



Safeguarding Children and Child Protection

THIS POLICY SHOULD BE AVAILABLE TO ALL STAFF, VOLUNTEERS AND VISITORS AT ALL TIMES.

Designated Teacher - Lisa Walton - Head Teacher (Ultimate responsibility)
Deputy Designated Teachers - Mrs Kerry Carr
Designated Governor – Mrs Anne Corrigan

“AT BOLDON OUTDOOR NURSERY THE SAFEGUARDING OF CHILDREN IS GIVEN THE HIGHEST PRIORITY”

As a school we support fully and play an active role in the inter-agency work carried out in line with the guidance set out by the South Tyneside Safeguarding Children Board and follow the guidelines in Keeping Children Safe in Education 2024.

This policy is to be used in conjunction with local safeguard arrangements.


Safeguarding and promoting the welfare of children is defined as:




- Protecting children from maltreatment.
- 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.
- Taking action to enable all children to have the best outcomes.

SAFEGUARDING CHILDREN STATEMENT

Baldon Outdoor Nursery School is committed to ensuring that children are safe and protected from all forms of abuse and neglect. Our policy applies to all persons employed or volunteering within our organisation. We recognise our responsibility to respond appropriately and with respect to children and young people, to work with other agencies to ensure the safety and wellbeing of the children and young people with whom we have contact and to have clear guidelines for our procedures. We recognise that **all** staff are responsible for the safeguarding of our children and that **everyone** must ensure that all our children are kept safe. We should always consider what is in the 'best interests of the child'.

“Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.” KCSIE 2024

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1. We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
2. We want children who use or have contact with our school to enjoy what we have to offer in safety.
3. We want parents and carers who use our school to be supported to care for their children in a way that promotes their child's health and wellbeing and keeps them safe.
4. We want organisations that work with or commission work from us, or who provide funding to us, to have confidence and recognise that we are a safe organisation.
5. We will achieve this by having an effective safeguarding children culture and following the national guidance in "What to do if you're Worried a Child Is Being Abused".

If we discover or suspect a child is suffering harm, we will notify Children's Services via South Tyneside Council's Contact Referral and Assessment Team. South Tyneside Contact and Referral Team, (office hours): **0191 424 5010** (out of office hours): **0191 456 2093** or contact the police, in order that they can be protected if necessary. If it is to seek advice the Early Help Team can be contacted on 0191 4246224.

6. This Safeguarding Children Policy Statement and our Safeguarding Children Procedure applies to all staff, volunteers and users of Boldon Outdoor Nursery School and anyone carrying out any work for us or using premises.
7. We will ensure that all children are given a voice and understand that they can say NO, and what to do if they feel threatened or hurt.
8. **We will review our safeguarding children policy and procedures every year to make sure they are still relevant and effective.**

SAFEGUARDING CHILDREN POLICY

The governors, staff and volunteers at Boldon Outdoor Nursery School will:

1. Arrange to take all reasonable measures to ensure the risks of harm to children are minimised.
2. Arrange to take all appropriate actions to address concerns about the welfare of the child, or children, working to agreed local policies and procedures in full partnership with other local services.
3. Ensure Safe Recruitment and Employment practices are observed as we recognise this is an important part in safeguarding children.



4. Have a senior member of the organisation take lead responsibility for dealing with safeguarding / child protection issues, providing advice and support to other staff, liaising with other staff, and working with other agencies, who will be known as the 'Named Senior Person'. All staff will be made aware of this role.

**The Named Senior Person for this Organisation is Lisa Walton - Head Teacher
In her absence the deputy designated person is Kerry Carr - Nursery Teacher**

5. Listen to children, encourage them to respect and care for others and take action to stop any inappropriate verbal or physical abuse-taking place, including any allegations made by a child about another.

6. Endeavour to create an open and accountable environment, permitting adults and young people to voice their concerns about inappropriate behaviour and misconduct while providing strong sanctions to deter abuse, victimisation and cover up of serious malpractice. (Also see the Speak Out policy)

7. Ensure our policies and procedures apply to all staff (paid or unpaid), children, young people, students, parents and carers regardless of gender, ethnicity, disability, sexuality or religion.

8. Ensure any documents provided are read carefully in relation to an update in the school's policies and procedures or the local authorities.

9. Not allowing data protection fears about information sharing stand in the way of the safety and welfare of each child. The child's safety should be of the utmost importance.

10. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

11. Anyone with a concern should make a referral to the local authorities children's social care team.

12. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

13. Staff will use proactive approaches to safeguarding around relationships education, relationships & sex education and health education (EYFS).

Practitioners at Boldon Outdoor Nursery School should and must be alert to the potential need for Early Help for a child who:

- Is disabled
- Has special educational needs, both with and without an EHCP
- Is a young carer
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse
- Has returned home to their family from care
- Is privately fostered (This list is not exhaustive)



Our organisation (the Governing Body, staff and volunteers (paid or unpaid)) is aware of the responsibilities we have with regard to the protection of children from abuse and from inappropriate and inadequate care and is committed to responding in all cases where there is concern.

This document will be shared with all staff and volunteers within their induction process to ensure they are familiar with the organisation's beliefs and guidelines and understand that safeguarding is **everyone's** responsibility.

The documents below provide the framework for the organisations responsibilities as part of a co-ordinated shared response to the health and well being of children. All staff will be made aware of these documents and how they can access them.

- Keeping Children Safe in Education 2024
- Framework for the Assessment of Children in Need and their families 2000
- What to do if you're worried a child is being abused? (2006)
- South Tyneside Inter-Agency Child Protection Procedures


A copy of the above can be found on <http://www.southtyneside.info>




Practice Guidance

This document has been designed to help workers and volunteers know how to respond to situations where they may have concerns about the safety and wellbeing of a child that they have contact with in any situation. Due to the nature of our work, Boldon Outdoor Nursery School may be in the frontline of work with some children and their families. This may mean that we are the first to know that a child has been abused or that we are concerned about a child's wellbeing. Everyone has an equal responsibility to ensure that children's needs are put first and to safeguard any child with whom we may come into contact. This responsibility rests not only with the headteacher but also with every individual employed or volunteering within our organisation whilst at work or at home.

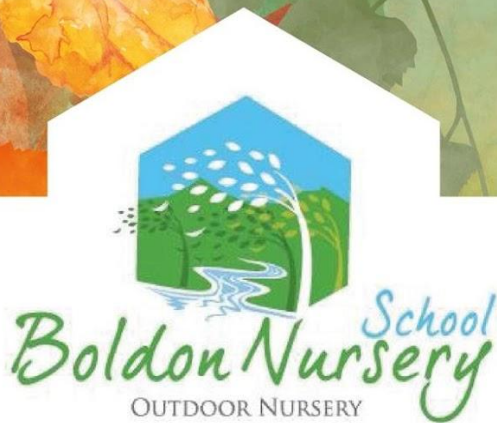
It is essential that all staff and volunteers know how to respond in these circumstances. All staff and volunteers must endeavour at all times to safeguard all children from harm and exploitation whatever their: -

- Race, Religion, First Language or Ethnicity
- Gender or Sexuality
- Age
- Health, ill-health, or disability
- Location, or placement (e.g. with their family or foster family)
- Criminal or offensive behaviour
- Wealth or lack of it
- Political or immigration status

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Individuals within the organisation need to be alerted to the potential abuse of the children both within families and also from other sources including abuse by members of staff in our and other organisations. They need to know how to recognise and act upon indicators of abuse or potential abuse involving children. There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child in accordance with the procedures provided.

Confidentiality

It is important for all staff to follow the statement of confidentiality outlined below:

We treat all children, young people, parents and families with respect. Information that is given to us will be treated confidentially and shared only with those persons who have an agreed reason to have the information. Information will only be passed to other people with the agreed consent of the person giving the information, except if there are concerns about the welfare of a child. In these circumstances a discussion will be held with the designated work/line manager and if it is considered appropriate the information will be shared with professionals in the local authority/police/health.

What to do if a child tells you they are being abused: Overview for school staff

Yours is a listening role. Do not interrupt the child if he or she is freely recalling significant events. If questions are needed to clarify understanding they should be framed in an open manner, to not lead the child in any way.

You must report orally to the designated senior person immediately and record the account on the CPOMS system at the earliest opportunity. The note should record the time, date, place and people who were present, as well as what was said.


Remember, your note of the discussion may need to be used in any subsequent court proceedings and may also be made available to parent/carer upon SAR request.




Do not give undertakings of absolute confidentiality to the child.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

The designated person will feed back to you any outcomes which are in keeping with our confidentiality policy and information sharing.

REMEMBER – It is everyone's responsibility to safeguard and protect children and therefore make a referral.

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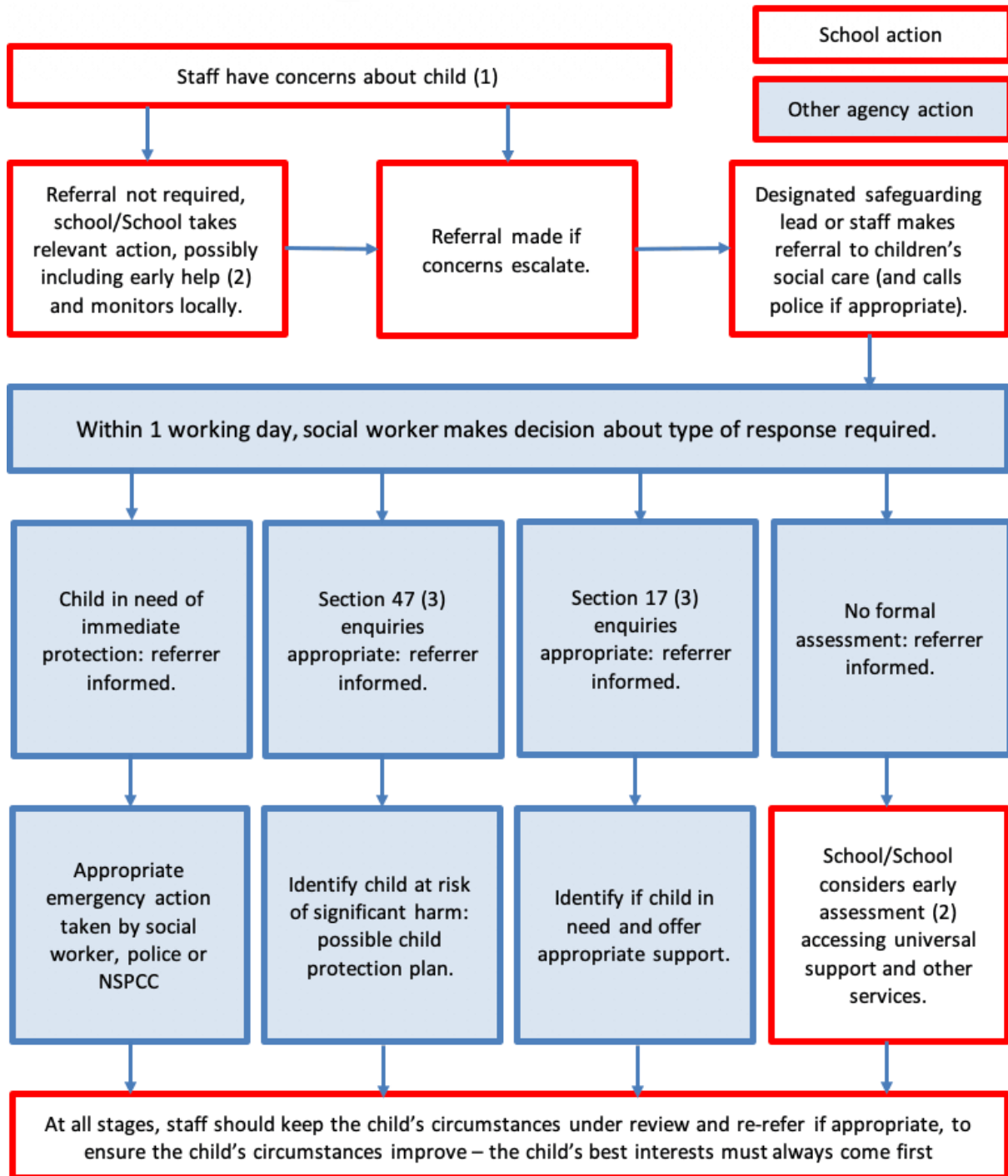
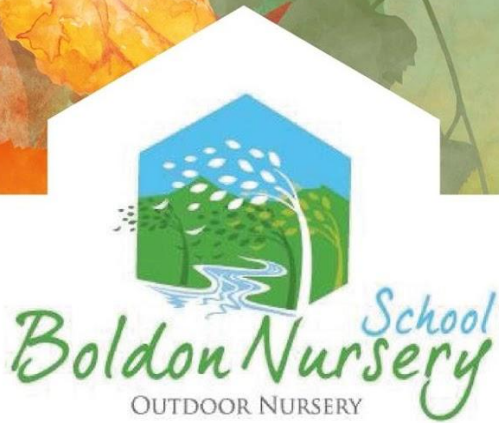
KCSIE 2024 states - All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

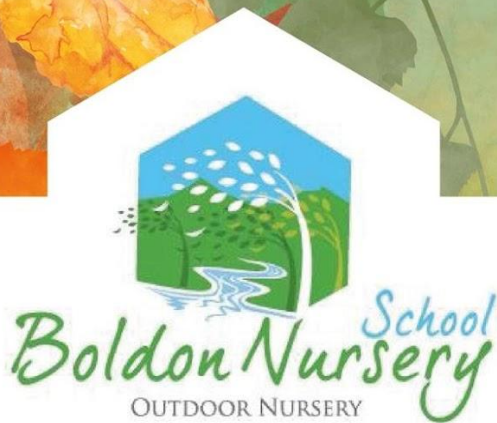


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The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Immediate Action

Immediate action may be necessary at any stage in involvement with children and families. It is always good practice to be as open and honest as possible with parents/carers about any concerns.

IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NECESSARY TO SAFEGUARD A CHILD. THIS MAY INCLUDE THE FOLLOWING:


- If emergency medical attention is required, this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.
- If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via a Police Protection Order.
- The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.




Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. The aim is to support professionals in providing early help intervention and work in a coordinated way to secure better outcomes for families. Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

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The Designated person will work alongside staff to ensure that an effective plan is put in place with other agencies. Members of staff may be lead practitioners as it is everyone's responsibility to ensure Early Help is effective, however the Head Teacher (designated person) or deputy designated person will have regular updates and may also sit in on the meetings.

Recognition of Abuse or Neglect

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse a child by inflicting harm or failing to prevent harm.

Children may be abused in the family or an institutional or community setting by those known to them or, more rarely, by a stranger. An adult or adults or another child or children may abuse them.


Indicators of abuse and neglect




Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Criminal Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Child Criminal Exploitation. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the

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same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. KCSIE 2024

The following could be a sign that a child is being criminally exploited-

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

These can also be signs of children who have been sexually exploited.

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship. KCSIE 2024


County Lines




KCSIE 2024

If we suspect a child is involved, we must report.

Radicalisation of Children and Parents/Safeguarding Children Vulnerable to Violent Extremism

Radicalisation is the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or

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

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

The expectation is that within all local authority areas a Prevent multi-agency partnership board is established to plan and manage responses in relation to stopping people becoming or supporting terrorists or violent extremists. Children's Social Care should be involved and participate in the Area Partnership Board for Prevent and keep informed of the particular risks in their area. Please refer to the Prevent Strategy **Prevent Strategy** https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

- The Channel programme is an initiative led by the Police and operates in areas identified as having higher levels of risk, to provide support to those at risk of being drawn into violent extremism. The guidance identifies as good practice the importance of having:
 - A clear referral process incorporating a multi-agency panel.
 - An identified co-ordinator or location of expertise for advice, guidance and support
 - Information sharing protocols.


Prevent referrals are now being asked to send these directly to Northumbria Police Prevent Team via specialbranch@northumbria.pnn.police.uk




Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views

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- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology.

If you are at all worried about a child or a member of a child's family always refer to the safeguarding lead in the first place or deputy if not present.

Other documentation to support us in our prevention of extremism and radicalisation are: -
<https://www.gov.uk/government/publications/prevent-duty-guidance>
<https://www.gov.uk/government/publications/prevent-duty-guidance>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400902/Prevention-20150123.pdf

Department of Education Guidance on Promoting Fundamental British Values
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/MSG_Guidance_Maintained_Schools.pdf
Key Support (guidance on promoting British values across the curriculum)
<https://schoolleaders.thekeysupport.com/sample-articles/promoting-british-values-in-the-curriculum>

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.


Indicators




There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the *Multi-Agency Practice Guidelines*, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

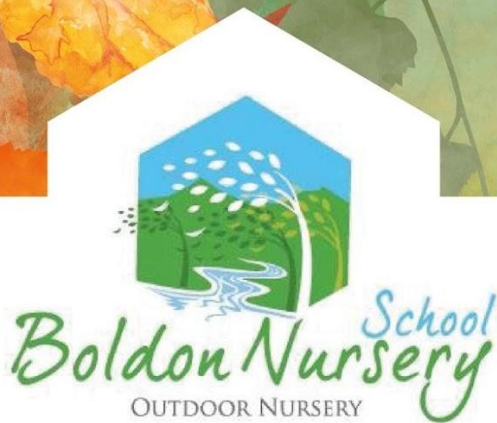
Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a member of staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. This must also be passed on immediately to Miss Lisa Walton.

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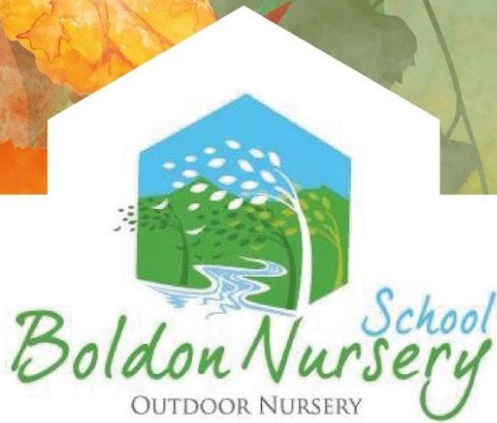
Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹¹, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty will commence in October 2015. Once introduced, staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Child on child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse KCSIE 23
(abuse can also take place in intimate personal relationships between children.)



Departmental advice -

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy. KCSiE 23

Domestic Abuse


KCSiE 2024 States - *Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.*




Signs of Possible Abuse

When considering whether there is evidence to suggest a child or young person has been abused there are a number of possible indicators (listed below). However, there may be other explanations, so it is important not to jump to conclusions but rather seek advice from Children's Services or the Police Child Abuse Investigation Unit. There may also be no signs or symptoms; this does not mean that a report of abuse is false.

Signs Suggesting Physical Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places, which are not normally exposed to falls, rough games etc.
- Injuries that have not received medical attention.

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- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming.
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc that do not have an accidental explanation.
- Cuts/scratches/substance abuse.
- Changes in routine.

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse.
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- A child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Eating disorders – anorexia, bulimia.
- Bed wetting and soiling.

Signs Suggesting Emotional Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy – also depression/aggression, extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with children and/or adults.
- Attention-seeking behaviour.
- Persistent tiredness.
- Running away/stealing/lying.

Signs of Sexual Exploitation

- Unexplained new gifts.
- A child who is acting out of character.
- All of the above signs in all types of abuse.

These signs may also indicate the possibility that a child or young person is self-harming.



What to do if Children Talk to you about Abuse or Neglect

It is recognised that a child may seek out an adult to share information about abuse or neglect or talk spontaneously either individually or in groups when an adult is present. In these situations, staff members or volunteers must:


- Listen carefully to the child, and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words where possible.
- Explain that they cannot promise not to speak to others about the information they have shared.
- Reassure the child that:
 - You are glad they have told them.
 - She/he has not done anything wrong.
 - What you are going to do next
 - Explain that you will need to get help to keep them safe.
 - You must NOT ask the child to repeat his or her account of events to anyone.




Consulting about the concern

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff or volunteers may become concerned about a child who has not spoken to them, because of something they have observed, or information they have heard about a child.

If a child is upset or has a visible injury it is good practice to ask them why they are upset or how a cut or bruise was caused or respond to a child who want to talk. This practice can help clarify vague concerns and result in appropriate action.

If staff members are concerned about a child, they must share their concerns. Initially they should talk to Headteacher / Designated Teacher. We are expected to use the thresholds supplied by the local authority to assess what to do next. If a member of our staff or a volunteer is implicated in any concerns about a child, staff should speak to the Head Teacher or deputy safeguarding officer who will then discuss their concerns directly with the LADO. Staff members and volunteers should consult externally with Children's Services Contact and Referral Team in the following circumstances:

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- When they remain unsure after internal consultation as to whether child protection concerns exist.
- When there is disagreement as to whether child protection concerns exist.
- Where they are unable to consult promptly or at all with the designated internal contact for child protection.
- When the concerns relate to any individual within our organisation.

Consultation is not the same as making a referral but this should help a decision to be made as to whether a referral to Children's Services or the Police should progress. However, if advice is needed e.g., in a welfare issue please contact the Early Response team.

If the concern is around the Head teacher then the Chair of Governors must be informed who will liaise with the Lado.

Low level concerns – we must ensure that we document all low-level concerns on CPOMS as this can build a bigger picture of what is going on in a child's life. This is monitored by both the DSL and the SLT.

Making a referral

A referral involves giving Children's Services or the Police information about concerns relating to a child or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. Please see Lisa Walton or Kerry Carr for a referral form. In certain cases the level of concern will lead straight to a referral without external consultation being necessary.

Parents/carers should be informed if a referral is being made **except** in circumstances where it is considered that informing parents/carers would place a child, yourself or others at immediate risk.

However, inability to inform parents for any reason should not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If the concern is about abuse or risk of abuse from someone not known to the child or child's family (stranger abuse) make a telephone referral directly to the police and advise the parents.

If the concern is about abuse or risk of abuse from a family member or someone known to the child, make a telephone referral to the Referral and Assessment Team at Laygate.



Information required

Staff should be prepared to give as much of the following information as possible (in emergency situations all of this information may not be immediately available). Unavailability of some information should not stop anyone making a referral.

- Provide your name, telephone number, position and request the same details from the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, date of birth and relationship of household members and any significant others.
- The names of any professionals' known to be involved with the child/family e.g., GP, Health Visitor, and School.
- The nature of the concerns, and reason for them.
- Your opinion on whether the child may need urgent action to make them safe.
- Your view of what appears to be the needs of the child and family.
- Whether the parent or person with parental responsibility has given their consent to the referral being made.

Action to be taken following the referral

Ensure that an accurate record is made and kept, detailing the concerns that have been referred. These are known as multi agency chronologies.

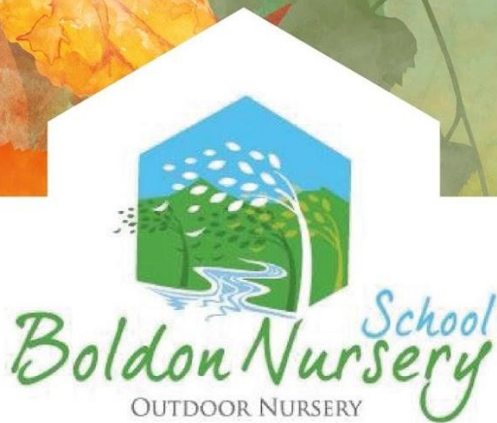
Make sure the concerns are confirmed in writing to the Referral and Assessment Team following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

The Local Authorities Chronology of events should be used.

Confidential Records of Concern

Ensure that any records in respect of the children, young people, their parents and/or carers are kept confidential in a secure place. Information should only be shared on a need-to-know basis. Where the sharing of information is vital to protect a child, the issue of confidentiality is secondary to the child's need for protection. We use CPOMS online secure recording system.



Eyes on the Child

At Boldon Outdoor Nursery we have a policy which states that if we do not see a child or have no contact from the family for 3 days, we will do an 'eyes on the child' visit to the home address we have on file to ensure the safety of all.

If we are informed of an absence due to a specific diagnosed illness, telephone contact will be maintained throughout this period until the child returns. If a child is of a concern such as Child Protection status, we will do the 'eyes on the child' visit on the 1st day of absence where no verbal contact has been established. The designated Social Worker/Lead professional would also be informed.

Safe Recruitment and Selection

Boldon Outdoor Nursery School will take all possible steps to prevent unsuitable people working with children. When interviewing potential staff we will ensure:

- There is an open recruitment process.
- There is a rigorous interview.
- Applicants' identity and claims to any academic or vocational qualifications will be verified.
- References will be taken up by direct contact with referees
- Evidence of the date of birth and address of the potential employee will be sought.
- An enhanced disclosure via the Criminal Records Bureau will be secured.
- There is always at least one person who has completed the Safer Recruitment training at the short-listing stage and at interview.
- An online search is also part of our due diligence.

Where a position requires an enhanced disclosure, this will be clear on the application form, job advert and any other information provided about the post. All applicants will complete an application form enabling each of them to have the same opportunity to provide information about themselves and assist in identifying any gaps in their employment.

During interviews the interview panel will explore:

- The candidate's attitude towards children and young people.
- His or her ability to support the organisation's agenda for safeguarding and promoting the welfare of children.
- Any gaps in the candidate's employment history.
- Any concerns or discrepancies arising from the information provided by the candidate and/or referee.

A job offer will only be made subject to the necessary checks being satisfactory.



All staff will have a job description and contract of employment and be required to work a probationary period.

A person on the interview panel will have successfully completed Safer Recruitment training.

A person will not be able to commence work with children until DBS clearance is issued and seen by the Head Teacher, where a photocopy will be taken, sent to HR and then destroyed. A copy of the number will be held in the SCR. (If a person has an existing DBS (not sought by STLA) a Risk Assessment may be put in place to allow a person's employment to commence sooner, with restrictions, at the discretion of the Headteacher and based on advice from HR.

When appointing a Governor, they must undertake a S128 check.

Post Appointment

All staff and volunteers (paid or unpaid), regardless of previous experience will take part in an induction programme during their first three months of employment.


The purpose of this will be to:




- Provide training about our policies and procedures.
- To provide support to individuals in the role for which they have been engaged.
- To provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities.
- To enable the person's line manager, supervisor or mentor to recognise any concerns about the person's ability or suitability at the outset and address them immediately.
- To ensure that the individual is aware of policies, procedures and statements in relation to safeguarding and promoting the welfare of children.
- To ensure that individuals understand how and with whom they should raise any concerns with regard to any practice issues.
- To ensure that individuals are aware of other relevant procedures, e.g., disciplinary, capability and whistle blowing.
- To ensure that all staff and volunteers have appropriate levels of training in safeguarding children and other responsibilities in connection with the role.
- To advise individuals about supervision and appraisal systems.

Allegation Against Staff, Supply Staff or Volunteers / Whistle Blowing

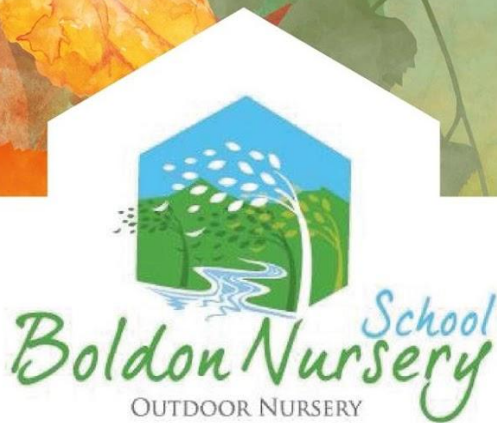
Allegations are usually addressed in two areas:

1. Allegations that a child is being harmed by a member of staff, known as Allegations Management
2. General allegations of wrongdoing known as Whistleblowing

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All staff and volunteers have a responsibility to ensure they do not abuse their positions of trust within our organisation. Any concerns raised by a member of staff/volunteer or a member of the public regarding inappropriate behaviour by any member of this organisation will be managed via the following procedure and all allegations will be acted on.

All supply staff will be checked by the agency and written clarification sent to the school to prove this.

The NSPCC has a new helpline: Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.
[NSPCC's website](https://www.nspcc.org.uk)

Allegations Management

If anyone raises concern about another worker, professional or volunteer where they have:

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children




This will be reported to Lisa Walton, the Head Teacher / Kerry Carr, nursery teacher. The Named Senior Person must inform the South Tyneside Local Authority Designated Officer (LADO) for Allegations Management. The LADO will advise on how to proceed, whether the matter can be dealt with within our organisation's own arrangements or whether a multi-agency strategy meeting is required.

South Tyneside LADO – No: 0191 4244701

Where the LADO decides that the issue can be dealt with internally, the reasoning and advice will be recorded and sent to Children's Services Referral and Assessment Team and the Police Child Protection Unit. In this instance, it will be necessary to comply with the timescales in the Local Authority guidance and inform the LADO of the outcome of the investigation.

Where the LADO decides the case needs to proceed to an 'Incident Evaluation Meeting' (IEM) meeting she/he will make a referral to the Children's Services Referral and Assessment Team and convene the meeting/s in accordance with their guidance.

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Complaints made directly to the police will be reported to the LADO as soon as possible and again she/he will decide whether to hold a strategy meeting. The Police may interview the complainant if they feel this is inappropriate.

If the member of staff has been employed through an agency and therefore are 'on supply' we must follow the guidance as set out in Annex B below.

Action to be taken following the referral

Ensure that an accurate record is made and kept, detailing the concerns that have been referred.

Make sure the concerns are confirmed in writing to the Referral and Assessment Team following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

The following definitions will 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.


Resignations and 'settlement agreements'




If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS will be made if the criteria are met. We must also consider whether a referral to the National College Teaching Leadership (NCTL) is appropriate.

KCSIE 2024 states - *If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy. (Speak Out Policy)*

Confidential Records of Concern

Ensure that any records in respect of the children, young people, their parents and/or carers are kept confidential in a secure place. Information should only be shared on a need-to-

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know basis. Where the sharing of information is vital to protect a child, the issue of confidentiality is secondary to the child's need for protection.

Information sharing


As part of meeting a child's needs, it is important for our governing body and staff to recognise the importance of information sharing between professionals and local agencies. This includes ensuring arrangements are in place that set out clearly the process and principles for sharing information. Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. This also includes the GDPR regulations 2019. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. When children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Although multi-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear that they are especially important to identify and prevent child sexual exploitation.




Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Training

All staff, Governors and volunteers will be given an induction which outlines key aspects of our Safeguarding and Child Protection policy. All staff will have regular Safeguarding training which may be individual or as a group. This could be face to face or online through the LSP or recommended provider. The Designated person and Deputy Designated person will receive training at a higher level which is needed to perform the role. Regular updates will be given to all staff at least annually but more often as and when updates occur. These will take place in staff meetings which are held at least once a fortnight. **All staff MUST read section 1 of Keeping Children Safe in Education 2024. This will be reviewed annually and ongoing training to refresh and update will take place throughout the year.**

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KCSIE 2024 states - Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. We ensure that every termly meeting includes time to discuss safeguarding. At the beginning of each year Governors are given the new policy and expected to read KCSIE.

Whistle-Blowing / Speak Out

Members of staff may be the first to notice if anything is seriously wrong within the organisation. However, they might not say anything because they think this would be disloyal, or they might be worried that their suspicions are not justified. They may also be worried that they or someone else may be victimised.

If anyone wants to raise any concern, they can do so with confidence and without having to worry about being victimised, discriminated against or disadvantaged in any way as a result. Members of the public should also be encouraged to voice any concerns they raise officially.


What type of action does this include?




This policy is intended to deal with **serious or sensitive concerns about wrongdoings such as the following:**

- Fraud or corruption
- Member groups, children or students, particularly children and adults in our care, being mistreated
- Unauthorised use of money
- An unlawful act
- Any danger to health and safety
- A person abusing their position for any unauthorised use or for personal gain
- A person deliberately not keeping to a policy, a code of practice or any law or regulation
- A person failing to meet appropriate standards
- A person being discriminated against because of their race, colour, religion, ethnic or national origin, disability, age sex, sexuality, class or home life.

The concern may be about members of staff, or other people who work directly for or with the organisation, as part of a collaborative/partnership agreement.

What is not covered?

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Speak Out policies cannot be used to deal with serious or sensitive matters that are covered by other procedures.

Such procedures include the following –

- Staff complaints about their employment. These complaints should be dealt with through the Grievance Procedure.
- Customer's complaints about services. These complaints should be dealt with through the Complaints Policy.

Whistle-blowers should be made to feel confident in using the policy to raise issues as where an allegation is true they have nothing to fear. Let them know that if necessary you will take appropriate action under the Public Interest Disclosure Act 1998 to protect them from any harassment, victimisation or bullying.

You will keep their concerns confidential if this is what they want, unless you are unable to by law. Explain this at the time they raise a concern so they can decide whether or not to proceed.

Anonymous Allegations

Let people know that because you will protect them (as explained above), you encourage them to give their name when they make an allegation. Concerns raised anonymously tend to be far less effective and if, for example, you do not have enough information, you may not be able to investigate the matter at all.

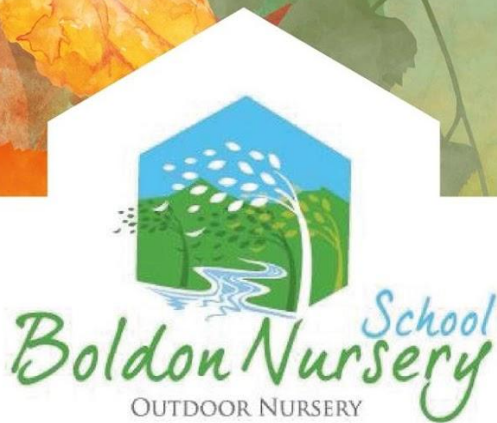
If you feel that they still do not want to give their name, the Head Teacher / teacher will decide whether or not to consider the matter. The decision will depend on:

- The seriousness of the matter
- Whether the concern is believable
- Whether an investigation can be carried out based on the information provided.

Any member of staff or volunteer raising a concern should first do so with their manager or the nominated person, this will depend on the seriousness and sensitivity of the matter, and who is suspected of the wrongdoing.

Concerns are better put in writing giving as much information as possible – including any relevant names, dates, places and so on. The earlier the issue is raised, the easier it will probably be to take effective action.

A person raising a concern will not have to prove beyond all reasonable doubt that the allegation is true, but they will have to show that there are good reasons for their concern.



Looked after Children

At Boldon Outdoor Nursery School, the Head Teacher and the Deputy Designated person will have access to files containing information around each Looked After Child and are responsible for the safe storage and updating of this information.

Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff, volunteers and Governors at Boldon Outdoor Nursery ensure this Safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Code of Behaviour


All staff and volunteers are expected to behave in a manner, which reflects the child-centred principles of our organisation. This good practice will be reinforced during staff development, supervision and training sessions. It is also discussed in our Code of Conduct policy. This also includes the safe use of technology and media contained in the E Safety policy.




Working with Children

It is essential that care be taken to minimise the possibility for abuse and misunderstanding and misinterpretation. False allegations are rare but general good practice will help prevent them.

The following examples will help to create a positive culture and climate for children and young people who visit our premises.

- Never work alone with children out of public view. Leaders should not ask staff/volunteers to work with children in situations where staff/volunteers will be completely unobserved.
- Maintain a safe and appropriate emotional and physical distance from children. It is not appropriate for staff or volunteers to have an intimate relationship with children or young people who visit our premises.
- Do not engage in rough or sexually provocative games.
- Do not make sexual comments.

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- Do not invite or allow children into your home (childminders are an exception and will be registered and inspected according to legal requirements).
- Do not give children or young people lifts in your car except in emergencies (unless this is part of your job).
- Never let allegations, made by anyone, go unacknowledged, unresolved or not acted upon.

If this is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour.

Online safety

As our school operates some aspects online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the governing body and staff should ensure appropriate filters and appropriate monitoring systems are in place. Alongside Keeping Children Safe in Education 2025 the DfE published [Teaching Online Safety in Schools](#). "Pupils should be just as clear about what is expected of them online as offline".


We will share all information with parents to ensure they can keep their child safe online at home too.




Other resources can be found at the following –

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues.

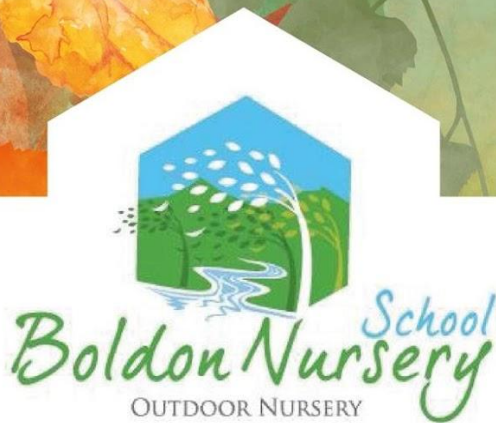
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).
- Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.
- UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online.

LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

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An update to KCIE 23 our Local Authority has provided a further filtering service to ensure the online safety for all. The designated lead has been given training on this filtering and monitoring. We have also added a Mobile Device policy. Leaders have ensured, along with our Local Authority, that we now meet Cyber Security Standards for Schools, as set out in www.cybersecuritystandards.gov.uk. We also use www.NCSC.GOV.UK to support staff training and understanding.

We will:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems – Lisa Walton is lead with guidance from our Local Authority.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet safeguarding needs.

Listening to Children

If a child says that he or she is being abused or provides information that suggests that they are being abused, the person receiving that information should:


- Be calm and reassure the child but not make promises that may not be kept, e.g., telling the child that no one else will be told.
- Discuss with the child who needs to be told about the situation.
- Take what the child says seriously.
- Ask questions only to clarify understanding of what the child has said (do not interrogate the child).
- Let the child know you understand what they have said and that you will act upon it.




Complaints

It is reasonable for children, young people, parents and carers to have the right to complain or make comment if they are unhappy with the care or service they receive. Boldon Outdoor Nursery School take the care of children and young people seriously and will address any concerns that are raised.

Receiving complaints and comments about our organisation also helps us to understand the things that we do well and where there are areas that need to be improved.

If anyone would like to complain or comment about any aspect of our organisation it is important to take this seriously and direct them in the first instance to complete a complaints form. If they are reluctant to do this or the situation is regarded as serious the comments should be recoded in writing and brought to the immediate attention of the Head Teacher / teacher. The telephone number 0191 5363669 (Also see Complaints Policy)

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Boldon Nursery School OUTDOOR NURSERY

If the complaint is against the Head Teacher, the complainant can make a formal complaint in writing to the Chair of Governors. The Chair of Governors should respond to the complaint in writing within 15 school days. He/she may already be aware of the situation. He/she will outline their investigation, findings and decision, and any action to be taken as a result of the complaint. The Chair of Governors will keep a record of all interactions with the complainant and other staff, meetings and decisions made in reference to the complaint.

Use of Mobile Phones, Smartwatches and Personal Cameras on the Premises

Staff must not use their own personal cameras on the premises or take any cameras with children's images off the premises. Staff must keep their mobile phones locked away whilst working with children and only access them during a break where no child is present (e.g., lunch time). Staff will be provided with a school mobile phone for use on school visits – the Visit Lead will carry a personal mobile device in case of an emergency. Smartwatches must be turned onto airplane mode during working hours.

Online Safety


All staff are aware and have signed our E Safety policy which sets out how we keep children safe online, and how we as staff and volunteers MUST adhere too. Staff and volunteers understand that internet sites are monitored. The Head Teacher receives a regular update on this. If a site has been used that is not deemed as suitable for south Tyneside LEA then the Head Teacher will speak to the member of staff immediately and gain advice from the LADO. Other policies and procedures may then need to take affect e.g., Allegation Management. The school uses the Local Authority ICT team to ensure unsuitable sites are blocked.




Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for **28 days or more**. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage/affinity). To ensure that these children are being well cared for, it is a **legal requirement** that parents and carers notify their local authority before entering into these arrangements. It is important that professionals assist in the identifying and notifying the Local Authority of any children living in these circumstances. **This is a key part of everyone's safeguarding responsibility.**

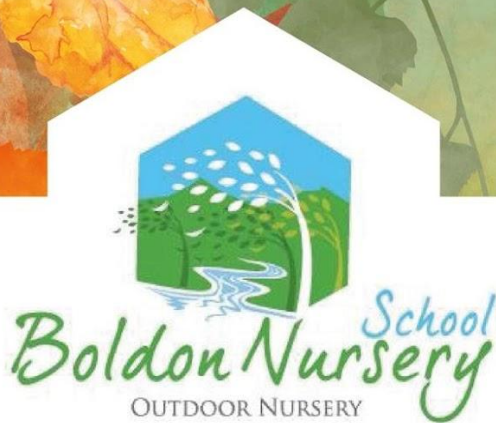
TIMESCALES

- Policy to be implemented immediately after approval by governors.
- All staff to be given copy of policy as soon as it is approved.

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MONITORING

- To be carried out by both headteacher and nursery teacher.

Boldon Outdoor Nursery School – Uncollected Children Policy

In the event that a child is not collected by a parent/carer at the end of a session, the following procedure will be followed:

- If a child is not collected at the end of a session, we would contact the parent or carer by telephone after 15 minutes.
- If the child still remains uncollected after a further 15 minutes, then emergency contact numbers would be pursued. These numbers are stored electronically on the school administration system. They are also available in the children's nursery documents which are stored away in a locked cupboard in the office.
- The office staff will attempt to contact the parents/carers on all contact numbers provided.
- Again, if this is unsuccessful, every effort will be made to contact a parent/carer or authorised adult. This could include two members of staff going to the child's family home.
- If, after one hour, the child has not been collected and there is no-one who can be contacted, then the ISIT team will be contacted and reported to a duty social worker – 0191 4245010 out of hours – 0191 4562053
- The child will stay at the nursery with two members of staff until they have been safely collected by the parent/carer or a social worker.
- Attempts will continue to be made to contact parents/carers throughout this time.
- A full written report of the incident will be completed by all relevant staff and placed on CPOMS.
- **UNDER NO CIRCUMSTANCES CAN A CHILD LEAVE THE NURSERY WITH ANY OTHER PERSONS THAN THOSE NAMED IN THE CHILDREN'S NURSERY DOCUMENTS OR WITH A PERSON UNDER THE AGE OF 16.**

Policy re “missing” children

- This policy defines the roles and responsibilities of the school with regard to “missing” children.
- This policy should be read as guidance and as such cannot anticipate every situation – each of which must be judged on its own merits.
- The police, staff from the setting, social work personnel and parents and carers must use their judgement based on an assessment of risk for each individual child to take any action that is deemed necessary to protect the safety of the child.
- It is paramount that all agencies involved with children understand the definition of the term “missing”.
- A child who is absent should be classified as “missing” if:
 - The child's location is unknown.



- There is a cause for concern because of the child's age and vulnerability.
- There is identified/imminent risk of the child being exposed to significant harm.
- A child to whom the above applies must be reported to the police without delay.
- The Children and Young People's directorate must also be informed.
- Every "missing" episode should attract proper attention from the professionals involved with the missing person.

It is the school's legal responsibility to follow the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty

Human Rights

KCSIE 2024 states - *The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.*

It is therefore our responsibility as a school to ensure we follow the following articles held within this document.

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)


Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity




Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination and Article 2: protects the right to education.

If a child or adult is subjected to harassment, violence and or abuse, including that of a sexual nature, this may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Responsibilities of staff

- To establish the whereabouts of the child by searching the nursery premises and immediate locality.
- To be aware that all nursery/infant children are at a high risk due to their age and vulnerability.
- When reporting to police please inform them of the following:-
 - Description of child including their clothing.
 - Details of where the child was last seen and with whom.
 - Recent photograph.
 - Relevant address.
 - Personal details of the child.
 - Name of staff member in charge of carrying out search of premises and locality.
 - Length of time child has been missing.

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- Any factors which could increase the risk to the child.
 - Whilst a child is “missing” the case must remain “live” with all agencies involved until the child is located and their wellbeing verified.

Notification

- When the child is located all individuals who have been notified of the absence should be advised of this without delay.
 - Every time a child is “missing” current risk assessments should be updated to focus on “why” it happened and “what can we do to prevent it happening again”.
 - Arrangements must be made to escort the child and support them once they have been found.

DBS and other checks

At Boldon Outdoor Nursery all members of staff, volunteers and Governors have enhanced DBS checks.

The DBS exists to help organisations identify people who are unsuitable for certain types of work; especially work involving access to or contact with children and other vulnerable members of society, by making “disclosures” of any criminal, police or similar records.

The DBS provides a disclosure service, which offers access to records held by the police, together with information from the following lists: Protection of Children Act 1999 (POCA), Protection of Vulnerable Adults (POVA) and List 99. A charge is made for obtaining a disclosure for paid positions, although disclosures for volunteers, which will include the majority of trustees, are free but will incur an administration charge from the umbrella group they choose to use.

The LA Governor support team complete Section 128 checks on all members of the Governing Body.

Transferring Children

If a child is moving abroad and will not be taking up a place in this country the Head Teacher will inform Children and Young People’s services. This is to ensure that all children are accounted for when leaving nursery. The children going onto school will be followed up following the local authority procedures.



Every Child Matters (ECM): The ECM website holds a series of published documents that provide guidance on safeguarding, legislation, resources and the Children Act 2004.

Website; www.everychildmatters.gov.uk

NSPCC

Offers online child protection resources and a Child Protection 24-hour help line that provides counselling, information and advice to anyone concerned about a child at risk.

Tel: 080 8800 500

Website www.nspcc.org.uk

Email: help@nspcc.org.uk

Child sexual exploitation: guide for practitioners (2017) South Tyneside Safeguarding Children Board (STSCB)

STSCB is a statutory partnership that agrees how the relevant organisations in the borough will co-operate to safeguard and promote the welfare of children in South Tyneside and ensuring that this is effective. It is responsible for developing, monitoring and reviewing child protection policies, procedures and practice issues and making sure that training is available to people working with children. The Board works on a strategic level.

Contact – 0191 4246513

Business manager – J. Nolan

www.stscb.org.uk


South Tyneside Borough Council




The Council is made up of many departments that work with Children, Families, Parents and Carers, however if you have concerns that a child is being abused or neglected, or that they may be at risk or harm, you should contact:

South Tyneside Contact and Referral Team, (office hours): **0191 424 5010**

Phone (out of office hours): **0191 456 2093**

ISIT Team 0191 4246335

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Other linked policies at Baldon Outdoor Nursery




- Code of Conduct
- E Safety
- Personal Care
- Eyes on the Child Policy
- Speak out Policy

Chair of Governors: Anne Corrigan
Head Teacher: Lisa Walton

Date: June 2025

To be reviewed in line with KCSIE updates.

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