



Thornton Heath Nursery School

Safeguarding policy 2025

Signed:

Chair of Governors

Date: 21/10/25

Head of Nursery

Date: 16.10.2025

Review date: As required

Safeguarding Policy

This policy was revised in September 2025 to reflect day-to-day practice within Thornton Heath Nursery School.

1. Introduction

- 1.1** The purpose of Thornton Heath Nursery School's (THNS) safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected. This policy will give clear direction to staff (including supply staff), volunteers, visitors, parents and carers about the expected behaviour and responsibility when managing safeguarding concerns. It should be read in conjunction with the following policies: Attendance; Anti-Bullying; Behaviour; Child Protection; Critical incident, E-safety / Acceptable use; Equalities, Health, Safety and Welfare; Intimate Care, Staff Handbook; Whistleblowing and our Code of Conduct.
- 1.2** Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all who are registered pupils. The elements of our policy are prevention, protection and support. Our policy applies to all staff, parents, carers, governors, volunteers, visitors and pupils.
- 1.3** At THNS we work with children, parents, carers and our local community to ensure the safety and welfare of children.
- 1.4** We are committed to:
- a) building a 'culture of safety' in which children are protected from abuse and harm in all areas of its delivery;
 - b) responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures at PAT;
 - c) promoting awareness of child abuse issues through training and learning programmes for adults. We are also committed to empowering young children to promote their right to be strong, resilient and listened to.
 - d) protecting children from maltreatment;
 - e) preventing impairment of children's health and development;
 - f) ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
 - g) promoting positive mental health and understanding the role this plays in helping children and adults to function effectively;
 - h) undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successively.
- 1.5** This policy relates to the HM Government document "Working together to safeguard children" which establishes the fundamental principle of a child-centred approach to safeguarding and child protection procedures and services. It sets out detailed procedures for increased emphasis on multi agency working at each stage and highlights the need for a strong culture of continuous learning and improvements.
- 1.6** We follow Keeping Children Safe in Education (updated September 2025), which sets out the statutory safeguarding requirements for all staff. At least once a year, every member of staff at THNS is provided with Part One of this document via our online portal and must confirm receipt by signing.

We also comply with the statutory requirements outlined in the EYFS Statutory Framework for Group and School-Based Providers 2025. In addition, we follow the guidance in Teaching Online Safety in School (June 2019) to help ensure that both children and staff understand how pupils can be kept safe online, whether learning in school or at home. Annex C of KCSiE also provides further strategies and guidance to support safe online practice.

- 1.7** “Safeguarding” is taken to mean all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare is minimised and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”
- 1.8** The definition of 'safeguarding and promoting the welfare of children' now aligns with the updates in Working Together to Safeguard Children 2023 and now includes early intervention, protection from harm, online and offline and promoting the best outcomes for all children. Safeguarding and promoting the welfare of children is now defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge (Early Help)
 - Protecting children from maltreatment, whether that is within or outside the home, including online (Early Help)
 - Preventing the impairment of children’s mental and physical health or development
 - Making sure 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
- 1.9** From 2024, the term “exploitation” was also now included in KCSiE. The headings reflect the potential for abuse, neglect, and exploitation. The definition of abuse was expanded to highlight that witnessing the ill-treatment of others, such as domestic abuse, is harmful to children.
- 1.10** Within the local community of Thornton Heath and South Norwood, we have identified several safeguarding risks that may affect our pupils. These include rising reports of domestic abuse, the presence of gang and knife culture, drug-related activity such as County Lines, the challenges of homelessness, female genital mutilation (FGM), radicalisation, children affected by parental imprisonment, and the grooming of pupils by older peers or adults. At THNS, our Designated Safeguarding Leads (DSLs) are experienced in addressing these concerns and ensure that any issues are managed swiftly and appropriately.

2. Aims

2.1 Our aims are to carry out this policy by:

- a) promoting children’s right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- b) promoting children’s right to be strong, resilient and listened to by encouraging them to develop a sense of autonomy and independence;
- c) promoting children’s rights to be strong, resilient and listened to by enabling them to have the self confidence and the vocabulary to resist inappropriate approaches.
- d) helping children to establish and sustain satisfying relationships within their families, with peers and with other adults; and

- e) promoting good mental health and being responsive to any staff, parent or child who is indicating they are having difficulties
- f) working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

3. Roles and responsibilities

- 3.1** At THNS there are a number of designated safeguarding lead (DSL) persons with responsibility for safeguarding. Lynne Sampson, one of the Executive Heads in the Pegasus Academy Trust has overall responsibility for safeguarding. Through appropriate training, knowledge and experience, DSLs are able to liaise with Children's Services and other agencies where necessary and make referrals to Children's Services.
- 3.2** The designated safeguarding lead is trained in e-safety issues and is aware of the potential for serious child protection issues arising from the sharing of personal data, access to inappropriate materials, inappropriate on line contacts and cyber bullying.
- 3.3** Any concern for a child's safety or welfare will be recorded in writing and given promptly to a DSL who will then complete the appropriate actions in line with policy.
- 3.4** A DSL will represent our school at child protection conferences and, where deemed necessary, core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.
- 3.5** A DSL will ensure that all staff, volunteers and regular visitors have received appropriate child protection information depending on their role during induction and have access to single agency training.
- 3.6** All visitors are given our "Quick Guide to Safeguarding and Child Protection" and must sign a register to confirm that this has been read and understood. Visitors working in the vicinity of or directly with children are expected to provide proof of a clear DBS.
- 3.7** All staff working directly with children have a half termly supervision meeting with the Head of Nursery (DSL) to support staff well-being, ensure safe and effective practice and promote children's safeguarding and welfare. Records are kept and usually include
 - date and length of supervision
 - main discussion points (children, safeguarding, practice and wellbeing)
 - actions and/or agreed steps
- 3.8** The lead DSL, who is also the Head of Nursery maintains a master log (Single Central Record) of all the necessary safeguarding and recruitment checks carried out on staff, governors, volunteers, supply staff, and sometimes contractors who work regularly with children. This is updated when necessary and at least once every half term.
- 3.9** The Governors of THNS will ensure that our safeguarding policy is in place and is reviewed regularly. The content of our policy has been written following consultation with the Local Authority and the requirements of the Safeguarding Children's Board Policies and Procedures.
- 3.10** The Governors will receive a safeguarding report that will record training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify any individual pupil.

- 3.11** Should an allegation be made against the Head of Nursery or one of the Executive Headteachers (PAT), the Chair of Governors will be responsible for liaising with the Local Authority.
- 3.12** The Head of Nursery, Executive Headteachers (PAT), and Governing Body will always ensure that safer recruitment procedures are rigorously applied.

4. Training

- 4.1** All staff members and governors complete safeguarding and child protection training at least once a year, with additional sessions provided if legislation or local requirements change. At the start of each academic year, our safeguarding and child protection policy and procedures are reviewed with all staff during face-to-face training delivered by the Lead DSL. This training includes all content set out in Annex C of the EYFS Statutory Framework 2025 (see AP1). Staff are required to sign to confirm attendance. No member of staff may begin work at THNS until they have completed child protection training. Additional courses, such as CPR-AED and KCSiE 2025, are made available through our online platform (Schoot).
- 4.2** Each of the nursery's Designated Safeguarding Leads (DSL) has access to up to date information and must be used as a first point of contact for concerns and queries regarding any safeguarding concern. Each DSL completes mandatory training on a bi-annual basis. The lead DSL also attends Local Authority safeguarding forums at least once every half term with updated information then being shared with deputy DSLs.
- 4.3** When new staff join THNS they are informed of our safeguarding arrangements and complete the nursery's child protection training which is delivered by a Designated Safeguarding Lead. They are given a copy of our Child Protection Policy, Behaviour Policy, Safeguarding Policy and the staff Code of Conduct along with Part one and Annex A of 'Keeping Children Safe in Education'. They are introduced to each of our DSLs and signposted to the "Quick Guide to Safeguarding Posters" displayed throughout the building. A full induction is completed which includes reading all other policies related to safeguarding and child protection.
- 4.4** On a weekly basis staff have their knowledge and understanding challenged / reinforced through DSLs asking succinct questions during the day. Any misconceptions are addressed at the time. Each staff meeting also starts with a safeguarding / child protection question and once every half term a scenario is given where staff are asked to complete a safeguarding concern form.

5. Recruitment

- 5.1** At THNS the Head of Nursery, Office Manager and one of the Executive Headteachers (PAT) have undertaken accredited NCSL Safer Recruitment Training. We operate robust safer recruitment procedures and ensure all appropriate checks are carried out on new staff, governors and volunteers (see 3.9). At least one interviewer at every interview will have received training in safer recruitment. In line with the EYFS Statutory Framework 2025, references are obtained for any member of staff (including students and volunteers).
- 5.2** All applicants for employment are required to complete an application form containing questions about their academic and employment history and their suitability for the role, Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. A curriculum vitae will not be accepted in place of the completed application form. An additional form to check on convictions or cautions must

be completed by all applicants. This is kept separate from the role application form during the shortlisting process. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

- 5.3** As stated in KCSiE 2023, as part of the shortlisting process, we will consider carrying out an on-line search as part of our due diligence on candidates but will always notify them if we intend to do so. This may help identify any incidents or issues that have happened, and are publicly available on line, which we may want to explore with the applicant at interview.
- 5.4** The applicant may then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail. Any gaps in terms of employment history will be challenged. We question any unclear information provided on application forms.
- 5.5** If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:
 - a) The receipt of at least two satisfactory references, we ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority. Open references are not accepted. Any discrepancies identified during this process are investigated before an appointment is confirmed.
 - b) We require sight of original academic certificates.
 - c) The receipt of a Disclosure from the DBS with which the recruitment panel is satisfied. If the offer is accepted and the above conditions are satisfied, the applicant will be issued with a contract of employment as confirmation of employment.
 - c) The agreement of a mutually acceptable start date and the signing of a contract incorporating the Local Authority's standard terms and conditions of employment;
- 5.6** Enhanced DBS and Children's Barred List checks are carried out, only for applicants offered a conditional position, alongside Section 128 checks where appropriate to the role. The information obtained will be used to help establish whether that person has a background that might make him/her unsuitable for the job or voluntary position in question. THNS will not apply to the DBS to run a check without the knowledge and consent of the person concerned. The forms of unsuccessful applicants will be destroyed after a period of six months.
- 5.7** Applicants who have lived or worked outside of the UK must undergo the same checks as all other staff. From 01 January 2021 the TRA Teacher Services system no longer maintains a list of those teachers who have been sanctioned in EEA member states. THNS will make further appropriate checks so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:
 - a) criminal records checks for overseas applicants
 - b) obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked.
- 5.8** If a DBS Certificate reveals any convictions, the person concerned will be invited to attend an interview with the Head of Nursery and/or one of the Executive Headteachers (PAT) to discuss the conviction(s) and circumstances. Having a criminal record will not necessarily bar applicants from working within THNS. This will depend on the nature, circumstances and background of the offence, and the time elapsed since the offence. However, failure to reveal information directly relevant to the position sought could lead to the withdrawal of any offer of employment.
- 5.9** In line with the local authority preference we repeat DBS checks every three years.

- 5.10** Section 128 checks are carried out on all members of Thornton Heath Nursery School's senior leadership team, PATs Executive Heads and THNS Governors. This ensures no individual who has been prohibited from the management of a school is involved in the work at THNS.
- 5.11** Additional safeguarding measures, such as social media screening and overseas criminal record checks, are also used to ensure we appoint only the most suitable individuals to work with our children
- 5.12** Our induction programme for new staff includes all safeguarding information as detailed in the EYFS Statutory Framework 2025 (See AP1) as well as how to manage a disclosure from a child, how to record and to whom the information should be passed to.
- 5.13** At the start of each academic year, staff are requested to sign our School Staff Suitability Form in which they declare whether they are known to any children's services department or to the police as being a risk or potential risk to children, whether there any convictions/cautions since your most recent DBS that they need to disclose and whether anyone living in their household operates childminding facilities and has been barred from working with children under the childcare Act 2006. New staff are required to sign this form at the onset of their employment.
- 5.14** The form also asks new staff to confirm that they will disclose any future changes to their own circumstances including criminal charges and convictions. The signed lists are kept securely and the Head of Nursery / Executive Heads would speak to any member of staff whose declaration causes concern.

6 Whistleblowing procedures (to be read alongside Whistleblowing policy)

- 6.1** Procedures to deal with in school allegations against other members of staff
 - a) It is important that staff, students and volunteers share in confidence, with the designated person, concerns they may have about another member of staff or volunteers;
 - b) All staff have a duty to report concerns about a member of staff or volunteers;
 - c) It is important that any concerns for the welfare of the child arising from suspected abuse, harassment or bullying, by a member of staff or volunteer should be reported immediately;
 - d) Staff, students and volunteers who report their concerns that a colleague is or may be abusing a child will be fully supported by the schools. The whistleblower will be treated as a witness, not a complainant;
 - e) Allegations of abuse against a member of staff or volunteer should be fully recorded and reported appropriately;
 - f) Every effort should be made to maintain confidentiality for all concerned, and consideration will be given to what support may be appropriate to children, parents, members of staff and volunteers. (See also the THNS Whistleblowing policy)
 - g) Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them (See appendix

7. Child protection conferences

- 7.1** On rare occasions staff members (e.g. key workers, class teacher) may be asked to attend a child protection or child in need conference on behalf of the school in respect of individual

children. Usually the person attending from school will be the Head of Nursery or DSL. In any case, the person attending will need to have as much relevant up to date information about the child as possible. We understand the importance of involving social workers in the protection of children and seek to involve and inform them at all times

- 7.2** A child protection or child in need conference will be convened if a referral has been made and the following investigation findings have considered the child to be at risk of harm, or the child is already on the child protection register and a review conference is held to monitor the safety of the child and the required reduction in risk. Staff may be required to attend child protection or child in need conferences or core group meetings to represent the school.
- 7.3** Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is on the child protection register. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with parents and carers.

8. Children missing or absent from education

- 8.1** There is a clear distinction between children missing education and those absent from education. Children absent from education are those who are absent for prolonged periods of time or absent on repeated occasions or both.
- 8.2** The term 'deliberately missing education' has now been replaced with 'unexplainable and/or persistent absences from education'. This change acknowledges that children missing school may be at risk of harm and can serve as a warning sign for various safeguarding concerns.
- 8.3** Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.
- 8.4** Children missing from education are defined by the DfE as 'children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.' We work closely with our families to ensure that the attendance of all children is tracked and monitored closely. Where a family is being supported by outside agencies such as early help, social care etc. we notify these services if the child/children are 'missing from education'. We recognise that children at THNS are not of compulsory school age.
- 8.5** We follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- 8.6** In response to the guidance in Keeping Children Safe in Education and "Working together to Safeguard Children" THNS has:
 - a) staff who understand what to do when children do not attend regularly;
 - b) appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
 - c) staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;

- 8.7** In order to keep children safe and provide appropriate care for them, THNS requires parents and carers to provide accurate and up to date information regarding:
- full names and contact details of all adults with whom the child normally lives;
 - full names and contact details of all persons with parental responsibility (if different from above);
 - emergency contact details (if different from above) of at least two adults;
 - full details of any other adult authorised by the parent to collect the child from school (if different from the above).
 - a password system is in place if an unknown adult has been sent to collect a child. Staff will not allow a child to leave the premises unless this password has been communicated accurately and without prior notification from the parent / carer

- 8.8** Staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

9. Early Help

- 9.1** Early help includes a wide range of concerns. The listing includes children who:

- a) frequently go missing from education, home or care.
- b) have experienced multiple suspensions or are at risk of permanent exclusion.
- c) have a parent or carer in custody or are affected by parental offending.

- 9.2** As part of our responsibilities for safeguarding and promoting the welfare of children, we provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, drug/ alcohol abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is being cared for under a kinship arrangement either formally or informally
- is a privately fostered child.

10. Contextual safeguarding

- 10.1** We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all THNS staff are aware of the

definition of contextual safeguarding and when reporting concerns, they include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

10.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers 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; and communication barriers and difficulties in overcoming these barriers.

10.3 We recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe and, when necessary, take prompt action.

10.4 We work with other agencies as required to respond to concerns about sexual violence and harassment. We seek consultation where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim.

11. Keeping staff safe

11.1 There are sometimes occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. Staff in our schools know that they should avoid placing themselves in vulnerable situations and always ensure there are two members of staff present when for example a child needs to remove an article of clothing or needs changing following a toileting accident.

11.2 If staff, visitors, volunteers (with DBS) or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. A visitor, volunteer or parent helper may only work in our school if an appropriate risk assessment has been completed.

11.3 Doors, ideally, should have a clear glass panel in them and be left open, although at THNS many doors are closed with high locks or keypads for the children's safety. Sometimes allegations are made against adults who come in to contact with children. We have a responsibility to ensure that we adhere to the requirements of *'Safeguarding children in education: Dealing with allegations of abuse against teachers and other staff'*

11.4 There are sensible steps that every adult should take in their daily professional conduct with children. These can be found in the Investigation, Referral and Support Coordinator guidance for *Safe working practice for the protection of children and staff in education settings*.

11.5 All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. At THNS we adhere to the guidance laid down in Croydon

council's guidance and if necessary we seek appropriate advice from the LADO (Local Authority Designated Officer) We will seek and work with the advice that is provided. Should an allegation be made against the Head of Nursery or either Executive Headteacher (PAT), this will be reported to the chair of our Governors who will liaise with Croydon's LADO.

12. Physical Intervention/Positive Handling

- 12.1** Our policy on physical intervention/positive handling by staff is set out separately, within the Behaviour Policy and Restraint Policy. It complies with the DfE "Use of Reasonable Force – July 2013". Such events should be recorded and signed by a witness where required in the policy.

13. Children at risk of fleeing from school premises

- 13.1** In the event of a child attempting to flee from school premises we would aim to prevent them from doing so using appropriate physical intervention if necessary.
- 13.2** Where a child is known to be a flight risk we undertake a specific risk assessment outlining strategies to keep the child on site and make any necessary preventative measures while not compromising our accessibility arrangements.

14. Bullying and cyberbullying

- 14.1** Our procedures on the prevention and management of bullying are set out in separate policies (e-Safety and Anti-Bullying) and acknowledge that to allow or condone bullying may lead to considerable under achievement for children.

15. Self Harming & Suicidal Behaviour

- 15.1** Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm.

16. Young carers

- 16.1** In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness, disability or an alcohol or substance dependency. Many young carers may experience:

- a) Social isolation;
- b) A low level of school attendance;
- c) Some educational difficulties;
- d) Impaired development of their identity and potential;
- e) Low self-esteem;
- f) Emotional and physical neglect;
- g) Conflict between loyalty to their family and their wish to have their own needs met.

- 16.2** Where a young carer is identified, the child's needs will be considered, using an Early Help Assessment (EHA).

17. Mobile phones / smart watches

- 17.1 Due to the significant advances in mobile phone technology, there is the potential for both mobile phones and cameras to be used inappropriately and compromise the confidentiality of the children in our care. In order to ensure the safety and wellbeing of the children in our nursery and to prevent images being recorded and inappropriately used we prohibit the use of personal mobile phones by staff when working with children both on and off site and prohibit the use of personal mobile phones and other mobile devices such as tablets by volunteers or visitors when on the school premises.
- 17.2 THNS accepts that smart watches may be worn however they must be switched to airplane mode when entering the nursery to deactivate the ability to receive and respond to texts, take incoming phone calls and take photographs
- 17.2 THNS accepts that employees/volunteers/parents will bring their mobile phones/devices to work and onto the school premises.
- 17.3 Mobile phones should not be used in a space where children are, or could be, present (e.g. classroom, outside area or corridors).
- 17.4 Mobile phones and cameras should only be used away from the children and where possible, off site.
- 17.5 Staff/volunteers are not permitted to make or receive call or texts while in classrooms/learning areas or the playground. Calls/texts/personal emails can be made at break and lunchtimes in the staffroom, empty classrooms and offices if they are not being used by other staff and if no children are present.
- 17.6 Staff/volunteers should ensure that mobile phones are locked and turned off or silent at all times while on school premises. They should be kept in a bag in a locked cupboard, away from the children and public view. **This guidance also applies during staff release time when accessing the ppa room.**
- 17.7 Staff/volunteers/parents/visitors are not at any time permitted to use recording equipment on their mobile phones/devices - for example: to take photographs or videos of children.
- 17.8 The nursery main telephone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- 17.9 We prefer that parents, carers and visitors do not use their mobile phones when on school premises and have signs requesting this. However, we recognise that a complete ban on the use of mobile phones is unrealistic and impossible to regulate as many people see them as essential means of communication at all times. We therefore monitor usage of mobile phones, while in school to ensure it is courteous and appropriate to the school environment. On entering the building parents are required to put their mobile phones away until they have exited.
- 17.10 We allow parents and carers to photograph or video school events such as shows or sports day using their mobile phones – but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

- 17.11 During the admission appointment all parents are asked for permission to use their child's photograph on the schools website / social media – a record is kept of those children whose photographs are not allowed to be used. Parents sign an agreement stating their choices.
- 17.12 During the admission appointment all parents are asked for permission to for their child to be included in group photographs which might be then shared through the Tapestry app to other parents - a record is kept of those children who are not allowed to be in group photographs. Parents sign an agreement stating their choices.

18. Sexting

- 18.1 There is no clear definition of 'sexting' although many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' However, many young people are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.
- 18.2 We take any direct disclosure by a young person should be taken very seriously and our designated lead professionals would follow the procedures outlined in our child protection policy when considering a referral.
- 18.3 A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm.
- 18.4 Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

19. Low level concerns about staff behaviour

- 19.1 Within THNS we recognise the possibility that adults working in our schools, including members of our governing body, volunteers, supply teachers and agency staff may harm children. Any concerns about the conduct of other adults in the school should be referred to the Head of School without delay. Concerns about the Head should be referred to the Executive Heads and any concern about the Executive Heads should be referred to the Governing Body.
- 19.2 Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- 19.3 Lynne Sampson, the Executive Head who is also the Trust's Senior Safeguarding Lead decides whether a concern is an allegation or low-level concern. She will usually consult Jolyon Roberts, with whom she shares the role of Executive Head and/or the Trust's independent HR consultant. The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).
- 19.4 Allegations

It is an allegation if the person* has:

- a) behaved in a way that has harmed a child, or may have harmed a child and/or;
- b) possibly committed a criminal offence against or related to a child and/or;
- c) behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside school).

(*Person could be anyone working in our schools including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'. Before contacting the LADO, we would conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

We understand that the LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the Trust, or a combination of these.

19.5 Low-level Concerns (see KCSiE part 4)

A concern may be graded low-level if it concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- a) being over friendly with children;
- b) having favourites;
- c) taking photographs of children on their mobile phone;
- d) engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- e) using inappropriate sexualised, intimidating or offensive language.

- 19.6** If the concern has been raised via a third party, the Head of Nursery, Executive Head or designated investigation officer should collect as much evidence as possible by speaking
- a) directly to the person who raised the concern, unless it has been raised anonymously;
 - b) to the individual involved and any witnesses.

- 19.7** Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

- 19.8** Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

- 19.9** Low-level concerns should be recorded in writing, including the name* of individual sharing their concerns, details of the concern, the context in which the concern arose and the action taken.

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

- 19.10** We ensure that records are kept confidential, held securely and comply with the Data Protection Act 2018. We keep all records for seven years.

- 19.11** We review records so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and then meets the criteria for an allegation, then the matter is referred to the LADO. A review of records might identify that there are wider cultural issues within our schools that enabled the behaviour to occur. This would result in the revision of policies or processes to minimise any future risk.

20. On-line Safety

- 20.1** THNS has a clear E-Safety Policy. We understand that many children have unlimited and unrestricted access to the internet via mobile phone networks (outside of the school environment). This access means that some of our children have the potential to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.
- 20.2** Within THNS we manage this risk and protect children from inappropriate content by our filtering and monitoring systems. Within our policy we explain all we do to keep children safe when they are accessing online learning when not in school. Although children are not required to access online learning we aim to keep children safe online when not in the nursery environment through educating parents about the dangers online. KCSIE 2025 also introduced the need to be aware of risks online relation to “misinformation,” “disinformation” and “conspiracy theories.” (paragraph 135).
- 20.3** “Securly” is the filtering and monitoring product we use. The school’s filtering and monitoring systems are provided through London Grid for Learning and are reviewed at least termly.
- 20.3** The following links explain our systems in depth:

[LGfL-Appropriate-Filtering-for-Education-Settings-Filtering-Provider-Response-June-2021LGfL.pdf \(d1xsi6mgo67kia.cloudfront.net\)](https://www.cloudfront.net/d1xsi6mgo67kia.cloudfront.net/LGfL-Appropriate-Filtering-for-Education-Settings-Filtering-Provider-Response-June-2021LGfL.pdf)

<https://cyberdistribution.co.uk/student-safety/>

21. Records and monitoring

- 21.1** Any adult who is concerned about the welfare or safety of any child records their concerns and passes them immediately to a designated safeguarding lead who may then ask them to complete an expression of concerns form or may do this themselves keeping all original documentation. Any information recorded is kept in a separate named file, in a secure drawer and not with the child’s academic file. These files are the responsibility of the designated safeguarding lead and information will only be shared within school on a need to know basis for the protection of the child.
- 21.2** Any safeguarding information is recorded using CPOMS (Child Protection Online Management System) and is added to as necessary. Copies of referrals, invitations to child protection conferences, core groups and reports are stored here. Original notes from disclosures are also scanned in to the system as evidence of the initial concern.
- 21.3** Egress email, which offers government certified security is used when it is necessary to share sensitive / confidential information with outside agencies such as social services.

- 21.4** Electronic records, working documents, are kept in a secure designated safeguarding drive on the nursery network. Access is limited to designated safeguarding leads only.
- 21.5** If a child leaves our school the designated safeguarding lead makes contact with the designated safeguarding lead at the following school and the file will be forwarded in an envelope marked “confidential or through CPOMS when available.

22. Hiring out of school providers

- 22.1** The Head of Nursery (DSL Lead) works to ensure that outside providers meet the guidance for out of school settings as outlined in the DfE guidance “ Keeping children safe during community activities, after school clubs and tuition.”
- 22.2** All members of staff, whether directly employed by THNS or outside providers, undertake specific child protection and safeguarding training.
- 22.3** The Head of Nursery regularly reviews the performance of staff and volunteers after appointment.

Appendix 1 Criteria for effective safeguarding training (EYFS Statutory Framework September 2025)

1. Training is designed for staff caring for 0-5 year olds and is appropriate to the age of the children being cared for.
2. The safeguarding training for all practitioners must cover the following areas:
 - What is meant by the term safeguarding.
 - The main categories of abuse, harm and neglect.
 - The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
 - How to work in ways that safeguard children from abuse, harm and neglect.
 - How to identify signs of possible abuse, harm and neglect at the earliest opportunity.

These may include:

- Significant changes in children's behaviour.
- A decline in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Concerning comments or behaviour from children.
- Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
- The setting's safeguarding policy and procedures.
- Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
- Roles and responsibilities of practitioners and other relevant professionals involved in safeguarding.

Appendix 2 Whistleblowing channels available to staff (EYFS Statutory Framework September 2025)

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH
- Ofsted provides guidance on how to make complaints about a provider: [Complaints procedure - Ofsted - GOV.UK](#) (www.gov.uk)
- General guidance on whistleblowing can be found via: [Whistleblowing for employees](#).