, appropriate action taken (this could range from disciplinary proceedings, a referral to the Teaching Regulation Agency or a referral to the Disclosure and Barring Service).

The Information Commissioner has published guidance on employment records in its, The Information Commissioner Employment Practices Code which provides some practical advice on record retention which can be found here: [Microsoft Word - hra.doc](#)

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary Policy will be taken. Records will be kept in personnel files as well as in the low-level concerns file.

PART 4: RECRUITMENT, SELECTION, INDUCTION AND TRAINING

RECRUITMENT AND SELECTION

Through the implementation of our Safer Recruitment staff policy, we endeavour to prevent unsuitable people from becoming members of staff. We check the suitability of new recruits following the procedures outlined in the Safer Recruitment Policy.

Procedures include relevant checks, such as verifying qualifications, obtaining references, establishing the identity of applicant and conducting criminal records disclosures prior to employment. Where

required, staff and stakeholders have enhanced DBS checks. This includes every person aged 16 years and over who works directly with the EYFS children or on the premises on which the childcare is provided, unless they work at times when the children are not present. Clear person specification criteria and processes during the recruitment and selection process enable us to determine a candidate's suitability for the role.

Any volunteer or individual providing care, training, instruction or supervision for more than three days within a 30-day period, or involved in overnight work, is defined as undertaking regulated activity and must hold an Enhanced DBS check including barred list information. To ensure the safety of our EYFS pupils, volunteers and students are at no time left unsupervised with children.

Applicants are notified that they are required to disclose any information that may not appear on the DBS but may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings, whether received before or during their employment at the school. This status is checked on at least an annual basis.

KCSIE is clear that being subject to a section 128 direction prohibits a person from taking part in the management of an Independent School. This should be checked for within the DBS check where 'children's workforce independent schools' is specified in the application for the check. The positions considered 'management' are outlined in KCSIE. Registered settings and independent schools, including academies and free schools, must check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State. Any individual with interim prohibitions is also prevented from carrying out teaching work at THS as outlined in KCSIE.

The School will also ensure that all persons working within the school for sub-contracted agencies, i.e. ballet school teachers, have such checks verified by their respective agencies before they come onto the School site.

Appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on site and off site (for example, in a separate institution); the School will seek assurance from the other organisations that checks are in place

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, THS will make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, we would apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world. Further information of possible checks can be found in this section of KCSIE.

At least one SLT member is trained in Safer Recruitment practice, as recommended in the current DfE guidance Keeping Children Safe in Education (KCSIE).

In the event that any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, the School will report the matter to the DBS as soon as possible after the person leaving. The School should consider making a referral to Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been had they not resigned) and a prohibition order may be appropriate.

The circumstances such an order would be considered are;

- unacceptable professional conduct
- conduct that may bring the profession into disrepute
- conviction, at any time, for a relevant offence.
-
- Further guidance on this issue is published on the TRA website. In this context, ceasing to use a person's services includes;
- dismissal
- non-renewal of a fixed term contract;
- no longer engaging/refusing to engage a supply teacher provided by an employment agency
- terminating the placement of a student teacher or other trainee
- no longer using staff employed by contractors
- no longer using volunteers
- resignation
- voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.

Compromise agreements cannot apply in this connection or where the individual refuses to cooperate with an investigation. The School has a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

INDUCTION AND PROBATION FOR STAFF

All staff and volunteers who are new to the school will receive information on the school's Safeguarding Policy and procedures and guidance on safe working practices as part of their induction training.

All successful candidates will undergo a period of monitoring and will:

- Meet regularly with their induction tutor or mentor.
- Meet regularly with their line manager.
- Attend any appropriate training.

All staff will undergo refresher training in safeguarding and child protection on an ongoing basis, regularly in line with DfE recommendations and good practice. All safeguarding training must be completed in a timely manner.

All staff are expected to keep their safeguarding knowledge and skills up-to-date and report any concerns they may have. We maintain records to ensure all staff have received the training they need.

DISQUALIFICATION UNDER THE CHILDCARE ACT

The School will not knowingly employ people to work in childcare in the EYFS setting (children from birth up to the 1 September after their fifth birthday) or allow them to be directly concerned with its management, if they are 'disqualified'. This applies to all EYFS provision during and outside school hours, including in Riverbank Nursery and the Reception class. The same responsibility extends to after school care for children under the age of 8.

The School will check whether those staff who fall into this category are checked or ensure that others have done so.

The grounds for disqualification include, in summary:

- Being on the DBS Children's Barred List
- Being cautioned for, convicted of, or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Being the subject of certain other orders relating to the care of children
- Refusal or cancellation of registration relating to childcare or children's home or being prohibited from private fostering
- Overseas convictions.

To fulfil our duty with this, the School will:

- Inform **relevant** people of the legislation
- Take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified
- Keep records, confidentially held by the Head's PA, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed.
- Notify Ofsted as soon as reasonably practical, and within no more than 14 days of becoming aware of any significant event which is likely to affect the suitability of an individual in contact with children in our setting, as outlined in section 3.25 of the EYFS Framework 2026.

The School will remind staff annually of their duties to disclose the relevant information through their reading and signing of the declaration of this document.

ACCESSIBILITY

Parents may request a copy of the School's EYFS Safeguarding Policy and the Safer Recruitment Policy. Both these documents are published on the school's website - Policies, and are available in hard copy by request from the Heads PA. The school has a policy that any changes, amendments, deficiencies or weaknesses in Safeguarding arrangements are remedied without delay, once identified. This includes updates or changes required by local and central government departments.

INSPECTION

Riverbank Nursery is a registered provider for children aged six months to two years, with provision inspected by Ofsted regarding all safeguarding and welfare arrangements. For children aged over 2 years, safeguarding arrangements are inspected by the Independent Schools Inspectorate (ISI). All safeguarding procedures at the school adhere strictly to the relevant frameworks.

THIS POLICY IS REVIEWED AT LEAST ANNUALLY BY THE BOARD OF GOVERNORS

APPENDICES

APPENDIX: 1 Contacts & Other Documents

Any person can make a referral to the Local Safeguarding Board.

We adhere to all current legislation and guidance, as below:

[Keeping children safe in education 2026 - GOV.UK](#)

Working Together July 2018, updated 2026 [Working Together to Safeguard Children 2026 - GOV.UK](#)

Prevent Duty April 2021 [Revised Prevent duty guidance: for England and Wales](#)

Contextual Safeguarding <https://contextualsafeguarding.org.uk>

EYFS Framework (September 2026) [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2025)

RSE: [Teaching about relationships, sex and health](#)

Sharing inappropriate images [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Teaching online safety

Mental Health and Behaviour in Schools, November 2018 [Mental health and behaviour in schools](#)

Preventing and Tackling Bullying, July 2017 [Preventing and tackling bullying](#)

Children and Social Work Act 2017

Criminal Justice and Court Services Act 2000

Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)

Freedom of Information Act 2012

Safeguarding Vulnerable Groups Act 2006

The Childcare Act 2006

The Children Act 2004

The Children Act (England and Wales) 1989

The Counter-Terrorism and Security Act 2015

The Data Protection Acts 1984, 1998 and 2018

The Domestic Abuse Act 2021

The Equality Act 2010

The Human Rights Act 1998

The Police Act 1997

The Sexual Offences Act 2003

Local Authority Designated Officer for our Children

Name	Telephone
Phil Curtis	01642 527864 / 07471880331 LADO@stockton.gov.uk

Child's Area of Residence	Telephone	Out of Hours	Email
Stockton on Tees -- Family Help Point	01642 130080	01642 524552	https://digital.stockton.gov.uk/family-help 2. Early Help - Tees Safeguarding Children Partnerships' Procedures
Hartlepool The Children's Hub (CHUB) - HSSCP	01429 284284	01642 524552	childrenshub@hartlepool.gov.uk 2. Early Help - Tees Safeguarding Children Partnerships' Procedures
North Yorkshire Child Safeguarding Partnership	03001312131	03001312131	Worried About a Child? Make a Referral
Darlington Safeguarding Partnership	01325 406252	01642 524552	Darlington Safeguarding Partnership
Middlesbrough South Tees Safeguarding Children Partnership	01642 726004	01642 524552	South Tees Safeguarding Children Partnership 2. Early Help - Tees Safeguarding Children Partnerships' Procedures

Redcar & Cleveland STSCP (inc Redcar, Guisborough, Saltburn, Skelton,)	01642 130700	01642 524552	South Tees Safeguarding Children Partnership 2. Early Help - Tees Safeguarding Children Partnerships' Procedures
Durham (inc Bishop Middleham, Newton Aycliffe, Spennymoor, Sedgefield) DSCP	03000 267979 select Safeguarding option	03000 267979	Durham Safeguarding Children Partnership firstcontact@durham.gov.uk

Ofsted	0300 123 4666 or 08456 404046
Independent Schools Inspectorate	concerns@isi.net
Police (Stockton)	01642 302226
Early Help Assessment (Stockton) Richard Ferry	2. Early Help - Tees Safeguarding Children Partnerships' Procedures

NSPCC Help Line	0800 028 0285 help@nspcc.org.uk
Childline	0800 1111
The Samaritans	08457 909090
Crimestoppers (e.g. concerns re county lines or other criminal concerns)	0800 555 111
The Disclosure and Barring Service (DBS)	PO Box 181, Darlington DL1 9FA 01325 953795
Department for Education (help on extremism)	0207 3407264 extremism@education.gsi.gov.uk

Support and Advice about Extremism:

Local Police on 101

DfE dedicated helpline for non-emergency advice 020 7340 7264
counter- extremism@education.gsi.gov.uk

Use of social media for on-line radicalisation:

The UK Safer Internet Centre

(www.saferinternet.org.uk) CEOP's Thinkuknow

website (www.thinkuknow.co.uk)

Support and Advice with Online Safety

Page 176 KCSIE 2026 has many excellent links and resources to support this.

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
swgfl	Includes a template for setting out online safety policies
internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
pshe association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
the use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
UKCIS	The UK Council for Internet Safety's website provides: • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework

APPENDIX 2: All Staff & Governors Declaration:

Click this link to confirm you have read and understood both:

Link: [Safeguarding Declaration 2026-27](#)

- EYFS Child Protection and Safeguarding Policy 2026-27
- Keeping Children Safe in Education (September 2026) Pt 1

In case of being unable to access this link, please sign and return the paper version below:

Signed by Staff/Governor _____ Date: _____

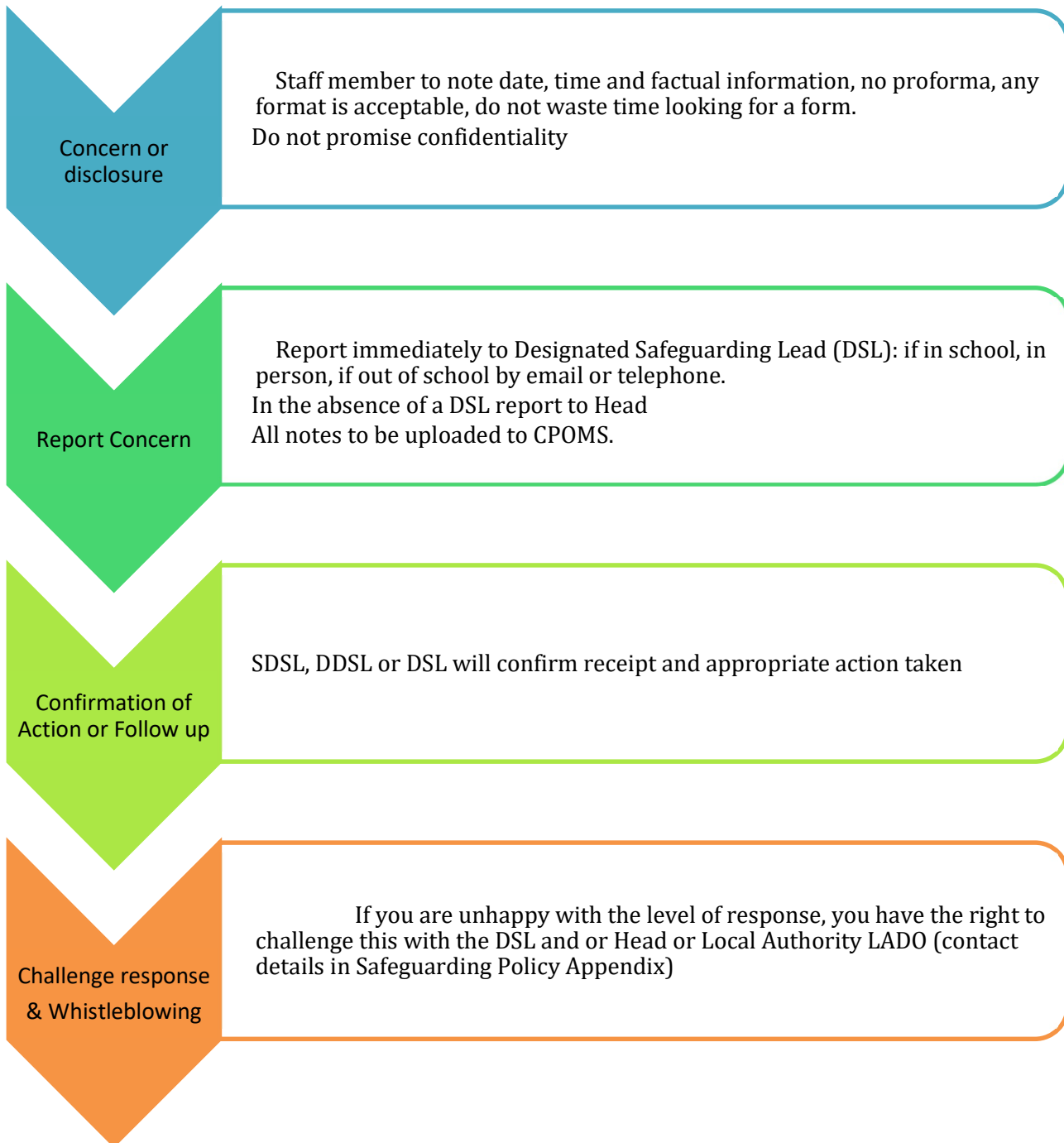
(Print Name) _____

Primary Role in Riverbank Nursery / School: _____

This should be detached from the Policy and returned to the Heads PA.

APPENDIX 3: Safeguarding Children At Teesside High School - Flowchart of Procedures

This flowchart is designed to assist in the rapid response to Safeguarding concerns. It is not exhaustive and should be read in conjunction with THS Policy and Procedures



More detailed procedures are found within the body of this policy.

APPENDIX 4: Vetting Checks On Volunteers

START HERE

